

At Blessed Dominic Catholic Primary School, we aim to open the children’s eyes to the world, through a wide range of experiences and through a language-rich environment. We aim to build on the wealth of knowledge and skills children already have when they arrive at the school, and we recognise parents as the first educator in their child’s life. We also recognise that all children are unique, so celebrate and welcome differences within our school community. Therefore, our curriculum is child-centred forming the core of our pedagogy:



Faith: Prayer and worship are central to the life of this school. In EYFS we build the foundations of the children’s knowledge of their faith. Allowing them to consider the importance of belief and inspiring them to live like Jesus would like us to. We aim to promote God’s teachings and being part of a church family.

Community and Harmonious Relationships: In the EYFS, developing communication and language as well as personal, social and emotional skills are essential for children to be able to build solid and harmonious relationships with family and friends. At Blessed Dominic Catholic School, we model how to be a positive part of the community. As an EYFS team we actively encourage and work with parents to support the school with their child’s learning.

Memorable Experiences: Blessed Dominic believes that all children deserve an education rich in memorable experiences that allow for their creativity and curiosity to grow alongside their development of key skills and knowledge. We believe that offering our children a strong foundation and a love of learning gives them the best foundation to become well-rounded, happy individuals, ready to succeed in an ever-changing world.




Nurturing individuality: Here at Blessed Dominic Catholic Primary School we want children to grow and prosper. We aim to inspire children at an early age to express their individuality. We value respect and responsibility, individuality and inclusivity, confidence and kindness. We aim to nurture each unique child to value themselves and develop self-worth in order to thrive in life.


Ambitious Learning: As an Early Years team we recognise that the way children learn has huge potential to empower them to be confident, creative lifelong learners. In our provisions we follow their interests, encourage them to make independent choices about their learning, and support them to develop their thinking skills through skilful adult interactions.

Critical Thinking and Problem Solving: Problem-solving is an integral part of our everyday provision. We believe this is an expectation rather than an added extra, and rely on a 'have a go' ethos. We aim to create a safe environment to enable our children to feel confident and secure in their surroundings. We want them to feel free to make choices and be better equipped to solve problems, both on their own and collaboratively.


We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities across all seven key areas in our indoor and outdoor environment. Our curriculum supports curiosity, wonder and awe through learning. We encompass and support the unique needs and interests of each child, enabling them to learn new skills and acquire new knowledge, recognising children’s prior learning and experiences which are built upon as they move through our school.


Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Coverage	All about me	Autumn / Festivals & Celebrations	Winter	People who help us / Healthy Living	Growing	Amazing Animals
Reception Coverage	Marvellous Me Looking after ourselves Our Local Area Our Families My Faith Story Box Project	Festivals and Celebrations Autumn and Winter Diwali Christmas Remembrance Day Bonfire Night Chanukah New Year Celebrations	Superheroes Valentine’s Day Chinese New Year Transport People Who Help Us Vehicles Our lives past and present Superpowers / Superheroes	Enchanted Garden Pancake Day / Shrove Tuesday Wildlife – Bugs/ Farm / Wild animals (David Attenborough) Easter International Women’s Day Seasons Plants	Traditional Tales Fairy Tales Story Ladder Month of Mary Traditional Tales Nursery Rhymes / Poems Goodies / Baddies Summer	Our World Animals Travel and vehicles Maps Graduation Transition into year 1
Nursery Memorable Experiences	Settling in period	Nativity Performance Autumn Walk	Playing in the Snow? Making ice	Making fruit Kebabs Special Visitors – Police / Paramedic	Growing a Sunflower Creating a Wormery	Trip to Willows Farm Visit from Minibeast Co.?
Reception Memorable Experiences	Settling in period	Autumn Walk Nativity Performance	Visit local police station Meeting; police/firefighters/doctors/dentists/paramedics etc.	World Book Day Easter Baking	Chicks / Ducklings Library visit	Trip to the zoo
Nursery Books	Hug	Leaf Man The leaf thief Percy the park keeper	10 Things I Can Do to Help My World Polar Bear Polar Bear What Do You Hear? by Bill Martin, Jr.	Oliver’s Vegetables Handa’s Surprise	The Tiny Seed Pass the Jam, Jim, Kaye Imansky The Gigantic Turnip.	Dear Zoo! Yucky Worms The Very Hungry Caterpillar
Reception Books	Colour monster by Anna Llenas Marvellous Me by Lisa Bullard Owl Babies by Martin Waddell	Pumpkin Soup by Helen Cooper A Christmas Story by Brian Wildsmith	Here We Are by Oliver Jeffers The Tiger Who Came to Tea Judith Kerr Supertato by Paul Linnet and Sue Hendra	Jack and the Beanstalk illustrated by Giuseppe Di Lernia The Run Away Pea by Kjartan Poskitt and Alex Willmore Tad by Benji Davies	Little Red Riding Hood by Lari Don Gingerbread Man By Lesley Sims Luna Loves Library Day by Joseph Coelho and Fiona Lumbers	Double Trouble for Anna Hibiscus by Atinuke The Tale of the Whale by Karen Swann and Padmacandra The Lion inside by Rachel Bright and Jim Field
Nursery Communication & Language Development Matters 3 – 4	Listening, Attention and Understanding Children will point out objects/pictures in a story. Speaking Children will know and use vocabulary linked to their topic ‘All about Me!’ including family, home, and friends.	Listening, Attention and Understanding Children will understand ‘what’ questions. Speaking Children will know and retell the Christmas Story. Children will know and use vocabulary linked to their festivals and celebrations topic including celebrate, decoration, Diwali, Christmas.	Listening, Attention and Understanding Children will understand ‘where’ questions. Speaking Children will know and use vocabulary linked to their Winter topic, including Autumn, Winter, Spring, and Summer.	Listening, Attention and Understanding Children will understand ‘when’ questions. Speaking Children will know and use vocabulary linked to their Healthy Living & People who help us topics including fruit, vegetables, healthy, exercise,	Listening, Attention and Understanding Children will understand ‘who’ questions. Speaking Children will know and use vocabulary linked to their Growing topic including seeds, beans, fruit, and vegetables, grow, leaves, soil.	Listening, Attention and Understanding Children will understand and answer ‘why’ questions. Speaking Children will know and use vocabulary linked to Amazing Animals topic including wild, pet, habitat, wildlife.

Observational Checkpoint		Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?				
Reception Communication and Language  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Story box projects and partner talk during carpet sessions.</p>	Listening, Attention and Understanding Children will listen carefully to a story. Children will ask what questions. Speaking Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.	Listening, Attention and Understanding Children will join in with repeated refrains in a story. Children will ask who, where questions. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will talk about key events in a story. Children will ask when and why questions. Speaking Children will express ideas using past, present and future tense.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchange about what they have learned including questioning. Speaking Children will use talk in sentences using a range of tenses.
	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development Nursery Development Matters 3 – 4 	Self-Regulation Children will separate from main carer to come into nursery. Managing Self Children will know the class rules using the 5 Be Good rules: <ul style="list-style-type: none"> Be Kind Be Helpful Be honest Good Listening Good Sitting Children will know to wash and dry their hands before eating and after using the toilet. Building Relationships Children will know how to play alongside each other.	Self-Regulation Children will know what adults can help them in nursery. Managing Self Children will know how to look after resources and be helpful during tidy up time. Building Relationships Children will know how to play partner games.	Self-Regulation Children will become confident with visitors in nursery. Managing Self Children will know to drink water to be healthy. Building Relationships Children will share resources and play in a group.	Self-Regulation Children will show confidence walking around our local area. Managing Self Children will know to exercise to be healthy. Children will know examples of healthy food. Children will know to brush their teeth to be healthy. Building Relationships Children will take turns whilst playing and waiting patiently to have a go.	Self-Regulation Children will show confidence in visiting the local shop to buy their snack. Managing Self Children will know how to calm themselves by stopping and taking deep breaths. Building Relationships Children will consider the feelings of others in stories.	Self-Regulation Children will show confidence in visiting the local church. Managing Self Children will know how to independently use the toilet. Building Relationships Children will know how to listen to a friend and agree a compromise.
Observational Checkpoint		Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?				
Reception Personal, Social and Emotional Development  <p>Children develop their personal, social and emotional skills throughout the year through circle times, weekly RHE sessions and clear teacher modelling throughout the school day.</p>	Self-Regulation Children will see themselves as unique by sharing their hobbies and interests. Managing Self Children will learn the Be Good Rules; be kind, be honest, be helpful, good sitting, good listening. Children will know to wash and dry their hands before eating and after using the toilet. Building Relationships Children will know how to identify their feelings, using books such as, 'The Colour Monster' to support understanding.	Self-Regulation Children will know how to be helpful by taking on jobs such as washing up and becoming a class monitor. Managing Self Children will know how to be a safe pedestrian and why this is important. Building Relationships Children will know how to listen to others with respect.	Self-Regulation Children will know how to make the right choice and the consequences of not doing so. Managing Self Children will know how healthy eating is important for their health Building Relationships Children will know how to treat others in our class using the statements, 'kind hands and kind words.'	Self-Regulation Children will know the effects of their behaviour on others. Managing Self Children will know how regular teeth brushing is important for their health. Building Relationships Children will be able to describe what makes a good friends including attributes such as listening and sharing.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will know the importance of good sleep routine for their health. Building Relationships Children will know how to express their opinion and understand it is okay to have a difference opinion to their friends.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will know what a sensible amount of screen time is and why this is important for their health. Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.
	Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					


<p>Physical Development Nursery Development Matter 3 – 4</p> 	<p>Gross Motor Children will know how to ride a scooter.</p> <p>Fine Motor Children will explore large mark making to develop cross the mid-line movements.</p>	<p>Gross Motor Children will know how to ride a tricycle.</p> <p>Fine Motor Children will know how to zip up their coat.</p>	<p>Gross Motor Children will know how to throw a ball.</p> <p>Fine Motor Children will hold mark making tools more comfortably.</p>	<p>Gross Motor Children will know how to climb using alternate feet.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to skip, hop and stand on one leg.</p> <p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p>	<p>Gross Motor Children will know how to work together to carry large items such as planks of wood.</p> <p>Fine Motor Children will show preference for a dominant hand.</p>
---	---	--	---	--	--	--

Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?



<p>Reception Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing.</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will know how to zip up their coat.</p>	<p>Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will show preference for a dominant hands.</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						

<p>Literacy Nursery Development Matters 3-4</p> 	<p>Comprehension Children will know the logos for local supermarkets. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will spot and suggest rhymes.</p> <p>Writing Children will know how to draw horizontal lines.</p>	<p>Comprehension Children will know a range of signs including bus stop, parking, stop. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will clap syllables in a word.</p> <p>Writing Children will know how to draw vertical lines.</p>	<p>Comprehension Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will clap syllables in their name.</p> <p>Writing Children will know how to draw circles.</p>	<p>Comprehension Children will know the names of different parts of a book including the cover, title, and author. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will begin to identify their name.</p> <p>Writing Children will know how to draw diagonal lines.</p>	<p>Comprehension Children will know how to turn the pages of a book carefully. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will be able to recognise some letters of their name.</p> <p>Writing Children will write the initial sound in their name.</p>	<p>Comprehension Children will know how to read from left to right and top to bottom. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will be able to recognise their own name and other familiar words.</p> <p>Writing Children will write their name.</p>
--	---	--	---	---	--	---

Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?

<p>Reception Literacy</p>  <p>To develop literacy skills, children take part in daily sessions of the Little Wandle Phonics scheme. As well as weekly Literacy focus daily storytelling and The Story Box project.</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will know how to write their names. Children will know how to correctly form letters taught through LW.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will know how to correctly form letters taught through LW.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters. Children will know how to correctly form letters taught through LW.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs.</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters. Children will know how to correctly form letters taught through LW.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically. Children will form all 26 lowercase letters of the alphabet correctly.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will know how to correctly form capital letters. Children will know how to read what they have written to check in makes sense.</p>
<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						

<p>Mathematics Nursery Development Matters 3-4</p> 	<p>Number Children will count to 5.</p> <p>Numerical Patterns Children will sort by colour, size and object.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p>Number Children will count to 5 using 1:1 correspondence.</p> <p>Numerical Patterns Children will compare big and small.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p>Number Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p>Numerical Patterns Children will use language including tall, long, short.</p>	<p>Number Children will count to 10.</p> <p>Children will identify more/less.</p> <p>Numerical Patterns Children will use language including light, heavy, full and empty.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p>Number Children will count in correspondence to 10.</p> <p>Children will subitise to 3.</p> <p>Numerical Patterns Children will use positional language including on top, under, next to and behind.</p> <p>Children will match objects that are the same.</p>	<p>Number Children will recognise numbers 1, 2, 3, 4, 5.</p> <p>Numerical Patterns Children will make an AB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>
<p>Observational Checkpoint Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>						
<p>Reception Mathematics</p>  <p>Through the White Rose Mathematics scheme the children learn to develop their mathematical skills through daily maths sessions, practical resources and continuous provision.</p>	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
<p>Understanding the World Nursery Development Matters 3- 4</p> 	<p>History : Past and Present Children will know they were a baby.</p> <p>Geography: People, Culture and Communities Children will learn from visitors of various occupations inc. a plumber, farmer, vet.</p> <p>Children will talk about differences and similarities between themselves and people in their local community.</p> <p>Science: The Natural World Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p> <p>RE :People, Culture and Communities Children will know how and why we celebrate Harvest Festival.</p> <p>Computing: Children will know how to use a camera to take photos.</p>	<p>History : Past and Present Children will know about Poppy Day and Bonfire Night and Christmas.</p> <p>Geography: People, Culture and Communities Children will know that a globe represents the world.</p> <p>Science: The Natural World Children will know how materials change when cooking, cooling and heating.</p> <p>Children will make collections of natural materials to investigate and talk about.</p> <p>RE: People, Culture and Communities Children will know that some people celebrate Diwali.</p> <p>Children will know that some people celebrate Christmas.</p> <p>Computing: Children will know how to use the smart board.</p>	<p>History: Past and Present <i>Children find out about Chinese New Year.</i></p> <p>Geography : People, Culture and Communities Children will know about hot and cold places in our world.</p> <p>Science : The Natural World Children will know how materials change when freezing and melting.</p> <p>RE: People, Culture and Communities</p> <p>Computing: Children will know how to select an app on an iPad.</p>	<p>History: Past and Present Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p> <p>Geography: People, Culture and Communities Children will know the name of the town that our school is in.</p> <p>Science: The Natural World Children will know how to respect and care for living things. Children will investigate light, dark and shadows.</p> <p>RE: Culture and Communities Children will find out about Palm Sunday. Children will know some people celebrate Easter. Children will learn about other faiths.</p> <p>Computing: Children will know how to make digital art on the smart board.</p>	<p>History: Past and Present Children will find out about St. George's day and how we celebrate.</p> <p>Geography: People, Culture and Communities Children will find out about the England flag.</p> <p>Science: The Natural World Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will plant and grow a fruit/vegetable/herbs.</p> <p>RE: People, Culture and Communities</p> <p>Computing: Children will know how to play interactive games on the iPad/IWB.</p>	<p>History: Past and Present Children will begin to understand that at the moment they attend Nursery but soon they will go to Reception.</p> <p>Geography: People, Culture and Communities Children will know learn about our local area.</p> <p>Science: The Natural World Children will explore and talk about forces including magnets, floating/sinking and stretching.</p> <p>RE: People, Culture and Communities Children will learn about other faiths.</p> <p>Computing: Children will learn how to operate wind-up toys and pulleys.</p>
<p>Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?</p>						
<p>Reception</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that there are many</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are</p>

<p>Understanding the World</p>  <p>Understanding the world is taught throughout half termly topics and during continuous provision. For example, the investigation table.</p>	<p>immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'. Children will know the 5 senses. Children will know that this time of the year is Autumn.</p> <p>RE: People, Culture and Communities Children will know what Creation teaches Christian's about God.</p> <p>Computing: Children will know how to use an iPad to take photos.</p>	<p>Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like.</p> <p>Children will know why Christians perform nativity plays.</p> <p>Computing: Children will know how to an iPad to scan QR codes.</p>	<p>countries around the world.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments. Children will know that this time of the year is Winter.</p> <p>RE: People, Culture and Communities Children will know what kind of king Jesus may have been.</p> <p>Children will know what the church is and why the local church is linked to our school.</p> <p>Computing: Recognise inappropriate content and know to tell an appropriate trusted adult.</p>	<p>Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences. Children will observe changed and growth of chicks. Children will know that this time of year is spring.</p> <p>RE: People, Culture and Communities Children will know why people say sorry.</p> <p>Children will know why Christians put three crosses in an Easter garden.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p> <p>Computing: Children will know how to use the IWB and computer to make digital art using 'paint' programmes.</p>	<p>countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences. Children will know the cycle of a sunflower. Children will observe how a tree has changed over the 4 seasons.</p> <p>RE: People, Culture and Communities Children will know what Christians say the Holy Spirit is like.</p> <p>Computing: Children will know how to programme a Beebot.</p>	<p>used to identify features on a map.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter. Children will know that this time of the year is summer.</p> <p>RE: People, Culture and Communities Children will know how the disciples changed when they first met Jesus.</p> <p>Computing: Children will know how to ask google a questions using dictation.</p>
<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p>Expressive Arts & Design Nursery</p> <p>Development Matters 3 - 4</p> 	<p>Music: Being Imaginative Children will know the nursery rhymes/songs: - 5 Little Ducks Children will explore different instruments.</p> <p>Art & Design : Creating with Materials Children will do large scale drawings/paintings of their family.</p> <p>Children will use pencils and colouring pens to free draw.</p> <p>Children will explore ad recreate art in the style of Alma Thomas (Black History Month)</p>	<p>Music: Being Imaginative Children will know the nursery rhymes/songs: - 5 Little Speckled Frogs - Twinkle Twinkle Little Star Children will also be learning a range of Nativity songs.</p> <p>Art & Design :Creating with Materials Children will paint on a flat surface and an easel.</p> <p>Children will be creating with different materials to make Christmas Cards / Christmas Gifts (Star for Christmas Tree)</p>	<p>Music :Being Imaginative Children will know the nursery rhymes/songs: - 5 Little Ducks - Incy Wincy Spider</p> <p>Children will draw to represent ideas like movement and loud noises.</p> <p>Art & design: Creating with Materials Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p>	<p>Music: Being Imaginative Children will know the nursery rhymes/songs: - 5 Currant Buns - Three Blind Mice - 5 Little Monkeys Jumping on the Bed</p> <p>Art & Design: Creating with Materials Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p>	<p>Music: Being Imaginative Children will know the nursery rhymes/songs: - 5 Little Men in a Flying Saucer - Jack and Jill - Miss Polly Had a Dolly</p> <p>Children will play sound matching games.</p> <p>Art & Design: Creating with Materials Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will do observational drawings of plants / flowers.</p>	<p>Music : Being Imaginative Children will know the nursery rhymes/songs: - Old Macdonald Had a Farm - Polly Put the Kettle On - The Wheels on the Bus</p> <p>Children will play a range of instruments to express their feelings and ideas.</p> <p>Art & Design: Creating with Materials Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p>
<p>Observational Checkpoint : Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>						
<p>Reception Expressive Arts and Design</p>  <p>The children are encouraged to access resources independently during continuous provision.</p>	<p>Music: Being Imaginative Children will know the nursery rhymes and songs. Children will learn Harvest songs.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative Children will learn and listen Songs for the Nativity and Christmas Carols.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures. Children will make props and costumes for different role play scenarios</p>	<p>Music: Being Imaginative Children will know how to tap/clap along to a rhythm.</p> <p>Art & Design: Creating with Materials Pupils should be taught different ways to make marks using a paint brush.</p>	<p>Music: Being Imaginative Children will experiment with different ways of playing instruments.</p> <p>Art & Design: Creating with Materials . Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative Children will know how to match a pitch.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative Children will know how to perform their own dances by beginning to follow a rhythm.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						