

Nursery and Reception – Key Vocabulary - Progression of Core Knowledge and Skills

The nursery and reception knowledge and skills represented in this document are not exhaustive, but rather identify the core learning taught at Thwaites School to ensure the National Curriculum is covered in a deep and meaningful way, preparing our children for their next step in education by creating knowledgeable, skilful, competent and confident children who have a solid educational foundation to build on in the key stages that follow.

Personal, Social and Emotional Development – Self-Regulation	Personal, Social and Emotional Development – Managing Self
<p>Nursery Knowledge, Skills and Understanding Follow 2 step instructions Show focus on a member of staff for a short period of time</p> <p>Reception Knowledge, Skills and Understanding View themselves as a valuable individual recognising their strengths Begin to moderate their feelings in social situations Tolerate delay and show patience for a short period of time Follow instructions with more than 2 steps Give focused attention to a staff member managing simple distractions</p>	<p>Nursery Knowledge, Skills and Understanding Select and choose resources to help them reach a goal Increasingly follow rules Develop appropriate ways of being assertive (Stop, I don't like it.) Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared</p> <p>Reception Knowledge, Skills and Understanding Express their feelings and develop respect and awareness of the feeling of others Show growing confidence in trying new activities Show resilience when faced with a challenge Manage their own needs (washing their hands, dressing, toileting, making good food choices) Explain the reason for rules and actively try to meet them</p>
<p>Nursery Vocabulary instruction, attention</p> <p>Reception Vocabulary instruction, strengths, qualities, attention, distraction</p>	<p>Nursery Vocabulary rules, voice, feelings – happy, sad, worried, angry, tired, scared</p> <p>Reception Vocabulary respect, rules, perseverance, resilience, hygiene, feelings, independent</p>
<p>How it is Covered Nursery Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term Jigsaw - weekly PSHE sessions learning about ourselves and their feelings Dialogic stories Circle time Calm me time - mindfulness</p> <p>How it is Covered Reception Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term Jigsaw - weekly PSHE sessions learning about ourselves and their feelings Dialogic stories</p>	<p>How it is Covered Nursery Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term Jigsaw - weekly PSHE sessions Dialogic stories Circle time Calm me time</p> <p>How it is Covered Reception Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term Jigsaw - weekly PSHE sessions Dialogic stories Circle time Calm me time</p>

<p>Circle time Calm me time – mindfulness</p>	
<p>Personal, Social and Emotional Development – Managing Self – Health and Hygiene</p>	<p>Personal, Social and Emotional Development – Building Relationships</p>
<p>Nursery Knowledge, Skills and Understanding Use the toilet independently Follow steps and guidance to wash and dry hands Brush their own teeth Begin to show an understanding of the need for good hygiene for everyday life Understand some simple healthy food and drink choices</p> <p>Reception Knowledge, Skills and Understanding Recognise the importance of good dental hygiene Know how to brush their teeth and for how long Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you Understand the importance of sleep Begin to recognise that there are sensible amounts of ‘screen time’ Know simple road safety – stop, look and listen, crossing points Know that regular exercise can help to keep you healthy</p>	<p>Nursery Knowledge, Skills and Understanding Become more confident with others in social situations Play with one or more children extending and contributing to the play Begin to find simple resolutions to problems (take turns being the main character in a role play) Begin to grasp how someone else might feel</p> <p>Reception Knowledge, Skills and Understanding Build constructive and respectful relationships with adults and peers Consider the perspectives of other people Work and play cooperatively Show growing sensitivity to the needs of others Form positive attachments</p>
<p>Nursery Vocabulary problems, feelings, confidence</p> <p>Reception Vocabulary relationships, problems, cooperative, sensitive</p>	<p>Nursery Vocabulary problems, feelings, confidence</p> <p>Reception Vocabulary Relationships, problems, cooperative, sensitive</p>
<p>How it is Covered Nursery Jigsaw - weekly PSHE sessions PE lessons Dialogic stories Circle time</p> <p>How it is Covered Reception Jigsaw - weekly PSHE sessions PE lessons Dialogic stories Circle time Road Safety Dental Hygiene</p>	<p>How it is Covered Nursery Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term Jigsaw - weekly PSHE sessions celebrating difference and building relationships Dialogic stories Circle time Positive play Planned opportunities for collaborative learning in Continuous Provision</p> <p>How it is Covered Reception Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term Jigsaw - weekly PSHE sessions celebrating difference and building relationships Dialogic stories Circle time</p>

	Positive play Planned opportunities for collaborative learning in Continuous Provision
<p style="text-align: center;">Communication and Language – Listening, Attention and Understanding</p>	<p style="text-align: center;">Communication and Language – Speaking</p>
<p>Nursery Knowledge, Skills and Understanding Begin to listen to longer stories and recall some key events Begin to pay attention to more than one thing at a time Understand clear 2 step instructions Understand and answer ‘why’ questions Respond appropriately in simple conversation</p> <p>Reception Knowledge, Skills and Understanding Understand the importance of listening and how to do so carefully Explore new vocabulary and show understanding by using it correctly Develop social phrases – manners, good morning, how are you? Etc Ask questions to clarify understanding Hold a sustained conversation with peers and adults</p>	<p>Nursery Knowledge, Skills and Understanding Retell familiar Nursery and Number rhymes Speak in longer sentences (4 to 6 words) Start a conversation and take turns speaking and listening Use talk to organise their play</p> <p>Reception Knowledge, Skills and Understanding Speak in well-formed sentences Ask questions using who, what, where, when, why and how Use taught vocabulary when speaking Use a growing range of conjunctions in speech to connect ideas (because, but, so) Develop use of tenses Describe events with growing detail (may include use sequencing words) Retell familiar stories Use talk to explain their thinking and offer explanations</p>
<p>Nursery Vocabulary rhymes, question, answer, conversation</p> <p>Reception Vocabulary question, answer, retell, sentence, vocabulary, conversation</p>	<p>Nursery Vocabulary Retell, rhymes, turn-taking, conversations</p> <p>Reception Vocabulary Retell, conjunctions, question, sentence, tense</p>
<p>How it is Covered Nursery Communication and Language is interwoven into all elements of the EYFS in each term Rich language environment Listening and engaging in story time daily Learning Nursery rhymes and Number rhymes Positive play</p> <p>How it is Covered Reception Communication and Language is interwoven into all elements of the EYFS in each term -Rich language environment Listening and engaging in story time and non-fiction texts Answering and asking questions in whole class reading and PSHE Learning rhymes, poems and stories Circle time and PSHE Jigsaw activities Explicit teaching of new vocabulary in whole class reading</p>	<p>How it is Covered Nursery Communication and Language is interwoven into all elements of the EYFS in each term - Rich language environment. - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play</p> <p>How it is Covered Reception Communication and Language is interwoven into all elements of the EYFS in each term -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and PSHE Jigsaw activities - Explicit teaching of new vocabulary in whole class reading</p>
<p style="text-align: center;">Physical Development - Gross Motor Skills</p>	<p style="text-align: center;">Physical Development - Fine Motor Skills</p>

<p>Nursery Knowledge, Skills and Understanding</p> <p>Use alternate feet to climb up apparatus or stairs</p> <p>Change direction on trike</p> <p>Demonstrate control on a balance bike using alternate feet and be able to change direction</p> <p>Hold a position (balance) during games such as on one leg</p> <p>Travel by hopping</p> <p>Show control over the body to quickly stop and start movements such as walking, crawling and running</p> <p>Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult</p> <p>Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam</p> <p>Work with others to move objects safely such as wooden plank</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Become more confident and precise in the following movements and begin to combine them:</p> <p>Walking – travelling confidently in different directions including backwards</p> <p>Running – showing an understanding of how to increase speed and slow speed down</p> <p>Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl</p> <p>Jumping - showing control when landing on two feet. Beginning to swing arms to jump further</p> <p>Skipping – showing coordination to move with increasing speed</p> <p>Climbing – understand the need to check footing and hand grips.</p> <p>Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall</p> <p>Negotiate space and obstacles safely</p> <p>Demonstrate good balance</p> <p>Begin to understand the effects exercise can have on the body</p> <p>Show good posture when sitting at a table</p> <p>Throw and catch the same object</p> <p>Throw balls, beanbags at targets</p> <p>Roll and pass balls to a partner showing good aim and the ability to stop a ball</p> <p>Begin to ride a two-wheel bike with stabilisers</p>	<p>Nursery Knowledge, Skills and Understanding</p> <p>Use one-handed tools such as paintbrushes, pencils and scissors</p> <p>Make snips in paper using scissors</p> <p>Snips paper moving scissors forwards</p> <p>Begins to cut in a line holding the paper with their nondominant hand</p> <p>Show a preference for a dominant hand</p> <p>Progress towards holding a pencil with a modified tripod grip to show increasing control</p> <p>Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers</p> <p>Begin to use a knife and fork</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Show growing competence using a range of tool safely and confidently:</p> <p>Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines</p> <p>Cutlery – use both knife and fork simultaneously</p> <p>Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines</p> <p>Use the tripod grip to hold a pencil for writing</p> <p>Show increasing accuracy when forming letters</p> <p>Demonstrate increasing accuracy and care when drawing to create identifiable representations</p>
<p>Nursery Vocabulary</p> <p>walk, hop, crawl, travel, stop, start, balance, turn, direction</p> <p>Reception Vocabulary</p> <p>Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination</p>	<p>Nursery Vocabulary</p> <p>snip, cut, turn, grip, control</p> <p>Reception Vocabulary</p> <p>curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture</p>
<p>How it is Covered Nursery</p> <p>Autumn:</p> <p>Explore moving our bodies in different ways – skipping, crawling hopping, jumping, and landing on two feet Move their body to music, showing control when to stop and start</p>	<p>How it is Covered Nursery</p> <p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in continuous provision through a fine motor station – threading, pincer movements, playdough, peg boards, puzzles</p> <p>Squiggle While You Wiggle</p> <p>Dough Disco</p>

<p>Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc). Copy the adult</p> <p>Spring:</p> <p>Safely move equipment</p> <p>Stop and start on a tricycle</p> <p>Explore using a balance bike with alternative feet, steering around a simple route</p> <p>Gain confidence using alternate feet on a balance bike</p> <p>Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam</p> <p>Move across obstacles on the Adventure Playground</p> <p>Summer:</p> <p>Begin to explore space, recognising the position of their body in relation to others</p> <p>Compete in simple races – running at speed, following instructions to complete an obstacle course</p> <p>Begin to roll and stop a ball</p> <p>How it is Covered Reception</p> <p>Autumn:</p> <p>Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping</p> <p>Roll and stop balls</p> <p>Begin to throw and catch the same object (bibs, bean bags, then balls)</p> <p>Spring:</p> <p>Demonstrate good balance when travelling under, across and over objects Jump from equipment landing safely on two feet</p> <p>Combine movements to music</p> <p>Throw objects at targets with increasing accuracy</p> <p>Summer:</p> <p>Develop speed when running</p> <p>Show control over a ball when using their feet</p> <p>Pass a ball to a partner</p> <p>Develop jumping technique to jump further</p>	<p>How it is Covered Reception</p> <p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in continuous provision through a fine motor station – threading, pincer movements, play-dough, peg boards, puzzles</p> <p>Discrete handwriting sessions</p> <p>Dough Disco</p>
<p>Literacy - Comprehension</p>	<p>Literacy – Word Reading</p>
<p>Nursery Knowledge, Skills and Understanding</p> <p>Engage in conversations about stories they have listened to – express simple likes and dislikes</p> <p>Retrieve answers from a story answering what and who questions</p> <p>Learn new vocabulary linked to stories, rhymes, non-fiction and poems</p> <p>Join in with repeated refrains in familiar stories</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Retell key events in familiar stories</p> <p>Answer who, what, where, when and why questions about familiar stories</p>	<p>Nursery Knowledge, Skills and Understanding</p> <p>Listen carefully and discriminate between sounds</p> <p>Recognise that print has meaning and that it can be used for different purposes</p> <p>Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as cat and cup</p> <p>Reception Knowledge, Skills and Understanding</p>

<p>Identify the characters in stories – heroes, villains</p> <p>Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play</p> <p>Begin to make simple predictions about what might happen next in stories</p> <p>Begin to sequence key events in stories</p>	<p>Know the sounds for individual letters</p> <p>Blend sounds in words to read short words containing taught GPCs</p> <p>Recognise taught digraphs and trigraphs from Level 3 and read short words containing them</p> <p>Read common exception words in isolation and when featured in texts</p> <p>All pupils to know Level 2 tricky words I, the, of, my, no, to</p> <p>Read aloud simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>
<p>Nursery Vocabulary stories, opinion, question, answer, refrain</p> <p>Reception Vocabulary characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction</p>	<p>Nursery Vocabulary sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds</p> <p>Reception Vocabulary curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,</p>
<p>How it is Covered Nursery</p> <p>Daily story sessions in Nursery. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision</p> <p>Autumn:</p> <p>Join in with repeated refrains in shared familiar stories</p> <p>Express simple likes about a shared story</p> <p>Spring:</p> <p>Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story</p> <p>Summer:</p> <p>Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations</p> <p>How it is Covered Reception</p> <p>Comprehension questions linked to the text read are shared during daily story time and explicitly in independent reading. Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision</p> <p>Autumn:</p> <p>Fiction texts in whole-class reading</p> <p>Spring:</p> <p>Fiction and poems in whole-class reading</p> <p>Summer:</p> <p>Fiction and Non-fiction in whole-class reading</p>	<p>How it is Covered Nursery</p> <p>Daily Twinkl phonics sessions incorporating aspects 1 – 6 of Level 1</p> <p>Daily reading of class book</p> <p>How it is Covered Reception</p> <p>Daily Twinkl phonics sessions incorporating aspects 1 – 6 of Level 1</p> <p>Daily reading of class book</p> <p>Practise of common exception words</p> <p>Autumn:</p> <p>Level 1 activities – developing listening and attention skills</p> <p>Focus on sound discrimination Rhymes and stories – discriminate between sounds</p> <p>Develop book handling skills</p> <p>Level 1 sounds Rhymes and stories – clap syllables and spot and suggest rhymes</p> <p>Spring:</p> <p>Continue with:</p> <p>Level 1 activities – developing listening and attention skills</p> <p>Focus on sound discrimination Rhymes and stories – discriminate between sounds</p> <p>Develop book handling skills</p> <p>Level 1 sounds Rhymes and stories – clap syllables and spot and suggest rhymes</p> <p>Summer:</p> <p>Introduce Level 1 Aspect 7 sounds. Begin to identify initial sounds and develop oral blending skills</p>
<p>Literacy – Writing</p>	<p>Mathematics - Number</p>
<p>Nursery Knowledge, Skills and Understanding</p> <p>Ascribe meaning to marks</p> <p>Make marks during play</p> <p>Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements</p>	<p>Nursery Knowledge, Skills and Understanding</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Count accurately beyond 5</p> <p>Touch-count accurately within 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>

<p>Begin to form recognisable letters Learn to write their name</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Form lower-case and capital letters correctly Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters Write short sentences with words with known GPCs using a capital letter and full stop. Write short phrases and sentences that can be read by others Begin to re-read what they have written to check that it makes sense.</p>	<p>Represent numbers on fingers up to 5 Links numerals to amounts within 5 Solve real-world problems with numbers to 5 Compare quantities using 'more than', 'less than' Explore representing numbers through marks as well as numerals</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Count objects, actions and sounds Subitise to 5 and extend to 10 Link numerals to their cardinal value Accurately count beyond 10 Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Find one more and one less than a given number within 10 Explore the composition of numbers to 10 Recall number bonds to 5 (including subtraction facts) Recall most number Bonds to 10 Recall doubles to double 5</p>
<p>Nursery Vocabulary straights lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements</p> <p>Reception Vocabulary Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip</p>	<p>Nursery Vocabulary count, number, numeral, more than, less than, total, altogether</p> <p>Reception Vocabulary number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond</p>
<p>How it is Covered Nursery Mark making activities available daily in Continuous Provision Squiggle While You Wiggle Name writing practise Dough Disco to strengthen fine motor skills Daily sessions Autumn: Focus on movements and gross-motor skills required for writing such as straight lines in different directions Daily Twinkl phonics sessions incorporating aspects 1 – 6 of Level 1 Spring: Focus on movements and fine-motor skills required for writing such as straight lines in different directions and curved lines Daily Twinkl phonics sessions incorporating aspects 1 – 6 of Level 1 Summer: Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines Daily Twinkl phonics sessions incorporating aspects 1 – 7 of Level 1</p>	<p>How it is Covered Nursery Autumn: Develop fast recognition of up to 3 objects, Recognise numbers to 3 in different pictorial representations Count accurately to 5 and touch count 3 objects accurately including counting out from a larger group, link numerals to amounts to 3 Spring: Develop fast recognition of up to 5 objects, Recognise numbers to 5 in different pictorial representations, Count accurately to 10 and touch count 5 objects accurately including counting out from a larger group, link numerals to amounts to 5 Represent numbers to 5 with fingers Compare two quantities within 5 recognising which has more and which has less Summer: Begin to compare two quantities within 10 recognising which has more and which has less Solve real world problems using numbers to 5 Begin to represent numbers beyond 5 with pictorial representations and fingers Explore counting backwards from 5 Use key language – total, altogether when combining amounts within 5</p>

<p>How it is Covered Reception</p> <p>Daily writing as part of Phonics sessions, adult-led writing activities and writing opportunities during Continuous Provision</p> <p>Continuous Provision and Twinkl activities cover a range of genres - both narrative and non-fiction</p> <p>Handwriting as part of phonics and discrete sessions</p> <p>Autumn:</p> <p>letter formation – focus on lower case Applying GPCs to record words, phrases and simple sentences using Level 2 Twinkl Phonics</p> <p>Spring:</p> <p>Letter formation – focus on lower and upper case</p> <p>Sentence punctuation – capital letters, finger spaces and full stops</p> <p>Focus on building and recording their own sentences</p> <p>Consolidate Level 2 Twinkl Phonics and progress to Level 3</p> <p>Summer:</p> <p>Letter formation – focus on lower and upper case</p> <p>Sitting letters on the line</p> <p>Sentence punctuation – capital letters, finger spaces and full stops</p> <p>Focus on building and recording their own sentences</p> <p>Begin to re-read what they have written to check it makes sense</p> <p>Consolidate Level 3 Twinkl Phonics and progress to Level 4</p>	<p>How it is Covered Reception</p> <p>Autumn:</p> <p>subitising, ordering numbers to 10, exploring the value of numbers to 10, addition within 10, exploring number bonds to 5, one more, one less, comparing groups</p> <p>Spring:</p> <p>subitising, number bonds to 10, addition within 10, more than, fewer than, equal, accurately count beyond 10 forwards and backwards</p> <p>Summer:</p> <p>Doubles facts, subtraction within 10,</p>
<p style="text-align: center;">Mathematics – Numerical Patterns</p>	<p style="text-align: center;">Mathematics – Shape, Space and Measure</p>
<p>Nursery Knowledge, Skills and Understanding</p> <p>Count accurately beyond 5</p> <p>Compare quantities using more than and less than</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Nursery Knowledge, Skills and Understanding</p> <p>Understand key words that can describe their position – prepositions (off, up, down, under, above, besides)</p> <p>Describe a short, familiar route using positional language</p> <p>Extend and create ABAB patterns</p> <p>Use some sequencing language to describe an event ‘first’, ‘next’, ‘last’</p> <p>Combine shapes to create new ones – a rectangle and a semicircle to create an arch</p> <p>Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. Know how many corners they have</p> <p>Recognise that 3D shapes are solid</p> <p>Reception Knowledge, Skills and Understanding</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined</p> <p>Compose and decompose shapes</p> <p>Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi-circle</p> <p>Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder</p> <p>Continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC)</p>

<p>Nursery Vocabulary more than, less than</p> <p>Reception Vocabulary pattern, even, odd, less, more, same, equal</p>	<p>Compare length, weight and capacity using key language. Order 4 or more objects by length, weight or capacity</p> <p>Nursery Vocabulary off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full</p> <p>Reception Vocabulary Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices</p>
<p>How it is Covered Nursery Autumn: Counting accurately within 5 Spring: Counting accurately to 10 Use more and less to compare groups within 5 Summer: Explore counting to 10 and beyond Use more and less to compare numbers within 10</p> <p>How it is Covered Reception Autumn: recognise the pattern of the counting system within 10 Begin to compare quantities using greater than, less than, same with groups Spring: Compare quantities using greater than, less than, same and equal to using number balances and addition Recognise the pattern of the counting system beyond 10 Summer: Odd and Even numbers Doubles Sharing between two and three equal groups. Recognising groups that are not equal</p>	<p>How it is Covered Nursery Autumn: Explore shapes through play and combine shapes to make new shapes Explore length and compare two objects using key language Spring: 2D shapes and their properties. Explore combining shapes to make new shapes and describe Explore repeating patterns Summer: Capacity – empty and full Weight – heaviest and lightest Using prepositional language and describing a familiar route</p> <p>How it is Covered Reception Autumn: Continue and complete repeating patterns Spring: Capacity, weight, 2D shapes and their properties, Summer: Doubles facts, subtraction within 10,</p>
<p>Understanding the World – Past and Present</p>	<p>Understanding the World – People, Culture and Communities</p>
<p>Nursery Knowledge, Skills and Understanding Begin to make sense of their own life-story and family history</p> <p>Reception Knowledge, Skills and Understanding Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Nursery Knowledge, Skills and Understanding Show an interest in different occupations and recognise people who can help them – emergency services etc Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about differences they have seen or experienced</p> <p>Reception Knowledge, Skills and Understanding Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community Name and describe people who are familiar to them Draw information from a simple map. Use a simple key and add features to a map Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways</p>
<p>Nursery Vocabulary family, change, growth, baby, toddler, child, adult</p>	<p>Nursery Vocabulary jobs, differences, similarities, countries, world, land, sea</p>

<p>Reception Vocabulary past, present, change, time, timeline</p> <p>How it is Covered Nursery Autumn: All about me – discuss the notion of growing up. Their immediate family and their role in their family Spring: What do I know? Family stories. Share past experiences Summer: Look how I've grown – explore change over time</p> <p>How it is Covered Reception Autumn: Explore the terms past and present – War and Remembrance – discuss change over time Comment on familiar situations in the past, such as Crime and Punishment and Transport compare and contrast characters from stories – including figures from the past – such as Walter Tull, Stubby the Dog and Guy Fawkes Spring: Compare and contrast characters from stories – including figures from the past – such as Samuel Pepys and King Charles II - in whole class reading Summer: Comment on familiar situations in the past using images comparing seaside scenes and toys. Explore a simple timeline from birth to now</p>	<p>Reception Vocabulary similar, different, country, world, map, religion, belief, community, celebration, family</p> <p>How it is Covered Nursery Autumn: Family celebrations and events celebrated by different groups of people Spring: Explain who helps us in the community including nurses, doctors, the police and fire fighters Summer: Describe beaches they have visited in different countries and explain how they are different from the beaches near us</p> <p>How it is Covered Reception Autumn: Talk about members of their immediate family and describe them Draw information on a simple map of the school/local area and create a simple key Christmas – who celebrates and why Spring: Think about and comment on familiar festivals and special events that they have taken part in , such as Lunar New year and Easter. Discuss what celebrations they have within their families and the rituals they perform, the clothes they might wear and the traditions that they follow. Discuss the different people in their communities and how they help them, thinking about the roles of nurses and firefighters. Summer: Compare their own lives with the lives of children in other countries, looking at how different types of weather and climate may change the places they visit and the toys that they play with. Recreate religious and non-religious stories through small world play.</p>
<p style="text-align: center;">Understanding the World – The Natural World</p> <p>Nursery Knowledge, Skills and Understanding Use their senses to practically explore natural materials Explore collections of materials with similar or different properties Talk about changes to materials Plant seeds and take care of plants Understand the key features in the life cycle of a plant and an animal Recognise the need to care for the natural world Explore and talk about different forces</p> <p>Reception Knowledge, Skills and Understanding Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p>	<p style="text-align: center;">Expressive Arts and Design – Creating with Materials</p> <p>Nursery Knowledge, Skills and Understanding Join different materials together using tape and glue, paperclips, fasteners etc. Make choices about which materials to use when creating Create closed shapes with continuous lines when drawing to represent objects Begin to include details on their drawings – e.g. an enclosed circle for a face with an attempt at features Represent feelings, noises, movements through drawing Explore colour mixing with paint</p> <p>Reception Knowledge, Skills and Understanding Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creation and explain the process they have used</p>

<p>Use their senses to describe the natural world around them Recognise some environments that are different to the one we live in Understand the effect of the changing seasons on the world around them</p>	<p>Make use of props and materials when role playing characters in narratives and stories Begin to refine techniques to express their ideas and feelings Create collaboratively to share ideas and skills</p>
<p>Nursery Vocabulary Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze Reception Vocabulary Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt</p>	<p>Nursery Vocabulary join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark Reception Vocabulary colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat,</p>
<p>How it is Covered Nursery Autumn: Explore changes in autumn Explore what happens on cold winter days – ice, frost Exploring collections of materials Spring: New life in spring – taking care of the world around us Create a cress character – explore growing cress seeds to plants taking care of plants and animals Summer: Simple animals’ life cycles and habitats How it is Covered Reception Autumn nature walk using their senses and creating leaf rubbings Which animals would we find in the local woods? Explore melting and freezing Spring: Spring nature walk – signs of spring – seasonal changes Explore stories from around the world and recognise similarities and differences with where we live - Africa – Kalahari Desert, Kenya South America – Amazon Rainforest, Europe – Scandinavia, Asia – China Plant beans and explore how to take care of them to help them to grow as tall as can be Summer: Summer seaside nature walk – senses. Discuss summertime and different activities that might happen in the summer Animals’ life cycles and habitats Make a boat that floats</p>	<p>How it is Covered Nursery Construction, fine motor, creative and role play activities are always available in continuous provision to allow pupils to explore a range of materials. Autumn Drawing – Portraits Printing – Poppies Chalk pastels – Firework art Sculpture – Pumpkin carving Spring: Painting – Flowers Collage – Great fire of London Summer: Textiles – Weaving Junk modelling – Vehicles How it is Covered Reception Autumn Drawing – Portraits Printing – Poppies Chalk pastels – Firework art Sculpture – Pumpkin carving Spring: Painting – Flowers Collage – Great fire of London Summer: Textiles – Sewing Binca Junk modelling – Vehicles</p>

Expressive Arts and Design – Being Imaginative and Expressive

Take part in pretend play imagining objects are other things from their experiences
Begin to make their own small worlds to act out storylines
Listen with increasing attention
Respond to what they hear expressing simple feelings and thoughts
Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc.
Sing to match the pitch and tone of another person
Create their own songs or improvise around a song they know
Play instruments to express their feelings and ideas

Reception Knowledge, Skills and Understanding

Invent, adapt and recount narratives and stories with peers and their teacher
Sing a range of well-known nursery rhymes and songs
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
Listen attentively to music and move their body to express their response
Express their feelings about dance and performance art
Sing in a group or on their own, increasingly matching the pitch and following the melody
Develop storylines in play
Compose music and dance both alone and in a group

Nursery Vocabulary

Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs

Reception Vocabulary

retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo

How it is Covered Nursery

During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out

Autumn:

Join in with simple repetitive rhymes and songs
Perform songs and dances in a Christmas performance
Sing to match the pitch and tone of an adult

Spring:

Copy simple rhythmic patterns
Explore the sounds that can be made from percussion instruments
Know how to use instruments safely
Practise playing and stopping following teacher signals
Make simple percussion instruments

Summer:

To begin exploring some musical elements - singing or playing loudly / quietly and quickly / slowly
Explore creating their own songs using musical accompaniments
Move streamers to music
Express simple likes and dislikes about a piece of music and how it makes them feel

How it is Covered Reception

Autumn:

Listen carefully to a variety of rhymes, songs and instrumentals and express their preferences

sing a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands Prepare a Christmas performance for an audience

Spring:

Listen carefully to a variety of rhymes, songs and instrumentals and explain their preferences using simple musical terminology / description words e.g. loud, fast, exciting

Learn to sing a selection of songs and rhymes. Explore the timbres (different sounds) that can be made by classroom percussion instruments

Select an instrument to represent a character or event from a story e.g. claves as horse's hooves

Summer:

Move in response to music, create art work, talking about how it makes you feel. Pirates of the Caribbean soundtrack, 'Aquarium' from 'Carnival of the Animals' by Camille Saint-Saens

Use voice, body and classroom percussion instruments to accompany a song or instrumental

Use voice, body and classroom percussion instruments to accompany a song or instrumental playing an active role in deciding the type of sounds needed e.g. choosing a tambourine to represent the rain and shaking it as a long sound