



Tudor Grange  
Academies Trust

Early Years Foundation Stage  
Curriculum Handbook

## Rationale

This document, along with the statutory Early Years Foundation Stage Framework's educational programmes, aims to provide teachers and leaders with the information they need regarding the Tudor Grange Academy Trust Early Years curriculum.

This document will support teachers' planning by identifying the expectations of the agreed curriculum offer in all our early years settings. This will support professionals to carefully consider how new knowledge can be linked to previous knowledge. It will also ensure that our children leave the early years with a confident understanding of agreed fundamental skills, knowledge, and vocabulary.

Our aim is that in our early years settings, children will learn key skills, have rich experiences, develop resilient character, and be encouraged to think critically, so that they are ready to flourish as they continue along their learning journey.

This document aims to support teachers and leaders to confidently articulate the intent of their curriculum. Children remember new knowledge more effectively when they are clear on what they are learning, why they are learning it, and how it links to what they have previously learned: it is therefore essential that all their teachers can communicate these aspects of the curriculum.

This document outlines guaranteed early years curriculum experiences and opportunities that are part of the pedagogy in all Tudor Grange Academy Trust Early Years settings.

By working together, early years practitioners can support each other to ensure ambitious standards, quality resources, rich experiences and challenge are integral to the curriculum in all Tudor Grange Academy Trust Early Years settings.

	A Unique Child	Positive relationships	Enabling Environment	Learning and Development
INTENT	<p>Practitioners <b>observe and understand each child's development and learning</b>, assess progress, plan for and act on next steps.</p> <p>A <b>safe environment</b> where children's wellbeing and personal development is prioritised and where they are given opportunities to develop their talents and interests.</p> <p><b>Inclusive practice</b> where all children and their families are valued and respected equally and where they are encouraged to become healthy, useful, active members of a diverse and constantly changing society.</p> <p>The <b>same learning and development ambitions</b> for almost all children. For children with needs, their curriculum is designed to be ambitious and to meet their needs.</p>	<p>Children develop the <b>behaviours, attitudes, confidence and social skills</b> necessary to form <b>positive relationships with their peers</b>.</p> <p><b>Warm and positive relationships between staff and children</b>, built on consistency.</p> <p><b>Strong partnerships between home and school</b> built on respect, communication and understanding.</p> <p><b>Communicative and productive relationships with expert agencies and professionals</b> so that children's needs can be met promptly and adequately through services, training, guidance, and advice.</p>	<p>Confident <b>staff who have specialised knowledge</b> in the teaching of early years children to maximise outcomes for all.</p> <p><b>High quality and effective interactions</b> which maximise children's learning outcomes.</p> <p>A well-considered <b>balance of child-initiated and adult-initiated activities</b>, both indoors and outdoors, which comprises a <b>combination of direct teaching and freely chosen play activities</b>.</p> <p>A <b>physical environment</b> which is an integral part of the curriculum providing rich and built-in learning opportunities.</p>	<p>An <b>ambitious curriculum</b> designed, delivered and assessed in a way that can <b>close emerging disadvantage gaps</b>, respond to children's needs and secure their development.</p> <p>A <b>curriculum which is carefully sequenced</b> and supports children to develop a deep understanding of the knowledge and skills they are learning.</p> <p>A curriculum which <b>values all seven areas of learning</b> and ensures children experience a <b>rich, holistic and meaningful learning journey</b>.</p> <p>Strong <b>communication, language and literacy</b> are central to a child's early and later development and is a central component of our high-quality curriculum. Our curriculum aims to enrich all children's vocabulary, across the seven areas of learning, whatever their starting point.</p>
IMPELINATION	<p>A cycle of <b>observation, assessment and planning</b> ensures that practice is responsive to children's evolving needs, informs targeted support needs, and supports transition.</p> <p>Children's <b>physical and psychological wellbeing</b> is prioritised within our setting through <b>robust safeguarding</b> systems and procedures. Children's <b>health</b> is an integral part of their emotional, mental, social and spiritual well-being and is supported throughout our curriculum.</p> <p>There is an established <b>culture of inclusion</b> across our settings, with clear processes and systems for identifying children's individual needs and a <b>culture of high expectations and high-quality teaching</b> to support all children, including those with SEND.</p> <p>The majority of <b>children move through the curriculum at broadly the same pace</b>. Those who grasp concepts rapidly are challenged by 'going deeper' and those who are not sufficiently fluent with material, consolidate their understanding before moving on. <b>Specialised teaching interventions</b> are prioritised for children with SEND, those experiencing disadvantage and those for whom English is a second language.</p>	<p>Children's <b>personal, social and emotional development</b> is supported using weekly whole group sessions and small group activities.</p> <p><b>Practitioners know the children they teach well</b>. Fair and consistent routines and expectations support children's emotional security.</p> <p>Practitioners work in <b>close partnership with families</b> to understand children's learning and development needs. Parents are regularly involved in their child's life at school, and they are kept well informed about their child's progress and how to continue learning at home.</p> <p>Practitioners work closely with their SENDCo to <b>maintain communicative and productive relationships</b> with expert agencies and professionals.</p>	<p>Practitioners are committed to <b>developing and improving their practice</b> through engagement with research and training.</p> <p>Practitioners recognise that every interaction is a teaching opportunity. They <b>skilfully interact</b> with children by using a range of techniques when working with a child to solve a problem, clarify a concept or extend an idea.</p> <p>Children engage in short, daily sessions in which new concepts are introduced and explored through <b>direct teaching</b>. <b>Quality play</b> is essential within all areas of early years. Through our <b>open ended, continuous provision</b>, all children have opportunities to extend, apply and revisit learning in many different contexts throughout the day.</p> <p>Our settings are <b>clean, calm, well-organised and inviting spaces</b>. They reflect the identity and culture of our children and families and therefore foster a <b>sense of belonging</b>. Resources provided motivate children to become deeply engaged in play and learning.</p>	<p>The development of <b>children's word reading, comprehension, writing and mathematics skills are prioritized</b> within our settings.</p> <p>Our curriculum focuses on exploring <b>key content in considerable depth</b>. Our long-term progression and curriculum maps are used to plan for <b>teaching and learning which is well sequenced and progressive</b>. Weekly planning is tailored to the needs of our children and includes direct teaching, continuous provision and focussed interventions.</p> <p>The curriculum is taught through <b>engaging, interlinked topics</b> which include wider learning experiences.</p> <p><b>Stories, songs and rhymes</b> are at the heart of everyday teaching and, along with <b>skilful practitioner interactions</b>, support children to become effective communicators. Our curriculum enriches all children's <b>vocabulary</b>, across the seven areas of learning, whatever their starting point.</p>

<b>IMPACT</b>	<p>Children receive a <b>high-quality education</b> based on assessment-informed planning for individual children which ensures that <b>all children make good progress</b>.</p>	<p>Children <b>work well together, share and take turns</b>. They are <b>building independence, self-regulation, decision-making and problem-solving skills</b>.</p>	<p>High quality practitioners who, through skilful interactions, <b>maximise outcomes for children</b>.</p>	<p>By the end of EYFS, we expect that <b>all, or almost all, of our children achieve the ELGs</b>. Their attainment is above or at least in line with national expectations. <b>All children make excellent progress in all areas of the curriculum from their starting points</b>.</p>
	<p>Children are <b>happy, healthy, and confident learners</b>. All children are <b>treated fairly and with respect</b>. All children are <b>motivated to learn</b>, and therefore can fully participate in their own learning which provides them with <b>the skills and resources for later life</b>.</p>	<p><b>Positive and confident children</b> who through secure and supportive relationships, are able to take risks and are resilient.</p>	<p>Children are <b>confident, articulate, and successful learners</b>.</p>	<p>Children leave Early Years with a <b>secure base of knowledge from which mastery can be built</b>.</p>
	<p>Children grow up as <b>kind, well rounded, respectful individuals</b>.</p>	<p><b>Children benefit from a strong and reciprocal school-home partnership</b> which is built on trust and respect established over time.</p>	<p>Children experience a curriculum and delivery which ensures that they <b>make good progress</b> through prior knowledge being continually re-visited and built upon in age-appropriate way.</p>	<p>Children have <b>experienced a range of meaningful and challenging experiences</b> that form the basis of lifelong learning. They have begun to develop the skills and attributes to positively contribute to making the world a better place in the future.</p>
	<p>All children have the <b>same opportunity</b> to benefit from the highest quality teaching and therefore be <b>successful and flourish</b>.</p>	<p><b>Children's needs are met promptly and adequately</b> through services, training, guidance and advice.</p>	<p>Children feel <b>calm, safe and settled</b> in our organised and predictable environments. Children are able to freely and independently access resources to support their play and learning. Children feel <b>a sense of belonging</b> as they help to care for and look after their environment.</p>	<p>Children are <b>effective communicators</b> and have developed the spoken language skills that will underpin all future learning and ensure <b>a smooth transition into year 1</b>.</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Phase 1</b>	<b>Myself</b>	<b>Celebrations</b>	<b>Food</b>	<b>Noah's Ark</b>	<b>Castles</b>	<b>Homes</b>

# Communication and Language

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Communication &amp; Language Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Listening, Attention &amp; Understanding</b>	<p>Watch someone's face as they talk.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Understand frequently used words.</p>	<p>Listen to, recognise and respond to many familiar sounds.</p> <p>Show interest in play with sounds, songs and rhymes.</p>	<p>Listen with interest to the noises adults make when they read stories.</p> <p>Understand simple instructions.</p> <p>Learn one another's names and pronounce them correctly.</p>	<p>Listen to simple stories.</p> <p>Understand and act on longer sentences.</p> <p>Identify action words by following simple instructions.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Begin to understand more complex sentences.</p> <p>Develop understanding of simple concepts, such as fast/slow and good/bad.</p>	<p>Listen to simple stories and understand what is happening.</p> <p>Understand simple questions about 'who', 'what' and 'where' but generally not 'why.'</p> <p>Single-channelled attention; can shift to a different task if attention fully obtained.</p>
<b>Speaking</b>	<p>Copy gestures and words.</p> <p>Babble and use single words during play.</p> <p>Make themselves understood and can become frustrated when they can't.</p>	<p>Start to put short sentences together with 2 to 3 words.</p> <p>Use intonation, pitch and changing volume when 'talking.'</p> <p>Use language to share experiences and thoughts.</p>	<p>Use the speech sounds p, b, m, w.</p> <p>Start to say how they are feeling, using words as well as actions.</p>	<p>Use verbs and nouns.</p> <p>Asks questions.</p>	<p>Begin to use word endings.</p> <p>Use a variety of questions.</p>	<p>Still learning to pronounce: - l/r/w/y/f/th,/sh/ch/dz/j and multi-syllabic words.</p> <p>Put 4 or 5 words together to make short sentences.</p> <p>Start to develop conversation, often jumping from topic to topic.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Communication &amp; Language Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Listening, Attention &amp; Understanding</b>	<p>Listen to others in 1:1 or small groups, when conversation interest them.</p> <p>Join in with a story or rhyme.</p> <p>Understand a question or instruction.</p>	<p>Listen in different situations.</p> <p>Listen to familiar stories with increasing attention and recall.</p> <p>Respond to conversations, stories, and rhymes.</p> <p>Follow directions (if not intently focused).</p>	<p>Listen to conversation.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Understand a question or instruction that has two parts.</p>	<p>Listen to conversation and respond.</p> <p>Joins in with conversation.</p> <p>Remember some simple elements from a story.</p>	<p>Enjoy listening to longer stories.</p> <p>Take turns in conversations.</p> <p>Focus attention-can still listen or do but can change their own focus of attention.</p> <p>Understand 'why' questions.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Follow simple instructions that include prepositions.</p>
<b>Speaking</b>	<p>Talk in sentences (3 to 4).</p> <p>Talk about what is happening.</p> <p>Recite songs and rhymes by heart.</p>	<p>Use talk to organise themselves and their play.</p> <p>Describe actions and events.</p> <p>Retell parts of a story and predict what might happen next.</p>	<p>Use longer sentences of four to six words.</p> <p>Use describing words in sentences.</p> <p>Use pronouns in talk.</p> <p>Use intonation, rhythm and phrasing to make meaning clear to others.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use time words in talk.</p> <p>Talk about an event in the past in the correct order.</p>	<p>Use longer sentences and link sentences together.</p> <p>Use a range of tenses but still makes some mistakes.</p> <p>Ask simple questions and give explanations.</p>	<p>Use more complex sentences to link thoughts.</p> <p>Express a point of view and debate.</p> <p>Know many rhymes.</p> <p>Talk about familiar books.</p> <p>Tell a long story.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Communication &amp; Language Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Listening, Attention &amp; Understanding</b>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Beginning to understand 'how' questions.</p>	<p>Listen for longer periods of time.</p> <p>Make sensible suggestions about what might happen next in a story.</p> <p>Follow more complex instructions that involve several ideas or actions.</p>	<p>Listen attentively in different situations.</p> <p>Ask questions about the stories.</p>	<p>Listen and make comments about what I have heard.</p> <p>Concentrate until an activity is completed.</p> <p>Understand a range of complex sentences.</p>	<p>Two-channelled attention- can both listen and do for a short span.</p> <p>Initiate and maintain a conversation.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Engage in back-and-forth conversation.</p> <p>Understand 'how' and 'why' questions.</p>
<b>Speaking</b>	<p>Learn rhymes, poems and songs.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p>	<p>Engage in story times.</p> <p>Talk about a series of events in sequence.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Engage in non-fiction books.</p> <p>Describe events in some detail.</p> <p>Retell the story using story language and their own words.</p> <p>Describe and explain their ideas.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Express my opinions and give reasons.</p> <p>Use correct tenses in talk.</p> <p>Use conjunctions in talk.</p>	<p>Link statements using connectives and sticks to a main theme or intention.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p>	<p>Adapt talk in response to the listener.</p> <p>Fluent and coherent speech.</p> <p>Engage in much longer conversations.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3



# **Personal, Social and Emotional Development**

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Personal, Social &amp; Emotional Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Self-Regulation</b>  (Emotional Development)	Is calmed by a key person.  Experience a wide range of feelings with great intensity, which can be overwhelming.	Find ways to calm themselves with support from their key person.  Express a range of emotions.	Find ways of managing transitions.  Becoming to think about their feelings.	Participate and cooperate in more routines.  Increasingly able to talk about and manage their emotions.	Understand some boundaries.  Safely explore emotions beyond their normal range through play and stories.	Begin to show 'effortful control'.  Talk about their feelings in more elaborated ways.
<b>Managing Self</b>  (Personal development)	Know their own name.  Express preferences and interests.  Explore the classroom environment with support.	Try new things.  Explore the classroom environment freely and independently.	Grow in independence and begin to reject help.	Experiment with their own and other people's views of who they are through play.  Confidently explore unfamiliar environments with their key person.	Learn that actions have consequences.  Aware that some actions can hurt or harm others.	Show a sense of autonomy through asserting their ideas and preferences and making choices and decisions.  Becoming more aware of their unique abilities.
	Manage their own needs <b>with support</b> : hygiene (hand washing, nose blowing, coughing, tooth brushing), toileting training, dressing and undressing (putting on coats, putting on shoes and wellies), mealtimes (feeding self-using cutlery, pouring drinks), organisation (put coat on peg).					
<b>Building Relationships</b>  (Social development)	Engage with others through gestures, gaze and talk.  Interested in others' play and starting to join in.	Play with increasing confidence on their own and with other children.  Seek comfort from familiar adults when needed and distracts themselves with a comfort object when upset.	Develop an understanding of and interest in gender, ethnicity, and ability.	Notice and ask questions about differences between people.	Develop friendships with other children.	Respond to the feeling of others, showing concern and offering support.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3



Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Personal, Social &amp; Emotional Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Self-Regulation</b> (Emotional Development)	Talk about their feelings and those of others, with support. Show more confidence in new social situations. Identify and moderate their own feelings socially and emotionally with support. Focus on what is said to them. Know they are important.					
<b>Managing Self</b> (Personal development)	Manage their own needs <b>with support</b> : hygiene (hand washing, nose blowing, coughing, toothbrushing), toileting, dressing and undressing (putting on coats, doing up zips and buttons, putting on shoes, gloves), mealtimes (cutting using a knife and fork, pouring drinks), organisation (keeping track of belongings). Become more outgoing with unfamiliar people, in the safe context of their setting. Do not always need an adult to remind them of a rule. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive.					
<b>Building Relationships</b> (Social development)	Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Develop their sense of responsibility and membership of a community.					
<b>Jigsaw</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Fundamental Knowledge</b>	<p>I understand how feeling happy and sad can be expressed.</p> <p>How am I feeling today?</p> <p>I can work together and consider other people's feelings.</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights, and this means we should all be allowed to learn and play.</p> <p>I am leaning what being responsible means.</p>	<p>I know how it feels to be proud of something I am good at.</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different house and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p>	<p>I understand what challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards IT.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I'm older.</p> <p>I can feel proud when I achieve a goal.</p>	<p>I know the names for some parts of mu body and I'm starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers.</p>	<p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I can work together and enjoy being with my friends.</p>	<p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to help me be healthy.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel about moving to School from Nursery.</p> <p>I can remember some fun things about Nursery this year.</p>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Personal, Social &amp; Emotional Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Self-Regulation</b> (Emotional Development)	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Focus on and respond to what is said to them. See themselves as a valuable individual.					
<b>Managing Self</b> (Personal development)	Manage their own needs: hygiene (hand washing, nose blowing, coughing, toothbrushing), toileting independently, dressing and undressing independently (putting on coats, doing up zips and buttons, putting on shoes, gloves), mealtimes (cutting using a knife and fork, pouring drinks), organisation (keeping track of belongings). Show resilience and perseverance in the face of challenge. Understands right from wrong and the reasons for rules.					
<b>Building Relationships</b> (Social development)	Works and plays cooperatively and takes turns with others. Build constructive and respectful relationships. Resolve conflict and rivalry independently or with support. Think about the perspectives of others.					
<b>Jigsaw</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Fundamental Knowledge</b>	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I enjoy working with others to make school a good place to be.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children's rights, and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p>	<p>I can identify something I am good at and understand everyone is good at different thing.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>I understand that if I persevere, I can tackle challenges.</p> <p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>I know what a stranger is and how to stay safe if a stranger approach's me</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be health.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> </ul>					

	<ul style="list-style-type: none"><li>• assessment scores and/or information</li><li>• a collection of anecdotal and significant moments</li><li>• observations.</li></ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3

# Physical Development



Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Physical Development Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Gross Motor</b>	<p>Fit themselves into spaces.</p> <p>Learn to explore space and move around it safely.</p> <p>Sit up from lying down, stand up from sitting and squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.</p>	<p>Walk, run, jump and climb.</p> <p>Jump up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Begin to understand and choose different ways of moving.</p> <p>Sit comfortably on a chair with both feet on the ground.</p>	<p>Spin and roll.</p> <p>Begin to walk, run and climb on different levels and surfaces.</p>	<p>Clap and stamp to music.</p> <p>Move in response to music, or rhythms played on instruments.</p>	<p>Kick a stationary ball with either foot.</p> <p>Throw a ball with increasing force and accuracy.</p> <p>Start to catch a large ball by using two hands and their chest to trap it.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Climb up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>Start to use the stairs independently.</p> <p>Independently use ropes and swings.</p>
	Engage in 3 hours per day in a variety of physical activities (PE, outdoor play, lunchtime, daily miles, movement breaks, wake-up shake-ups etc) including 1 hour of moderate-to-vigorous physical activity (running, riding a bike, PE).					
<b>Fine Motor</b>	<p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Uses cutlery to feed themselves.</p> <p>Holds mark-making tools with thumb and all fingers.</p> <p>Build independently with a range of appropriate resources.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Manipulate malleable materials.</p> <p>Snip with scissors.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects.</p> <p>May be beginning to show preference for dominant hand and/or leg/foot.</p> <p>Manage their own needs with support: hygiene (hand washing, nose blowing, coughing, tooth brushing), toileting training, dressing and undressing (putting on coats, putting on shoes and wellies), mealtimes (feeding self-using cutlery, pouring drinks), organisation (put coat on peg).</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Physical Development Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Get Set 4 PE</b>	<b>Introduction to PE</b>	<b>Fundamentals</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Ball Skills</b>	<b>Games</b>
<b>Gross Motor</b>	<p>Move safely and sensibly in a space with consideration of others.</p> <p>Develop moving safely and stopping with control.</p> <p>Use equipment safely and responsibly.</p> <p>Use different travelling actions whilst following a path.</p> <p>Work with others co-operatively and play as a group.</p> <p>Follow, copy and lead a partner.</p>	<p>Develop balancing whilst stationary and on the move.</p> <p>Develop running and stopping.</p> <p>Develop changing direction.</p> <p>Develop jumping and landing.</p> <p>Develop hopping and landing with control.</p> <p>Explore different ways to travel.</p>	<p>Copy and create shapes with the body.</p> <p>Create shapes whilst on apparatus.</p> <p>Develop balancing and taking weight on different body parts.</p> <p>Develop jumping and landing safely.</p> <p>Develop rocking and rolling.</p> <p>Copy and create short sequences by linking actions together.</p>	<p>Explore different body parts and how they move.</p> <p>Explore different body parts and how they move and remember and repeat actions.</p> <p>Express and communicate ideas through movement exploring directions and levels.</p> <p>Create movements and adapt and perform simple dance patterns.</p> <p>Copy and repeat actions showing confidence and imagination.</p> <p>Move with control and co-ordination, linking, copying and repeating actions.</p>	<p>Develop rolling a ball to a target.</p> <p>Develop stopping a rolling ball.</p> <p>Develop accuracy when throwing to a target.</p> <p>Develop bouncing and catching a ball.</p> <p>Develop dribbling a ball with your feet.</p> <p>Develop kicking a ball.</p>	<p>Work safely and develop running and stopping.</p> <p>Develop throwing and learn how to keep score.</p> <p>Play games showing an understanding of the different roles within it.</p> <p>Follow instructions and move safely when playing tagging games.</p> <p>Work co-operatively and learn to take turns.</p> <p>Work with others to play team games.</p>
	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Go up and down steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Collaborate with others to manage large items.</p> <p>Continue to develop their movement, balancing and riding.</p> <p>Engage in 3 hours per day in a variety of physical activities (PE, outdoor play, lunchtime, daily miles, movement breaks, wake-up shake-ups etc) including 1 hour of moderate-to-vigorous physical activity (running, riding a bike, PE).</p> <p>Make healthy choices about food, drink, physical activity, and tooth brushing.</p>					
<b>Fine Motor</b>	<p>Use one-handed tools and equipment.</p> <p>Snip paper with scissors.</p> <p>Manipulate malleable materials with increasing control.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to draw intercepting lines and simple shapes.</p> <p>Develop the pincer grip.</p> <p>Show a preference for a dominant hand.</p> <p>Progress towards a tripod grip.</p> <p>Manage their own needs <b>with support</b>: hygiene (hand washing, nose blowing, coughing, toothbrushing), toileting, dressing and undressing (putting on coats, doing up zips and buttons, putting on shoes, gloves), mealtimes (cutting using a knife and fork, pouring drinks), organisation (keeping track of belongings).</p>					

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Physical Development Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Get Set 4 PE</b>	<b>Introduction to PE</b>	<b>Fundamentals</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Ball Skills</b>	<b>Games</b>
<b>Gross Motor</b>	<p>Move around safely in space.</p> <p>Follow instructions and stop safely.</p> <p>Stop safely and develop control when using equipment.</p> <p>Follow instructions and play safely as a group.</p> <p>Follow a path and take turns.</p> <p>Work co-operatively with a partner.</p>	<p>Develop balancing.</p> <p>Develop running and stopping.</p> <p>Develop changing direction.</p> <p>Develop jumping.</p> <p>Develop hopping.</p> <p>Explore different ways to travel using equipment.</p>	<p>Create short sequences using shapes, balances and travelling actions.</p> <p>Develop balancing and safely using apparatus.</p> <p>Develop jumping and landing safely from a height.</p> <p>Develop rocking and rolling.</p> <p>Explore travelling around, over and through apparatus.</p> <p>Create sequences using apparatus.</p>	<p>Copy, repeat and explore actions in response to a theme.</p> <p>Explore and remember actions considering level, shape and direction.</p> <p>Explore movement using a prop with control and co-ordination.</p> <p>Move with control and co-ordination, expressing ideas through movement.</p> <p>Remember and repeat actions moving in time with the music.</p> <p>Explore actions in response to a theme and begin to use counts.</p>	<p>Develop rolling and tracking a ball.</p> <p>Develop accuracy when throwing to a target.</p> <p>Develop dribbling with hands.</p> <p>Develop throwing and catching with a partner.</p> <p>Develop dribbling a ball with your feet.</p> <p>Develop kicking a ball to a target.</p>	<p>Aim when throwing and practise keeping score.</p> <p>Follow instructions and move safely when play tagging games.</p> <p>Learn to play against a partner.</p> <p>Develop co-ordination and play by the rules.</p> <p>Explore striking a ball and keeping score.</p> <p>Work co-operatively as a team.</p>
	<p>Engage in 3 hours per day in a variety of physical activities (PE, outdoor play, lunchtime, daily miles, movement breaks, wake-up shake-ups etc) including 1 hour of moderate-to-vigorous physical activity (running, riding a bike, PE).</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>					
<b>Fine Motor</b>	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Handle tools, objects, construction, and malleable materials safely and with increasing control and intention.</p> <p>Use anticlockwise movement and retrace vertical lines.</p> <p>Draw intercepting lines and simple shapes.</p> <p>Cut along a line continuously.</p> <p>Encourage a preference for a dominant hand.</p> <p>Consistently use a tripod grip to control writing tools.</p> <p>Begin to form lower case graphemes accurately, using correct entry and exit points.</p> <p>Begin to form capital letters accurately, using correct entry and exit points.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Manage their own needs: hygiene (hand washing, nose blowing, coughing, toothbrushing), toileting, dressing and undressing (putting on coats, doing up zips and buttons, putting on shoes, gloves), mealtimes (cutting using a knife and fork, pouring drinks), organisation (keeping track of belongings).</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					

<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3
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**Literacy**

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Literacy Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Comprehension</b>	<p>Sing songs and say rhymes independently.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Seek out others to share with an adult, with another child, or to look at alone.</p> <p>Ask questions about the book.</p> <p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>					
<b>Word Reading</b>	<p>Recognise sounds in the environment.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Repeat actions, words and phrases from familiar stories.</p> <p>Fill in the missing word or phrase in a known rhyme, story or game.</p> <p>Begin to recognise familiar logos from children's popular culture, commercial print or icons for apps.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>					
<b>Writing</b>	<p>Enjoy drawing and writing freely, on paper and on different textures and through using touch screen technology.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Literacy Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Comprehension- Little Wandle Reading</b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes (name, advertising logos and screen icons)</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> <p>Handles books carefully and with growing competence.          Listens and respond to stories, rhymes and poems.          Talks about the stories they like.          Join in with repeated parts of familiar stories, rhymes and poems.          Anticipates key events and phrases in rhymes and stories.          Talks about the key events and principal characters in familiar story, rhymes or poems.          Suggests how the story might end.          Retells a familiar story using some vocabulary.          Begins to be aware of the way stories are structured and tell own stories.</p>					
<b>Word Reading- Little Wandle phonics</b>	<b>Letters and Sounds Aspect 1-3</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>
	<p>Discriminates between sounds.</p> <p>Listens to and remembers sounds.</p> <p>Talks about sounds.</p>	<p>Hears the same initial sound for words and names of objects.</p> <p>Blends CVC words using oral blending and objects.</p> <p>Find their name using their picture.</p>	<p>Teach children to identify initial sounds of words and names of objects.</p> <p>Teach children to distinguish different sounds.</p> <p>Teach children to blend a wider range of CVC words using oral blending.</p> <p>Recognise the initial sound of their name.</p>	<p>Teach children to identify initial sounds of words and names of objects.</p> <p>Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>Teach children to blend a wider range of words using oral blending.</p> <p>Recognise the capital letter that starts their name.</p>	<p>Teach children to identify initial sounds of words and objects.</p> <p>Teach children to blend a wider range of words using oral blending.</p> <p>Teach children to match their name to their picture.</p>	<p>Teach children to identify the final sounds of words and objects.</p> <p>Teach children to blend a wide range of words using oral blending when playing.</p>
	Engage in extended conversations about stories, learning new vocabulary.					
<b>Word reading- Little Wandle Rhyme time</b>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother (alliteration).</li> </ul>					
<b>Writing</b>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Beginning to talk about the marks they make.</p>	<p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Learning to use some shape in writing.</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p>	<p>Includes mark making and early writing in their play.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Write some or all of their name.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Write some or all of their name.</p>



<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>				
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2	CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Literacy Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust’s ‘Early Years Vocabulary Acquisition Guidance’.					
<b>Comprehension</b>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Enjoys and increasing range of print (including rhymes and poems) and digital books, both fiction and non-fiction.</p> <p>Listen more attentively to stories.</p> <p>Retells familiar stories.</p> <p>Discuss views and ideas about stories.</p> <p>Anticipates key events and phrases in story or rhyme.</p> <p>Uses vocabulary from texts in a range of different contexts.</p> <p>Makes up own endings to stories.</p> <p>Talks about settings, events and characters.</p> <p>Tells stories orally using story language from familiar books.</p> <p>Re-enacts and reinvents stories they have heard in their play.</p> <p>Knows that information can be retrieved from books, computers and mobile digital device.</p>					
<b>Word Reading- Little Wandle phonic lessons</b>	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 4</b>
	<p>Hearing and saying initial phonemes in words.</p> <p>Identifying initial, middle and end phonemes in words and blend them together.</p> <p>Read individual letters by saying the phoneme for them (linking phonemes to graphemes).</p> <p>Blend phonemes into words, so that they can read short words made up of known grapheme-phoneme correspondences.</p> <p>Read a few common exception words/tricky words matched to the school’s phonic programme.</p>	<p>Hearing and saying initial phonemes in words.</p> <p>Identifying initial, middle and end phonemes in words and blend them together.</p> <p>Read some letter groups that each represent one phoneme and say phoneme for them (digraphs).</p> <p>Blend phonemes into words, so that they can read short words made up of known grapheme-phoneme correspondences.</p> <p>Read a few common exception words/tricky words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.</p>	<p>Read some letter groups that each represent one phoneme and say sounds for them (digraphs and trigraphs).</p> <p>Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences.</p> <p>Read a few common exception words/tricky words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.</p>	<p>Review letter groups that each represent one phoneme and say sounds for them (digraphs and trigraphs).</p> <p>Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences.</p> <p>Review common exception words/tricky words matched to the school’s phonic programme (secure spelling).</p> <p>Read and write simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.</p>	<p>Reads words with short vowels and consonants.</p> <p>Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences.</p> <p>Read a few common exception words/tricky words matched to the school’s phonic programme.</p> <p>Read and write simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.</p>	<p>Reads words with long vowels and consonants.</p> <p>Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences.</p> <p>Review common exception words/tricky words matched to the school’s phonic programme (secure spelling).</p> <p>Read and write simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.</p>
<b>Writing – Little Wandle phonics lessons</b>	<p>Begin to form lower-case letters correctly.</p> <p>Write own name (first).</p>	<p>Begin to form lower-case letters correctly.</p> <p>Segment phonemes in words to spell CVC words by identifying the phonemes and then writing the corresponding graphemes.</p>	<p>Write words with known grapheme-phoneme correspondences.</p> <p>Spell a few common exception words/tricky words matched to the school’s phonic programme.</p>	<p>Begin to write short sentences with words with known grapheme-phoneme correspondences and a few common exception words, using a capital letter, finger spaces and a full stop.</p>	<p>Write short sentences with words with known grapheme-phoneme correspondences and a few common exception words, using a capital letter, finger spaces and a full stop.</p>	<p>Write short sentences with words with known grapheme-phoneme correspondences and a few common exception words, using a capital letter, finger spaces and a full stop.</p>

		Write own name (surname).		Spell a few common exception words/tricky words matched to the school's phonic programme.  Write same number of words on paper as spoken sentence.  Begin to form capital letters correctly.	Spells a few common exception words/tricky words matched to the school's phonic programme.	Spells a few common exception words/tricky words matched to the school's phonic programme.
Re-read what they have written to check that it makes sense. Spells words phonetically.						
<b>Trust writing approach</b>	Focus on oral composition.  Verbal suggestion of ideas using newly modelled language.  Begin to form lower-case letters correctly.  Write own name (first and then surname).	Focus on oral composition.  Begin to chott (chat and jot) ideas using newly modelled language.  Chottings (words only) consist of known grapheme-phoneme correspondences and phonetically plausible attempts at spelling more adventurous vocabulary. (The reading framework, p 53. July 2023)  Beginning to form capital letters correctly.	Chott (chat and jot) ideas using newly modelled language.  Beginning to write simple phrases and sentences consisting of known grapheme-phoneme correspondences and phonetically plausible attempts at spelling more adventurous vocabulary.  Beginning to use finger spaces.	Confident oral word collector and sentence maker.  Write simple phrases and sentences consisting of known grapheme-phoneme correspondences and phonetically plausible attempts at spelling more adventurous vocabulary.		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3

# Mathematics

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Mathematics Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Counting, &amp; Cardinality</b>	Develop counting-like behaviour.  Listen to number names in rhymes and song.	Count in everyday contexts, sometimes skipping numbers.  Take part in finger rhymes with numbers.	In everyday situations, take or give two or three objects from a group.  Begin to count on fingers.	Name groups of 1, 2, and 3 with increasing accuracy.  Count a regular arrangement of objects.	Begin to notice numerals.  React to changes of amount in a group of up to three items.	Begin to say numbers in order, some of which are in the right order.  React to changes of amount in a group of up to five items.
<b>Composition</b>	Recognise part-whole relations in nonverbal, intuitive, perceptual situations.  Nonverbally represent parts that make a whole.	Give some, but not necessarily an equal number to each person.	Recognise that two groups (1-3 objects in each) have the same number.	Make a small collection (1-2 and possibly 3 objects) with the same number of another collection.	Review and practice- Recognise that two groups (1-3 objects in each) have the same number.	Review and practice- Make a small collection (1-2 and possibly 3 objects) with the same number of another collection.
<b>Comparison</b>	Match two objects that are the same.		Recognise that two very small collections have the same number.	Compare collections that are quite different in number using 'lots', 'more' or 'same.'	Compare similar collections but only involving very small numbers.	Compare collections using number words "one" and "two."
<b>Pattern</b>	Detect and use patterning in movement activities or nursery rhymes that repeat words and actions.	Join in and anticipates repeated sound and action patterns.	Notice patterns.	Notice patterns and arrange things in patterns.	Recognise a simple pattern, usually ABABAB, as a pattern.	Begin to name and describe simple pattern, usually ABABAB.
<b>Shape</b>	Match familiar shapes (circle, square, triangle) with same size and orientation.	Match familiar shapes with different sizes and orientations.	Recognise and names a typical circle.	Recognise and names a typical square.	Recognise and name a typical triangle.	Recognise that two objects have the same shape.
<b>Spatial Reasoning</b>	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Move their bodies and toys around objects and explores fitting into shapes.	Begin to remember their way around familiar environments.	Respond to some spatial and positional language.	Make simple constructions.	Uses spatial vocabulary to direct attention to spatial relations.
<b>Measures</b>	Explore differences in size.	Explore differences in length.	Explore differences in weight.	Explore differences in capacity.  Interested in what happens next using the pattern of everyday routines.	Begin to anticipate times of events in the day.  Compare sizes, length, weights, and capacity using gesture and language.	Begin to understand some talk about immediate past and future.

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3



Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Mathematics Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Counting &amp; Cardinality</b>	Use number names in rhymes and song.	Count a set of objects by saying one number name for each object.  Count an irregular arrangement of objects.	Count 1 and 2 on fingers.  Subitise to find 1 and 2.  Recognise numerals 1 and 2.  Count with one-to-one correspondence up to 2 objects in a line.  Know how many are in a group of up to 2.	Count 3 and 4 on fingers.  Subitise to find 3 and 4.  Recognise numerals 3 and 4.  Count with one-to-one correspondence up to 4 objects in a line.  Know how many are in a group of up to 4.	Count up to 5 on fingers.  Subitise to 5.  Recognise the numeral 5.  Count with one-to-one correspondence up to 5 objects in a line.  Know how many are in a group of up to 5.  Recite numbers past 5.	Solve real world mathematical problems with numbers up to 5.
<b>Composition</b>	Review and practice- Make a small collection (3 objects) with the same number of another collection.	Know that a whole is bigger than parts.	Explore the smaller numbers within 1 and 2.	Explore the smaller numbers within 3 and 4.	Explores the smaller numbers within 5.	Solve real world mathematical problems with numbers up to 5.
<b>Comparison</b>	Recognise, names, sort and group colours.  Explore and match objects that are the same.  Sort objects according to their similarities and differences.	Compare quantities.	Review and practise- Compare quantities.		Compare quantities to 5 by comparing numbers and explaining which is more/less.	Solve real world mathematical problems with numbers up to 5.
<b>Pattern</b>	Review and practise - Begin to name and describe simple pattern, usually AB.	Copy, extend and create AB patterns.	Review and practise - Copy, extend and create AB patterns.		Review and practise - Copy, extend and create AB patterns.	
<b>Shape</b>	Explore shapes and select them to fulfil a particular need based on their attributes.	Review and practise- Explore shapes and select them to fulfil a particular need based on their attributes.	Talk about and explore 2D shapes using informal and mathematical language.	Review and practise - Talk about and explore 2D shapes using informal and mathematical language.	Talk about and explore 3D shapes using informal and mathematical language.	Review and practise - Talk about and explore 3D shapes using informal and mathematical language.
<b>Spatial Reasoning</b>	Review and practise -Uses spatial vocabulary to direct attention to spatial relations.		Review and practise -Make simple constructions using spatial vocabulary to direct attention to spatial relations.		Explore spatial relations and the properties of shapes.	Understand and use the language of position, direction and terms relative to a viewpoint.
<b>Measures</b>	Review and practise - Beginning to understand some talk about immediate past and future.	Make comparisons between objects relating to size.	Make comparisons between objects relating to weight.	Make comparisons between objects relating to length and height.	Review and practise - Make comparisons between objects relating to size, weight length and height.	Make comparison between objects relating to capacity.  Begin to describe a sequence of events, real or fictional.



<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Mathematics Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Counting &amp; Cardinality</b>	Perceptual subitising to 3.  Counting sequence; 1:1 correspondence, cardinality.  Perceptual and conceptual subitising to 4.	Count to 5.  Count beyond 5.	Link subitised amounts to 5 with numerals.  Order numbers to 5.	Counting sequence; ordinality of 1 - 5.  1 more and 1 less than within 10.	Count larger amounts.  Subitise using structured arrangements.	Subitising and the rekenrek.  Strategies for counting.  Recognise the pattern of the counting system.
<b>Comparison</b>	Sort objects based on attributes.	Find & match objects that are the same.	Equal and unequal groups.	Comparison using knowledge of ordinality.	Ordinality: compare numbers.	Compare groups of objects that are of different.  Developing a sense of magnitude.
<b>Composition</b>	Composition of 3 and 4.	Concept of a 'whole.'  Composition of 3,4 & 5.	Composition of 5.  '5 and a bit' numbers.	Composition of 7 as 2 groups.  Composition of numbers within 10.  Explore even and odd numbers.	Representations of numbers.  Doubles using different representations.	Investigating 'parts' and 'wholes'.  Composition of numbers to 10.  Recall of number facts.
<b>Pattern</b>	Copy, continue and create AB patterns.	Review and practise- Copy, continue and create AB patterns.	Review and practise- Copy, continue and create AB patterns.		Copy, continue, create more complex patterns.	Review and practise- Copy, continue, create more complex patterns.
<b>Shape</b>	Identify, describe, sort, find, build and explore circles & triangles.	Identify, describe, sort, find, build and explore shapes with 4 sides.	Review and practise- Identify, describe, sort, find, build and explore circles, triangles and shapes with 4 sides.		Identify, describe, sort and explore 3D shapes.  Combing and separating shapes to make new shapes.	Review and practise- Identify, describe, sort and explore 3D shapes.  Review and practise- Combing and separating shapes to make new shapes.
<b>Spatial Reasoning</b>	Review and practise- Understand and use the language of position, direction and terms relative to a viewpoint.	Describe, represent and explore position.	Review and practise- Describe, represent and explore position.	Select, rotate and match shapes using positional language.	Review and practise- Select, rotate and match shapes using positional language.	Make maps and plans to represent places.  Visualise and replicate constructions, models and places.  Use positional language to describe positional relationships.

<b>Measures</b>	Compare and order according to size, weight and capacity.	Compare and order according to size, weight and capacity.  Explore capacity.  Order, describe and measure time and events.	Describe and compare length and height.  Order and sequence events in time.	Review and practise- Compare and order according to size, weight and capacity.	Review and practise- Describe and compare length and height.	Review and practise- Order, describe and measure time and events.  Review and practise- Order and sequence events in time.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3

# Understanding the World

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Understanding the World Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Past &amp; Present History</b>	Talk about me.  Talk about favourite objects.	Talk about family.	Talk about special events.	Talk about friends.	Talk about what I like at pre-school.	Talk about my next steps.
<b>People, Culture &amp; Communities</b>	Develop a sense of own immediate family, relations and pets.	Make connections between the features of their family and other families.	Imitate everyday actions and events from own family and cultural background.	Notice differences between people.	Learn that they have similarities and differences that connect them to, and distinguish them from, others.	Begin to have their own friends.
<b>RE</b>	Begin to talk about different religions and cultures (Christianity, Islam, Sikhism, Hinduism). Make connections between themselves and others. Imitate everyday actions and events from own family and cultural background. Notice differences between people.					
<b>Festivals and Celebrations</b>	* Add Eid al-Fitr & Eid al- Adha depending on dates that year.	Diwali Christmas	Chinese New Year	Easter Mother's Day		Father's Day
<b>The Natural World Geography</b>	Explore the immediate environment.	Notice detailed features of objects in the environment.	Enjoy stories about places and journeys.	Explore and respond to different natural phenomena in their setting and on trips.	Use small world reconstructions, building on first-hand experiences.	Talk about the features of the immediate environment.
<b>Science</b>	Enjoy the natural world.  Explore natural materials, indoors and outside.  Repeat actions that have an effect.	Enjoy the natural world (Autumn).  Talk about natural materials, indoors and outside.	Explore and talk about materials with different properties.  Learn about the need to respect and care for the natural environment and all living things.	Enjoy the natural world (Winter).  Talk about animals they have observed.	Enjoy the natural world (Spring).  Talk about plants they have observed.	Enjoy the natural world (Summer).  Talk about objects they have observed.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Understanding the World Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Past &amp; Present History</b>	Begin to make sense of their own life-story and family's history.	Talk about past and present events that happened in the lives of familiar people.	Talk about past and present events that happened in their own life.	Talk about people they know and the jobs they do.	Listen to stories which include characters from the past.	Compare themselves now and when they were a baby.
<b>People, Culture &amp; Communities</b>	Develop positive attitudes about the differences between people.  Show interest in the lives of people who are familiar to them.	Enjoy joining in with family customs and routines.	Remember and talk about significant events in their own experience.	Recognise and describe special times or events for family or friends.	Show interest in different occupations.	Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
<b>RE</b>	Talk about different religions and cultures (Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism). Talk about key features of different religious and cultures (Gods, place of worship, food, dress, language). Talk about how people celebrate traditions differently. Develop positive attitudes about the differences between people.					
<b>Festivals and Celebrations</b>	* Add Eid al-Fitr & Eid al- Adha (Islam) depending on dates that year.  Guru Nanak (Sikhism)	Diwali (Hinduism)  Bonfire Night  Christmas (Christianity)	Chinese New Year	Easter (Christianity)  Mother's Day	Father's Day	The Buddha
<b>The Natural World Geography</b>	Notice the features of their immediate environment.  Use maps of their immediate environment to identify different features and landmarks.	Talk about why things happen and how things work.	Show care and concern for the environment.  Begin to understand the effect their behaviour can have on the environment.	Comment and ask questions about aspects of their familiar world such as the place where they live.	Use maps and nonfiction books to find out about the country they live in.	Talk about the features of their country.
<b>The Natural World Science</b>	Notice things in the natural world.  Use my senses to explore natural materials.	Talks about different weathers and seasons (Autumn).  Talk about how things look, feel, sound and smell.  Talk about changes that I notice.  Explore collections of materials with similar and/or different properties.	Talk about different weathers and seasons (Winter).  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Begin to understand the need to respect and care for the natural environment.	Talk about different weathers and seasons (Spring).  Explore how things work.  Ask questions and make comments about the world around me.	Plant seeds and care for growing plants.  Talk about how things grow and change.  Take care of living things.  Begin to understand the need to respect and care for all living things.	Talk about different weathers and seasons (Summer).  Talk about what they see, using a wide vocabulary.

					Developing an understanding of growth, decay and changes over time	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Understanding the World Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Past &amp; Present History</b>	Comment on images of familiar situations in the past.	Talk about past and present events in their own life and in the lives of family members.  Talk about significant people and events in the past.	Compare and contrast characters from stories, including figures from the past.	Talk about how people lived in the past.  Talk about the similarities and differences between things in the past and things now.	Talk about significant people (English monarchy).  Talk about significant people and events in the past.	Reflect on past events from this year.  Sequence some significant events in my life.
<b>People, Culture &amp; Communities</b>	Know about similarities and differences between themselves and others, and among families.	Enjoy and talk about joining in with family customs and routines.	Describe different jobs that people do and why they are important.		Recognise some similarities and differences between life in this country and life in other countries.	
<b>RE</b>	<p>Know about different religions and cultures (Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism).</p> <p>Understand some key features of different religious and cultures (Gods, place of worship, food, dress, language).</p> <p>Talk about why festivals matter to different religions (through the origin of the festival).</p> <p>Know about similarities and differences between communities, cultures and traditions.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>					
<b>Festivals and Celebrations</b>	* Add Eid al-Fitr & Eid al- Adha (Islam) depending on dates that year.  Guru Nanak (Sikhism)	Diwali (Hinduism)  Bonfire Night  Christmas (Christianity)	Chinese New Year	Easter (Christianity)  Mother's Day	Father's Day	The Buddha
<b>The Natural World Geography</b>	Explore the features of my immediate environment (school).  Use maps of my immediate environment to find out more about it (school).		Know where they live (town/city/country).  Know about some features of where they live (language, flag, map).  Explore the features of my environment (community).  Use maps of my environment to find out more about it (community).  Draw information from a simple map.		Recognise some environments that are different to the one in which they live.  Use maps and non-fiction texts to find out about other countries.  Describe life in different countries.  Compare living in this country to living in another country.	
<b>The Natural World Science</b>	Look closely and notice how some things are the same and some are different.  Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.	Understand the effect of changing seasons on the natural world around them. (Autumn).  Describe the natural world using my senses (Autumn).	Understand the effect of changing seasons on the natural world around them. (Winter).  Talk about ways to look after the natural world.  Carry out an investigation in which they make a sensible	Understand the effect of changing seasons on the natural world around them. (Spring).  Look closely at the natural world and record observations through drawing (Spring)	Understand the key features of the life cycle of an animal.  Name and describe some animals.  Carry out an investigation in which they make a sensible prediction, observe, notice,	Understand the effect of changing seasons on the natural world around them. (Summer).  Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.



		Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.	prediction, observe, notice, make comparisons and draw conclusions (states of matter- ice to water, cooking).  Talk about reversible and irreversible changes.	Understand the key features of the life cycle of a plant.  Name and describe some familiar plants and their features.  Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.	make comparisons and draw conclusions (properties of materials).	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3

**Technology**

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Technology Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Fundamental Knowledge</b>	<b>Technology Around Us</b>	<b>Technology for Learning</b>	<b>Safe Use of Technology</b>	<b>Programming</b>	<b>Technology for Learning</b>	<b>The Internet</b>
	Explore a range of technology, both functioning and model/broken devices.	Learn about technology, what it does and what they can do with it.  Turn on and operates some digital equipment.	Learn how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time).  Know what to do if something makes them uncomfortable online.	Operate mechanical toy (e.g., turns the knob on a wind-up toy or pulls back on a friction car).	Learn about technology when out and about.	Use the internet to play games and watch videos with adult support.  Look at images of interest online.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Technology Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Fundamental Knowledge</b>	<b>Technology Around Us</b>	<b>Technology for Learning</b>	<b>Safe Use of Technology</b>	<b>Programming</b>	<b>Technology for Learning</b>	<b>The Internet</b>
	Show an interest in technological toys, real objects, and touchscreen devices.  Role play with a range of technology, both functioning and model / broken devices.  Talk about technology that is used at home and at school.	Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  Explore and interact with their environment using a range of equipment.  Use technology when out and about.	Understand how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time).  Know what to do if something makes them uncomfortable online.	Understand that operations can be predicted and have a cause and effect (e.g., press a button turns on/off).  Sequence a series of photographs to recount a story.  Take a simple 'problem' and split it into smaller steps.  Explore playing with programmable toys.	Explore a range of computer applications.  Know how to operate simple equipment.  Know that information can be retrieved from digital devices and the internet.	Use the internet to play games and watch things.  Know the internet can be used to find things out.  Look at and selects images of interest online.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Technology Vocabulary</b>	Learns and uses new vocabulary by exploring the meaning and sounds of new words- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Fundamental Knowledge</b>	<b>Technology Around Us</b>	<b>Technology for Learning</b>	<b>Safe Use of Technology</b>	<b>Programming</b>	<b>Technology for Learning</b>	<b>The Internet</b>
	<p>Recognise, talk about and use the vast range of electronic and digital equipment used in our daily lives.</p> <p>Operate devices and equipment in school, sometimes with adult support.</p> <p>Interact with computer systems using different inputs (e.g., by using a mouse, voice, speech or touch).</p>	<p>Use recording devices to take pictures and videos.</p> <p>Listen to stories, music and watches animations using digital devices.</p> <p>Select and uses technology for particular purposes.</p> <p>Notice, comments on and uses technology when out and about.</p>	<p>Explain how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time).</p> <p>Use passwords to access devices.</p> <p>Know what to do if something makes them uncomfortable online.</p>	<p>Play programming games (e.g., Simon Says).</p> <p>Listen to and follow instructions.</p> <p>Give instructions to a partner to compete a task.</p> <p>Instruct programmable toys (e.g., Beebots, remote controlled car set).</p> <p>Use simple software applications to make something happen (e.g., Bee Bot iPad app).</p>	<p>Complete a simple program on electronic devices.</p> <p>Create content using a device.</p> <p>Know that work can be saved and retrieved.</p>	<p>Begin to learn how to use web pages to find things out.</p> <p>Follow shortcuts, favourites or weblinks to explore simple websites.</p> <p>Choose appropriate images for a specific purpose.</p> <p>Use the internet to make social connections.</p> <p>Share their work online.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3

# **Expressive Arts and Design**

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Expressive Arts &amp; Design Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Creating with Materials</b>	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Enjoy and respond to playing with colour in a variety of ways, for example combining colours.</p>					
<b>Design &amp; Technology</b>	<p>Explore materials with different properties, indoors and outside.</p> <p>Use different materials and tools.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>					
<b>Being Imaginative</b>	<p>Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p> <p>Begin to make believe by pretending using sounds, movements, words, objects.</p> <p>Start to develop pretend play, pretending that one object represents another.</p>					
<b>Music</b>	<b>Singing</b>	<b>Playing Instruments</b>	<b>Expressing and responding</b>	<b>Dance</b>	<b>Performing</b>	<b>Composing</b>
	<p>Explore their voices and enjoy making sound.</p> <p>Join in singing songs.</p>	<p>Begin to explore a range of sound-makers and instruments by rubbing, shaking, tapping, striking or blowing to make loud/quiet, fast/slow.</p>	<p>Begin to describe sounds and music imaginatively (e.g., scary music).</p>	<p>Move and dance to music.</p>	<p>Sing songs to others.</p>	<p>Create rhythmic sounds and movements.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Expressive Arts &amp; Design Vocabulary</b>	Listen to, understand and use a wider range of vocabulary- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Creating With Materials</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Talk about what they are doing.					
<b>Art Phase 1</b>	<p><b>Drawing/Painting</b> Use malleable materials to represent ideas. <i>Picasso- playdough faces</i></p> <p><b>Drawing/Painting</b> Explore colour and colour-mixing. <i>Georgia O'Keefe- poppy art</i></p> <p><b>3D</b> Represent ideas using 3D materials. <i>Transient Natural Art - Autumn- 'Leaf Man' by Lois Ehlert's</i></p>	<p><b>Painting</b> Experiment with different techniques. <i>Jackson Pollack- fireworks</i></p> <p><b>Drawing</b> Create closed shapes with continuous lines. <i>Wassily Kandinsky- Circle and Triangle Art</i></p> <p><b>3D</b> Represent ideas using 3D materials. <i>Rice Rangoli patterns</i></p>	<p><b>3D</b> Combine objects to represent ideas. <i>Making towns- block play/ junk modelling/ printing</i></p> <p><b>Painting</b> Experiment with different techniques. <i>Deni Yang – Bubble Art</i></p> <p><b>Digital Art</b> Begin to create images and effects with lines, shapes and colour using a graphic package. <i>Create a picture on 2Paint</i></p>	<p><b>Drawing /Painting</b> Use simple shapes in drawings. <i>Van Gough - Sunflowers - Observational flower drawing</i></p> <p><b>3D</b> Represent ideas using 3D materials. <i>Giuseppe Arcimboldo- fruit art (transient)</i></p> <p><b>Print making</b> Begin to combine different media and materials to create different effects. <i>Press printing and rubbings to create a Spring picture.</i></p>	<p><b>Print making</b> Begin to develop simple patterns by printing using objects. <i>Andy Warhol (Pop Art)- Printing and stamping techniques</i></p> <p><b>Drawing &amp; Painting</b> Begin to use drawing to represent objects based on imagination, observation and experience. <i>Wayne Thiebaud – everyday objects</i></p> <p><b>Digital Art</b> Begin to use digital media to create art. <i>Ansel Adams – Flower Photography</i></p>	<p><b>Collage</b> Create a collage using a variety of materials. <i>Eric Carle- tissue paper</i></p> <p><b>Drawing</b> Draw a person with some features. <i>Step by step - drawing a person</i></p> <p><b>Textiles</b> Decorate a piece of fabric using different implements. <i>Kaffe Fassett - Fabric dying</i></p>
<b>Art Phase 2</b>	<p><b>Drawing</b> Use malleable materials to represent ideas. <i>Frida Kahlo- Self-portraits (colour)</i></p> <p><b>Painting &amp; 3D</b> Explore colour and colour-mixing. Create 3D representations in different ways using different media. <i>Poppy sculptures</i></p> <p><b>3D</b> Represent ideas using 3D materials. <i>Andy Goldsworthy-Inspired Nature Art A 'Collaboration with Nature'</i></p>	<p><b>Drawing</b> Experiment with different techniques. <i>Van Gough- A starry night</i></p> <p><b>Drawing</b> Create closed shapes with continuous lines. <i>Piet Mondrian- lines &amp; colour</i></p> <p><b>3D</b> Use malleable materials to represent ideas. <i>Sculpture- Diwali lamps</i></p>	<p><b>3D</b> Combine objects to represent ideas. <i>Making towns- block play/ junk modelling/ printing</i></p> <p><b>Painting /Drawing</b> Experiment with different techniques. <i>Monet-Landscape and cityscapes</i></p> <p><b>Textiles</b> Begin to show experience in simple weaving. <i>Gunta Stölzl- weaving</i></p>	<p><b>Drawing</b> Use simple shapes in drawings. <i>Observational drawings-fruit &amp; veg</i></p> <p><b>Painting</b> Experiment with different techniques. <i>Monet- Water Lily- water colours, natural art</i></p> <p><b>Digital Art</b> Begin to use digital media to create art. <i>Faye Godwin – Landscape Photography</i></p>	<p><b>Print making</b> Begin to develop simple patterns by printing using objects. <i>Lichtenstein (Pop Art)- Printing and stamping techniques</i></p> <p><b>Drawing &amp; Painting</b> Begin to use drawing to represent objects based on imagination, observation and experience. <i>Steve brown- colour and lines</i></p> <p><b>Digital Art</b> Begin to create images and effects with lines, shapes and colour using a graphic package. <i>Create a picture on 2Paint.</i></p>	<p><b>Painting</b> Experiment with different techniques. <i>George Seurat- pointillism</i></p> <p><b>Drawing</b> Draw a person with some features. <i>Step by step - drawing a person</i></p> <p><b>Collage</b> Create a collage using a variety of materials. <i>Henry Matisse-'The Snail' – Pattern and Collage</i></p>



<b>Design &amp; Technology</b>	Use different materials in a variety of ways. Control and manipulate a variety of tools. Experiment with different techniques. Join materials. Make structures. Talk about their ideas. Talk about their plans. Solve problems.					
<b>Being Imaginative</b>	Use props when pretending. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex small worlds.					
<b>Music</b>	<b>Singing</b>	<b>Playing instruments</b>	<b>Expressing and responding</b>	<b>Dance</b>	<b>Performing</b>	<b>Composing</b>
	Sing familiar songs and rhymes.  Keep in time to the beat.  Tap out simple repeated rhythms.	Explore and learns how sounds can be changed.  Develop an understanding of how to create and use sounds intentionally.  Experiment with sounds.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Express self through music.  Listen carefully and responds to the sounds heard.	Continue to explore moving in a range of ways.  Enjoy joining in with moving, dancing and ring games.	Share their music making with others.  Create own songs or improvise a song around one they know.	Play instruments with increasing control to express their feelings and ideas.
<b>Musical genre</b>	<b>Classical</b>	<b>Asia/ Bhangra</b>	<b>Jazz</b>	<b>Country</b>	<b>Reggae</b>	<b>Rock</b>
<b>Focus musician/ composer</b> <b>Phase 1</b>	Mozart	BBC Asian network - listen to the style of music rather than a specific musician.	Louis Armstrong	Dolly Parton	Bob Marley	Alanis Morissette
<b>Focus musician/ Composer</b> <b>Phase 2</b>	Beethoven	BBC Asian network - listen to the style of music rather than a specific musician.	Ella Fitzgerald	Patsy Cline	UB40	Jimi Hendrix
<b>Assessment</b>	<ul style="list-style-type: none"> <li>practitioner's knowledge of the child</li> <li>child's view of his or her own learning</li> <li>information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>any material or representations from the child</li> <li>assessment scores and/or information</li> <li>a collection of anecdotal and significant moments</li> <li>observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Expressive Arts &amp; Design Vocabulary</b>	Learn new words rapidly and use them in communicating- See Tudor Grange Academy Trust's 'Early Years Vocabulary Acquisition Guidance'.					
<b>Creating With Materials</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Look and talk about what they have produced, describe simple techniques and media used and refine their ideas and work. Recognise and describe key features of others' work. Create collaboratively sharing ideas, resources and skills. Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.					
<b>Art Phase 1</b>	<p><b>Drawing/Painting</b> Draw a person with a head and facial feature. Mix colours to create tones and shades, naming them. <i>Picasso- Self-portraits</i></p> <p><b>Drawing/Painting</b> Understand that when colours are mixed, new colours are created. Mix colours to create tones and shades, naming them. <i>Georgia O'Keefe- poppy art</i></p> <p><b>3D</b> Create 3D representations in different ways using different media. <i>Transient Natural Art - Autumn- 'Leaf Man' by Lois Ehlert's</i></p>	<p><b>Painting</b> Explore working with paint on different surfaces and in different ways. <i>Jackson Pollack- fireworks</i></p> <p><b>Drawing</b> Combine different lines and shapes in drawings. <i>Wassily Kandinsky- Circle and Triangle Art</i></p> <p><b>3D</b> Create 3D representations in different ways using different media. <i>Rice Rangoli patterns</i></p>	<p><b>3D</b> Build a construction, using a variety of objects, from observation or imagination. <i>Making towns- block play/ junk modelling/ printing</i></p> <p><b>Painting</b> Explore and experiment with different techniques to create an effect. <i>Deni Yang – Bubble Art</i></p> <p><b>Digital Art</b> Create images and effects with lines, shapes and colour using a graphic package <i>Create a picture on 2Paint</i></p>	<p><b>Drawing /Painting</b> Draw accurate representations of objects from observation. <i>Van Gough - Sunflowers - Observational flower drawing</i></p> <p><b>3D</b> Explore malleable media. Impress and apply simple decoration. <i>Giuseppe Arcimboldo- fruit art (transient)</i></p> <p><b>Print making</b> Combine different media and materials to create different effects. <i>Press printing and rubbings to create a Spring picture.</i></p>	<p><b>Print making</b> Develop simple patterns by printing using objects. <i>Andy Warhol (Pop Art)- Printing and stamping techniques</i></p> <p><b>Drawing &amp; Painting</b> Draw accurate representations of objects. <i>Wayne Thiebaud – everyday objects</i></p> <p><b>Digital Art</b> Use digital media to create art. <i>Ansel Adams – Flower Photography</i></p>	<p><b>Collage</b> Create a collage using a variety of materials. <i>Eric Carle- tissue paper</i></p> <p><b>Drawing</b> Draw a person with a head, body, arms, legs and facial features. <i>Step by step - drawing a person</i></p> <p><b>Textiles</b> Decorate a piece of fabric using different implements. <i>Kaffe Fassett - Fabric dyeing</i></p>
<b>Art Phase 2</b>	<p><b>Drawing</b> Draw a person with a head and facial feature. Mix colours to create tones and shades, naming them. <i>Frida Kahlo- Self-portraits (colour)</i></p> <p><b>Painting &amp; 3D</b> Mix colours to create tones and shades. Create 3D representations in different ways using different media. <i>Poppy sculptures</i></p> <p><b>3D</b></p>	<p><b>Drawing</b> Explore and experiment with different techniques to create an effect. <i>Van Gough- A starry night</i></p> <p><b>Drawing</b> Combine different lines and shapes in drawings. <i>Piet Mondrian- lines &amp; colour</i></p> <p><b>3D</b> Explore malleable media. Impress and apply simple decoration. <i>Sculpture- Diwali lamps</i></p>	<p><b>3D</b> Build a construction, using a variety of objects, from observation or imagination. <i>Making towns- block play/ junk modelling/ printing</i></p> <p><b>Painting /Drawing</b> Explore and experiment with different techniques to create an effect. <i>Monet-Landscape and cityscapes</i></p> <p><b>Textiles</b> Show experience in simple weaving. <i>Gunta Stölzl- weaving</i></p>	<p><b>Drawing</b> Draw accurate representations of objects from observation. <i>Observational drawings-fruit &amp; veg</i></p> <p><b>Painting</b> Explore and experiment with different techniques to create an effect. <i>Monet- Water Lily- water colours, natural art</i></p> <p><b>Digital Art</b> Use digital media to create art. <i>Faye Godwin – Landscape Photography</i></p>	<p><b>Print making</b> Develop simple patterns by printing using objects. <i>Lichtenstein (Pop Art)- Printing and stamping techniques</i></p> <p><b>Drawing &amp; Painting</b> Draw accurate representations of objects. <i>Steve brown- colour and lines</i></p> <p><b>Digital Art</b> Create images and effects with lines, shapes and colour using a graphic package. <i>Create a picture on 2Paint.</i></p>	<p><b>Painting</b> Explore and experiment with different techniques to create an effect. <i>George Seurat- pointillism</i></p> <p><b>Drawing</b> Draw a person with a head, body, arms, legs and facial features. <i>Step by step - drawing a person</i></p> <p><b>Collage</b> Create a collage using a variety of materials. <i>Henry Matisse- 'The Snail' – Pattern and Collage</i></p>

	Create 3D representations in different ways using different media. <i>Andy Goldsworthy-Inspired Nature Art A 'Collaboration with Nature'</i>					
<b>Design &amp; Technology</b>	Choose the most appropriate materials for a task. Choose the most appropriate tool for a task. Join materials in different ways. Make structures strong and stable. Plan before they make. Talk about their design. Change and modify their designs when necessary. Solves problems.					
<b>Being Imaginative</b>	Create representations of both imaginary and real-life ideas, events, people and objects. Extend role play by using different props and materials. Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Make use of props and materials when role playing characters in narratives and stories. Develop storylines in their pretend play. Perform stories with others.					
<b>Music</b>	<b>Singing</b>	<b>Playing instruments</b>	<b>Expressing and responding</b>	<b>Dance</b>	<b>Performing</b>	<b>Composing</b>
	Sing new songs and rhymes.  Sing in a group or on their own.  Find the pulse and clap the rhythm of a song.  Match the pitch and follow the melody of a song.	Play untuned and tuned instruments.  Name some instruments.  Keep the beat.  Choose particular instruments/sounds for their own imaginative purposes.	Express feelings and ideas through music.  Talk about how different music makes them feel.  Express opinions about different types of music.	Explore and engage in music making and dance, performing solo or in groups.  Watch and talk about dance and performance art, expressing their feelings and responses.  Listen attentively, move to and talk about music, expressing their feelings and responses.	Perform using voices or instruments and share how this makes you feel.  Perform individually and in a group.	Create a simple melody.  Compose and adapt songs.  Compose and adapt music.
<b>Musical genre</b>	<b>Classical</b>	<b>Rock</b>	<b>Jazz</b>	<b>Country</b>	<b>Reggae</b>	<b>Asia/ Bhangra</b>
<b>Focus musician/ composer</b> <b>Phase 1</b>	Mozart	Alanis Morissette	Louis Armstrong	Dolly Parton	Bob Marley	BBC Asian network - listen to the style of music rather than a specific musician.
<b>Focus musician/ Composer</b> <b>Phase 2</b>	Beethoven	Jimi Hendrix	Ella Fitzgerald	Patsy Cline	UB40	BBC Asian network - listen to the style of music rather than a specific musician.

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• practitioner's knowledge of the child</li> <li>• child's view of his or her own learning</li> <li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li> <li>• any material or representations from the child</li> <li>• assessment scores and/or information</li> <li>• a collection of anecdotal and significant moments</li> <li>• observations.</li> </ul>					
<b>Common Assessment Tasks</b>	Reception Baseline	CA1		CA2		CA3