

Mayfield Primary School

Rising Three Long Term Plan

‘I Can Curriculum’

New EYFS Framework Statutory September 2021



A sequenced curriculum to ensure all children make progress and are ready for the next stage of their education

Mayfield Early Years Foundation Stage Rising Three and Nursery Long Term Plan Overview

Spring 1	Spring 2	Summer 1	Summer 2
<p>People Who Help Us Who are our superheroes?</p>	<p>Toys What's inside our magical toy box?</p>	<p>The Seaside What was the seaside like for my Grandma and Grandad?</p>	<p>The Farm What can you find on the farm?</p>
<p>People who Help Us fiction and non-fiction books</p>	<p>Kipper's Toy Box Toys around the world – non-fiction text</p>	<p>What the Ladybird heard at the Seaside The Sandcastle that Lola Built</p>	<p>Usborne family books set on the Farm</p>
<p>Police 123 Peppa Pig Books Percy Park Keeper Jolly Postman A day with the Animal fire fighters The tooth book Bob the Builder Where's Lenny All through the night</p>	<p>One Teddy Fell out of Bed Toys from the Past Lost in the Toy Museum Chicks and Butterflies Non-fiction books about chicks Very Hungry Caterpillar (talk for writing) Paper dolls The history of Teddy Bears Teddy bears picnic Monster Clothes Errol's Garden</p>	<p>Fidgety Fish Clumsy Crab Tickly Octopus Non-fiction shark books Shark in the Dark Dougal's Deep Sea Diary Zoe and the Mermaids Can you catch a mermaid? The singing Mermaid Pirate Pete Stella and the Seagull Pete the Cat at the Beach Seaside Holidays now and then</p>	<p>Little Red Hen Farmer Ted Old McDonald Fix it Duck Would you Rather Pig's Knickers A Squash and A Squeeze Chocolate Moose for a Greedy Goose A year on the Farm Where does my food come from? Town Mouse, Country Mouse Hello Friend Would you Rather?</p>
<p>Police Station Small World Fire Station Small World School Small World Fire Engine Visit</p>	<p>Home Corner Toy Shop</p>	<p>Home Corner Ice Cream Parlour Ice Cream van</p>	<p>Small World Farm Tasting food that grows on our farms Planting and growing seeds</p>
<p>Chinese New Year</p>	<p>Mother's Day Easter Passover</p>		<p>Father's Day</p>
<p>What can we grow? (N) Who helps us? (R)</p>	<p>How do we all celebrate?</p>	<p>How Amazing is Africa?</p>	<p>Do we live in the Town or the Country?</p>

The Early Years Foundation Stage Framework 2021										Creating and Thinking Critically	Active Learning	Playing and Exploring
The Prime Areas of Learning												
Communication and Language			Personal, Social and Emotional Development				Physical Development					
Listening, Attention and Understanding		Speaking	Self-Regulation	Managing Self	Building Relationships		Gross Motor Skills	Fine Motor Skills				
The Specific Areas of Learning												
Literacy			Mathematics		Understanding the World			Expressive Arts and Design				
Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive			
A Unique Child												
Positive Relationships												
Enabling Environments and Adult Support												
Learning and Development												

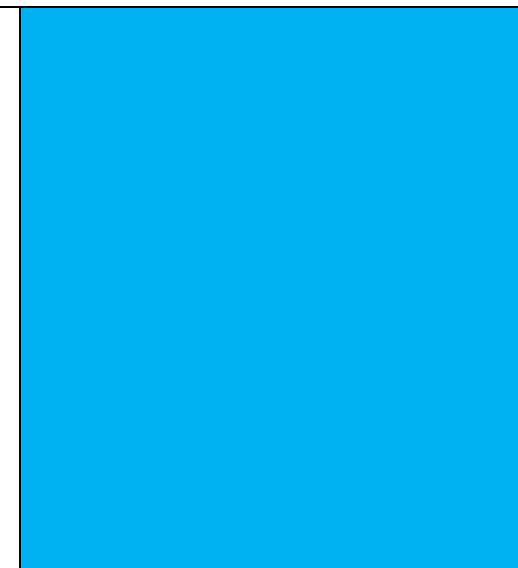
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Rising Three Communication and Language Long Term Plan 'I Can Curriculum'

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Communication and Language: Listening, Attention and Understanding & Speaking	
Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
Spring and Summer	
Key Learning Experiences/Vocabulary Development:	Key Learning Experiences, Opportunities and Strategies: <ul style="list-style-type: none"> WellComm Assessments Big Book of Ideas Story Times Shared Read Circle Time Looking and Listening BLAST Story Sacks Speech and Language Reports and individual targets Visual prompts Role Play
Children to be able to develop their listening skills through carpet sessions, storytelling, and discussions. Children will be able to listen and join in with stories and rhymes. Children will be able to follow instructions when playing and tidy up our classroom. Children will be able to talk to each other about what they have seen in our local area. Children will listen to stories connected to our topic. Children will be able to sit quietly during adult led sessions and maintain their concentration. Children will be able to use simple sentences and use talk to connect ideas about the topic. Children will be able to use longer sentences to talk and connect ideas around the topic.	
Learning Outcomes: Development Matters 2021 and I Can Curriculum	
Listening, Attention and Understanding & Speaking: I can turn towards familiar sounds. I am also startled by loud noises and accurately locate the source of a familiar person’s voice, such as my key person or a parent. I can gaze at faces, copying facial expressions and movements like sticking out their tongue. I can make eye contact for longer periods. I can watch someone’s face as they talk. I can copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. I try to copy adult speech and lip movements. I enjoy singing, music and toys that make sounds. I can recognise and am calmed by a familiar and friendly voice. I can listen and respond to a simple instruction. I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). I can babble, using sounds like ‘baba’, ‘mama’. I can use gestures like waving and pointing to communicate. I reach or point to something I want while making sounds. I can copy your gestures and words. I can constantly babble and use single words during play. I use intonation, pitch and changing volume when ‘talking’.	

I understand single words in context – ‘cup’, ‘milk’, ‘daddy’
I understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
I understand simple instructions like “give to mummy” or “stop”.
I can recognise and point to objects if asked about them.
Generally, I can focus on an activity of my own choice and find it difficult to be directed by an adult.
I can listen to other people’s talk with interest, but can easily be distracted by other things.
I can become frustrated when I can’t make myself understood.
I can start to say how I am feeling, using words as well as actions.
I can start to develop conversation, often jumping from topic to topic.
I can develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
I use the speech sounds p, b, m, w.
I am usually still learning to pronounce: - l/r/w/y - - f/th - s/sh/ch/dz/j - - multi-syllabic words such as ‘banana’ and ‘computer’.
I listen to simple stories and understand what is happening, with the help of the pictures.
I can identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
I understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
I understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).



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Rising Three Personal, Social and Emotional Development Long Term Plan

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<p>Personal, Social and Emotional Development: Self-Regulation, Managing Self & Building Relationships</p>	
<p>Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	
<p>Spring and Summer</p>	
<p>Key Learning Experiences/Vocabulary Development:</p>	<p>Key Learning Experiences, Opportunities and Strategies:</p> <ul style="list-style-type: none"> Circle Time Turn Taking Play Skills Social Stories Social and Emotional interventions Mental Health Awareness Week House Point System Smiley Face Charts where appropriate Prize Box Reward School Discos
<p>Children will be able to separate from their main carer with support and encouragement.</p> <p>Children will be able to play together.</p> <p>Children will know how to play with the friends and begin to share the toys.</p> <p>Children will be able to talk about their family and who is special to them.</p> <p>Children will be able to express their own feelings.</p> <p>Children will be able to name the different emotions.</p> <p>Children will begin to understand and recognise what behaviour is expected of them in school.</p> <p>Children will be able to separate from their main carer.</p> <p>Children can share and take turns, sometimes needing adult support.</p> <p>Children will know that we have to take turns when playing a game.</p> <p>Children will know how to communicate with others when playing a game.</p> <p>Children will show interest in others and will start to join in with other’s play.</p> <p>Children will be able to talk about their favourite toys.</p> <p>Children will begin to talk about how we look after living things e.g., chicks, caterpillars.</p>	
<p>Learning Outcomes: Development Matters 2021 and I Can Curriculum</p>	
<p>Self-Regulation & Managing Self & Building Relationships:</p> <p>I can find ways to calm myself, through being calmed and comforted by my key person.</p> <p>I can establish my sense of self.</p> <p>I can express preferences and decisions. I also try new things and start establishing my autonomy.</p> <p>I engage with others through gestures, gaze and talk. I use that engagement to achieve a goal. For example, gesture towards my cup to say I want a drink.</p> <p>I can find ways of managing transitions, for example from my parent to my key person.</p> <p>I thrive as I develop self-assurance.</p> <p>I look back as I crawl or walk away from my key person.</p> <p>I look for clues about how to respond to something interesting.</p> <p>I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available.</p> <p>I feel confident when taken out around the local neighbourhood, and enjoy exploring new places with my key person.</p> <p>I feel strong enough to express a range of emotions.</p> <p>I grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p>	

I can begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front.
I am increasingly able to talk about and manage my emotions.
I notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities ...
I can develop friendships with other children.
I can safely explore emotions beyond my normal range through play and stories.
I am talking about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".



Personal, Social and Emotional Development: Sequential Vocabulary Bank				
Progression	Birth to Three	Three- & Four-Year Olds	Reception	Year One
Self-Regulation	<ul style="list-style-type: none"> ■ feel ■ happy ■ sad ■ gentle ■ stop ■ careful 	<ul style="list-style-type: none"> ■ feelings ■ scared / worried ■ angry ■ kind ■ quiet / thinking time ■ careful ■ brave ■ cross 	<ul style="list-style-type: none"> ■ emotion ■ expression ■ frightened ■ angry ■ frustrated ■ excited ■ confused ■ disappointed ■ proud ■ pleased ■ lonely ■ goal ■ instruction ■ independent ■ nervous ■ surprised ■ embarrassed ■ calm 	<ul style="list-style-type: none"> ■ curious ■ annoyed ■ impressed ■ thoughtful ■ peaceful ■ achievement ■ confident ■ anxious ■ astonished
Managing Self	<ul style="list-style-type: none"> ■ share ■ my / your turn ■ toilet ■ snack time ■ drink ■ food ■ hungry ■ thirsty ■ tired ■ wet ■ hurt ■ sleepy ■ outdoor clothing words e.g., coat / wellies / shoes ■ body parts e.g. arm / leg ■ peg ■ carpet time ■ learning time ■ inside ■ outside ■ poorly 	<ul style="list-style-type: none"> ■ washing hands ■ zip / button(s) ■ tie / buckle / velcro ■ clothing e.g., jumper / cardigan ■ put on / take off ■ hot / cold ■ body parts e.g. fingers / toes ■ teeth / toothbrush ■ clean ■ right ■ wrong 	<ul style="list-style-type: none"> ■ take turns ■ weekly challenge ■ healthy/unhealthy ■ fit ■ body parts e.g., lips/ eyebrows/ ankle / wrist /heart ... ■ exercise ■ heart beat ■ gums ■ risk 	<ul style="list-style-type: none"> ■ energetic ■ starving ■ muscle ■ bones ■ diet ■ carnivore ■ herbivore ■ omnivore ■ senses ■ stamina
Building Relationships	<ul style="list-style-type: none"> ■ mummy ■ daddy ■ names of siblings ■ some extended family names ■ name of Key Person ■ name of peers in key group ■ name of peers beyond key group ■ friend ■ help ■ love 	<ul style="list-style-type: none"> ■ teacher ■ extended family names ■ mine ■ yours ■ caring ■ kind ■ together ■ nursery ■ reception 	<ul style="list-style-type: none"> ■ special ■ friendly ■ school personnel e.g., site manager / head teacher ■ alone ■ give ■ support ■ team ■ partner 	<ul style="list-style-type: none"> ■ friendship ■ sensitive ■ company ■ trust ■ include ■ loyal ■ kindness ■ reassurance
Supporting development of vocabulary in meaningful contexts:				
Self-Regulation	<ul style="list-style-type: none"> ■ I can see you are feeling sad/happy. ■ Please wait and I will help you in a minute. ■ Can you go and get ...? ■ It's ... turn now. ■ Would you like to ...? ■ It's carpet/learning time now. ■ Who? What? Where? ■ Can you do it by yourself? ■ Which is your ...? ■ Can you point to ...? ■ Who is going to help me to ...? 	<ul style="list-style-type: none"> ■ It's time to listen to ... ■ Can you have a go at ...? ■ Let's do something kind to help ... ■ Today my special helper is ... ■ We are working together to ... ■ Our rules are ... ■ How are you feeling today? ■ I wonder how ... is feeling now ...? ■ Why? How? ■ That was the right/wrong thing to do. 	<ul style="list-style-type: none"> ■ You have made a healthy choice ■ What would the healthy choice be? ■ Let's cooperate to ... ■ Do you feel confident to ...? ■ What would the risk be if we ...? ■ How could we support ... to ...? ■ What's special about ...? ■ I'm impressed with ... ■ That was very thoughtful of you to ... ■ I know it's annoying but ... ■ What is frustrating you? 	<ul style="list-style-type: none"> ■ What makes this friendship special? ■ What are you curious about? ■ I would be annoyed if ... ■ You have moved energetically ■ What would make a healthy diet for ...? ■ How could we reassure ... about ...?
Managing Self				
Building Relationships				

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Rising Three Physical Development Long Term Plan 'I Can Curriculum'

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Physical Development: Gross Motor Skills & Fine Motor Skills		
<p>Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
Get Set 4 PE Knowledge Organiser		
Spring	Summer	
<p>Unit 1: Dance Topic: Everyday Life</p> <p>Unit 2: Dance Topic: Places</p> <p>Unit 1: Fundamentals Topic: All about Me</p> <p>Unit 2: Fundamentals Topic: Places and Spaces</p>	<p>Unit 1: Games Topic: Transport</p> <p>Unit 2: Games Topic: Around the World</p> <p>Unit 1: Gymnastics Topic: Animals and their Habitats</p> <p>Unit 2: Gymnastics Topic: Traditional Tales</p>	
Spring and Summer		
Key Learning Experiences/Vocabulary Development:		
<p>Children will be able to move freely in a range of ways. Children will join in with PE sessions, learning to skip, run, jump and hop. Children will be introduced to the bikes and scooters in the outdoor area. Children will be able to tell someone when they need the bathroom. Children will begin to use the bathroom independently. Children will use tools such as pencils and crayons for mark making purposes. Children will be able to tell someone when they need the bathroom. Children will need little support when going to the bathroom. Children will begin to use one handed tool with support. Children will begin to use the bikes and scooters with some support. Children will join in with PE sessions, learning to skip, run, jump, hop and run whilst avoiding obstacles.</p>		
		Key Learning Experiences, Opportunities and Strategies:
		<ul style="list-style-type: none"> Squiggle whilst you Wiggle. Fizzy Balancing Sports Day Get Set for PE Scheme Once Upon a Touch Number/letter formation practise Playdough Station – making playdough. Finger Gym Dough Disco Obstacle Courses Outdoor games Large construction areas Scissor skills

Learning Outcomes: Development Matters 2021 and I Can Curriculum**Gross Motor Skills:**

I can lift my head while lying on my front.

I can push my chest up with straight arms.

I can roll over: from front to back, then back to front.

I enjoy moving when outdoors and inside.

I can sit without support.

I can begin to crawl in different ways and directions.

I can pull myself upright and bouncing in preparation for walking.

I can reach out for objects as coordination develops.

I can lift objects up to suck them.

I can gradually gain control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

I can clap and stamp to music.

I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them.

I enjoy starting to kick, throw and catch balls.

I can build independently with a range of appropriate resources.

I can begin to walk independently – choosing appropriate props to support at first.

I can walk, run, jump and climb – and start to use the stairs independently.

I can spin, roll and independently use ropes and swings (for example, tyre swings).

I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Fine Motor Skills:

I can eat finger food and develop likes and dislikes.

I can try a wider range of foods with different tastes and textures.

I can pass things from one hand to the other.

I can let go of things and hand them to another person, or drop them.

I can build independently with a range of appropriate resources.

I can develop manipulation and control.

I can explore different materials and tools.

I can use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

I show an increasing desire to be independent, such as wanting to feed myself and dress or undress.

I can learn to use the toilet with help, and then independently.

Physical Development: Sequential Vocabulary Bank

Progression	Birth to Three	Three- & Four-Year Olds	Reception	Year One
Gross Motor Skills	<ul style="list-style-type: none"> ■ walk ■ stand ■ sit ■ lie ■ wave ■ stamp ■ lift ■ run ■ jump ■ climb ■ pull/push ■ up/down ■ splash ■ hit ■ kick ■ roll ■ stop/go ■ slow/fast ■ round ■ hide ■ carry ■ dance ■ shake ■ wiggle ■ stretch ■ rock ■ positional language e.g. on, in, out, under, top, bottom, turn ■ pass ■ slip ■ safely / carefully ■ games equipment e.g. bat, ball, mat 	<ul style="list-style-type: none"> ■ follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. behind, in front, over, through, forward, backward ■ reach ■ rule ■ games equipment e.g. hoop, goal, cone, stilts 	<ul style="list-style-type: none"> ■ land ■ crouch ■ squat ■ sideways ■ slope ■ avoid ■ dodge ■ hang ■ stable ■ march ■ rotate ■ twirl ■ aim ■ shoot ■ strike ■ dribble ■ speed ■ brake ■ dash ■ steady ■ reverse ■ swerve/sway ■ team ■ skill ■ obstacle ■ apparatus ■ stopwatch ■ time 	<ul style="list-style-type: none"> ■ time ■ glide ■ hover ■ stride ■ amble ■ coordinate / coordination ■ attack/defend ■ tactic ■ stamina ■ half-time ■ routine ■ warm-up / cool-down ■ movement ■ compete / competitive ■ co-operative ■ agile
Fine Motor Skills	<ul style="list-style-type: none"> ■ tall ■ build ■ stack ■ pat ■ cut ■ squeeze ■ squash ■ bang ■ clap ■ paint/ paint brush ■ draw ■ write ■ paper ■ pencil ■ crayon / chalk/ felt tip ■ tear ■ zip/button 	<ul style="list-style-type: none"> ■ short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezer / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curl/y, zig-zag, tail, curly, straight, cross 	<ul style="list-style-type: none"> ■ wide ■ mould ■ flatten ■ pluck ■ construct ■ collapse ■ grip ■ snip ■ beat ■ words to support writing e.g., arch, flick, under, line, space, neat, below ■ filter ■ pipe ■ fasten ■ resources ■ tools 	<ul style="list-style-type: none"> ■ mould ■ flatten ■ pluck ■ construct ■ collapse ■ grip ■ snip ■ beat ■ words to support writing e.g., arch, flick, under, line, space, neat, below ■ filter ■ pipe ■ fasten ■ resources ■ tools ■ spiral ■ enclose ■ beneath ■ stabilise ■ extend
Supporting development of vocabulary in meaningful contexts:				
Gross Motor Skills	<ul style="list-style-type: none"> ■ Let's ...run/ jump. ■ Can you...e.g., climb/roll? ■ You are running fast. ■ Stop at the ... ■ Go to/in the ... ■ Go the... ■ I like the way you are... ■ Pass the... to ... ■ Squeeze / squash / pat ... the ... 	<ul style="list-style-type: none"> ■ Can you balance along the ... You can put your hands out like this, to help you to balance. ■ Follow the leader. ■ Copy / repeat the pattern ... like a ... ■ Bow to the audience. ■ You can use the ... to ... ■ Travel through/under/over. ■ Try to hit the target. ■ The rules of the game are... 	<ul style="list-style-type: none"> ■ Bend your knees when you land. ■ Can you make the ... more stable. ■ Aim for the ... ■ The aim of the game is to ... ■ Which obstacle is next? ■ What do you think you could construct with these resources? ■ Travel to the ... but make sure you avoid the... ■ Who is in your team? ■ Let's practise the skill of ... 	<ul style="list-style-type: none"> ■ Can you build up your stamina to ...? ■ Can you plan your movement pattern. ■ Can you extend it? ■ Who will be the ... e.g., attack / defender? ■ Remember to warm-up. ■ Talk your team and decide what your tactics are going to be for this game.
Fine Motor Skills				

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<p>Literacy Development: Comprehension, Word Reading and Writing</p>	
<p>Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	
<p>Spring and Summer</p>	
<p>Key Learning Experiences/Vocabulary Development:</p>	<p>Key Learning Experiences, Opportunities and Strategies:</p> <ul style="list-style-type: none"> • Shared Read Sessions • Story Time • Focused name writing • Library Challenge • Bedtime Reading Challenge • Everywhere Bear • Bedtime Reading Bags • Parent Newsletters • High quality reading areas both inside and outside. • Opportunities for reading and writing in all areas. • Everyday mark making • Squiggle whilst you Wiggle • Dough Disco • Fine Motor Interventions • Funky Finger activities and areas • Wow moments and hooks – see Mayfield Magic Moments.
<p>Little Wandle, Letters and Sounds Revised Foundations for Phonics (See Foundations for Phonics: Tuning into Sounds Programme Progression & Foundations for a Love of Reading – Shared Reading) The teaching of Foundations for Phonics in Nursery contributes to the teaching and learning of communication and Language and Literacy and sits alongside our language-rich provision. The use of this scheme ensures that children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. During Foundations for Phonics, children are developing an awareness of sound through activities that develop focused listening and attention, including oral blending.</p>	
<p>Learning Outcomes: Development Matters 2021 and I Can Curriculum</p>	
<p>Reading: Comprehension & Word Reading I enjoy songs and rhymes, tuning in and paying attention. I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. I say some of the words in songs and rhymes. I can copy finger movements and other gestures. I can sing songs and say rhymes independently, for example, singing whilst playing. I enjoy sharing books with an adult. I pay attention and respond to the pictures or the words. I have favourite books and seek them out, to share with an adult, with another child, or to look at alone. I can repeat words and phrases from familiar stories. I can ask questions about the book. I can make comments and share my own ideas. I can develop play around favourite stories using props. I notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>Writing: I enjoy drawing freely. I can add some marks to my drawings, which I give meaning to. For example: “That says mummy.” I can make marks on my picture to stand for my name.</p>	

Sequential vocabulary development guidance

Progression	Birth to Three	Three to Four	Reception	Year One
Comprehension	<ul style="list-style-type: none"> ■ like ■ listen ■ song ■ rhyme ■ actions ■ story ■ book ■ page ■ picture ■ end ■ missing 	<ul style="list-style-type: none"> ■ favourite ■ back ■ front ■ turn ■ point ■ page number ■ cover ■ character ■ retell ■ author ■ rhymes/rhyming ■ role play ■ predict ■ order ■ funny 	<ul style="list-style-type: none"> ■ title ■ blurb ■ beginning ■ middle ■ set ■ event ■ sequence ■ fiction ■ non-fiction ■ poem ■ prediction ■ expression ■ question mark ■ exclamation mark ■ contents ■ index 	<ul style="list-style-type: none"> ■ discuss ■ heading ■ cross-check ■ dislike ■ prefer ■ aspect ■ main event ■ plot ■ personality ■ link ■ main ideas ■ text ■ illustration ■ diagram
Word Reading	<ul style="list-style-type: none"> ■ sound ■ page ■ gentle ■ last ■ name 	<ul style="list-style-type: none"> ■ word ■ letter ■ start ■ point ■ follow ■ capital letter ■ lower-case letter ■ last / first ■ full stop ■ front sound/phoneme ■ sound talk ■ print ■ top ■ bottom ■ sentence 	<ul style="list-style-type: none"> ■ phonics ■ letter names ■ alphabet ■ phoneme ■ grapheme ■ blend/ sound blending ■ segment ■ spell ■ digraph ■ trigraph ■ tricky/ common exception word ■ practise 	<ul style="list-style-type: none"> ■ alternative ■ adjacent consonants ■ long vowel ■ short vowel ■ spelling rule ■ root word
Writing	<ul style="list-style-type: none"> ■ paint / paint brush ■ draw ■ write ■ paper ■ pencil ■ crayon / chalk/ felt tip ■ up ■ down ■ round 	<p>Transcription: ■ back ■ hold ■ pencil grip ■ over ■ arch ■ dot ■ cross ■ stop ■ a bit ■ curly ■ zigzag ■ long ■ tail</p> <p>Composition (including positional language): label ■ message ■ letter ■ card ■ list ■ sign</p>	<p>Transcription: ■ join ■ arch ■ flick ■ under ■ line ■ neat ■ space capital letter ■ full stop</p> <p>Composition: ■ caption ■ sentence ■ address ■ instruction ■ first ■ next ■ then ■ after that ■ so ■ and ■ but ■ or ■ because ■ until ■ unfortunately ■ luckily ■ finally ■ after that ■ sadly ■ happily ■ quietly ■ silently ■ some ■ most ■ all</p>	<p>Transcription: ■ question mark ■ exclamation mark ■ sequence ■ singular ■ plural ■ punctuation ■ prefix ■ suffix</p> <p>Composition: ■ soon ■ suddenly ■ amazement ■ surprise ■ a few ■ many ■ perhaps ■ also ■ invent ■ audience ■ recount</p>

Examples to support the development of vocabulary within meaningful contexts

Comprehension	<p>Reading: ■ Sing the song. ■ Join in with the rhyme. ■ Do the actions. ■ Let's share the book. ■ I like the way you are holding the book/turning the pages. ■ What can you see in the picture? ■ This is my favourite book. Which is yours? ■ Who? What? Where? Writing: ■ You are using a ...to write/draw/make marks. Who is your... for?</p>	<p>Reading: ■ Where is the picture? Where are the words? ■ Show me a word / letter. ■ What sound/phoneme can you hear at the start of the word? ■ What do you think might happen next? ■ I like the way you ...follow the print with your finger. Writing: ■ Where should we start to write? ■ Can you write your name? ■ You could use your name card to help you. ■ I can read your name on this. Now I know... it belongs to you/ was made by you. ■ Can you tell me about your writing/drawing/painting?</p>	<p>Reading: ■ Does it make sense / sound right / look right? ■ Does the first letter help? ■ Let's read it again and make it sound really good. ■ How do you think... is feeling? ■ Why do you think ... is feeling? ■ I wonder why...Writing: ■ Can you hear the first sound in the word? ■ What other sounds can you hear? ■ Think it. Say it. Write it. Read it. ■ Remember to leave a space between your words. ■ I read your ... and now I know...</p>	<p>Reading: ■ Does this sound right and look right? ■ What would make sense? Tell me why. ■ Where is it set? Writing: ■ What happens in the beginning/middle/end of your story? ■ Your story/poem made me feel/think...</p>
Word Reading				
Writing				

Examples of sentence structures

Comprehension	<ul style="list-style-type: none"> ■ I like... ■ I can see/hear/ ■ Look at my ... 	<ul style="list-style-type: none"> ■ My favourite book/song is ... ■ Will you read this book with me? ■ I am writing a ...shopping list / card / letter ■ I am/can/like.. ■ One day... ■ The end. ■ This is my name / drawing / writing. 	<ul style="list-style-type: none"> ■ My favourite story / song / character ... because... ■ I have written a ... list/card/letter ■ This is... / It can... ■ Once upon a time ... who... ■ One morning/afternoon/night.. ■ lived happily ever after 	<ul style="list-style-type: none"> ■ It would have been better if ... ■ The part I like best/least ... ■ My story/writing is about... ■ A long while a go... ■ At that moment... ■ To his amazement/surprise... ■ ... like... (simile) ■ Another thing you can do... ■ Most... but some...
Word Reading				
Writing				

Mayfield Primary School

Rising Three Long Term Mathematics Plan

‘I Can Curriculum’

New EYFS Framework Statutory September 2021

<p>Mathematical Development: Number and Numerical Patterns</p>	
<p>Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	
<p>Spring and Summer</p>	
<p>Key Learning Experiences/Vocabulary Development:</p>	
<p>Children will be able to count to 5 and recognise the numerals which represent each value. Children will begin to count with 1:1 correspondence. Children will gain knowledge of basic 2D shapes and their properties. Children will gain experiences of mathematical language and concepts relating to measuring including heavy and light, big and small and full and empty.</p>	
<p>Learning Outcomes: Development Matters 2021 and I Can Curriculum</p>	
<p>Number/Numerical Patterns: I can combine objects like stacking blocks and cups. I put objects inside others and take them out again. I take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items. I can compare amounts, saying 'lots', 'more' or 'same'. I can demonstrate counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. I can climb and squeezing myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles. I can compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. I notice patterns and arrange things in patterns.</p>	
<p>Key Learning Experiences, Opportunities and Strategies:</p> <ul style="list-style-type: none"> • 1:1 counting challenges • Number formation practise • Dedicated Shape, Space and Measure sessions • High quality Maths Area • Focused Maths carpet sessions along with application time in continuous provision • Maths warm up games • High quality and appropriate concrete resources 	

Mathematical Development: Sequential Vocabulary Bank				
Progression	Birth to Three	Three to Four	Reception	Year 1
Number	<p>Number:</p> <ul style="list-style-type: none"> lots more same one to five <p>Shape/Pattern:</p> <ul style="list-style-type: none"> shape turn pattern look <p>Measure:</p> <ul style="list-style-type: none"> big bigger small smaller little high low tall heavy empty full snack time lunch time home time story time <p>Positional Language: in out under behind top bottom turn </p>			
Numerical Pattern		<p>Number:</p> <ul style="list-style-type: none"> different sort match six to ten more than fewer than less all most <p>Shape/Pattern:</p> <ul style="list-style-type: none"> circle rectangle triangle cuboids sides corners straight flat round pattern spots spotty strips stripey pointy <p>Measure:</p> <ul style="list-style-type: none"> smallest biggest lower taller heavier long short large first then last after before day night/ night-time morning afternoon evening earlier later to late too soon in a minute <p>Positional Language:</p> <ul style="list-style-type: none"> in on under up down besides between in front of behind through near between side front back over around next to 	<p>Number:</p> <ul style="list-style-type: none"> eleven to twenty + before after more than less than estimate add / addition take away subtraction leave left over makes/equals share half pair whole double equal few enough even odd number bonds 5/10 frame <p>Shape/Pattern:</p> <ul style="list-style-type: none"> sphere cylinder cone rotate repeating pattern <p>Measure:</p> <ul style="list-style-type: none"> longer longest shorter shortest largest heaviest balance thick thin wide narrow early later morning afternoon evening <p>Positional Language: forwards backwards above below both second next </p>	<p>Number:</p> <ul style="list-style-type: none"> zero to one hundred count on / back count in one's / two's / ten's every other tens units exchange digit teen number equal to greatest most fewest compare order roughly just over / under too many / few plus minus total score difference between <p>Geometry:</p> <ul style="list-style-type: none"> opposite hollow solid face edge underneath centre <p>Measure:</p> <ul style="list-style-type: none"> length height width depth deep shallow far near close ruler metre stick days of the week seasons
Supporting development of vocabulary in meaningful contexts:				
Number	<p>Number:</p> <ul style="list-style-type: none"> You now have more ... Do you have the same? Let's count Can you help me to count? Let's touch each...to count <p>Shape/Pattern:</p> <ul style="list-style-type: none"> You are fitting the shapes together Turn the shape to see what happens Can you copy my pattern? <p>Measure:</p> <ul style="list-style-type: none"> You have made two small balls of dough You have built a tall tower <p>Positional Language:</p> <ul style="list-style-type: none"> ... you are reaching up high to ... Can you put your ... under the ...? 	<p>Number:</p> <ul style="list-style-type: none"> What is the same and what is different? You have sorted all the ... together You have more ... than ... I think ... has more/less ... Am I right? How can we check? Can you give me one / two ...? Can you help me to count? <p>Shape/Pattern:</p> <ul style="list-style-type: none"> You have a shape with a straight edge Where does the cuboid go on the shelf? Which shapes are round? Tell me about your pattern. What do you like about it? <p>Measure:</p> <ul style="list-style-type: none"> This bucket is heavier than the ... Who can make the smallest ... What did you do? How can we lower the ...? <p>Positional Language:</p> <ul style="list-style-type: none"> You are pushing the car through the tunnel Can you put the ... on the side 	<p>Number:</p> <ul style="list-style-type: none"> How can we use your counting skills? You have added... What do you think comes next? Why? You have two equal groups; they have the same number. Tell me how you did that What made you decide to do it that way? <p>Shape/Pattern:</p> <ul style="list-style-type: none"> You rotated the shape to make it fit What comes next in your repeating pattern? What is the same different about your two shapes? <p>Measure:</p> <ul style="list-style-type: none"> This piece of ... is thin at the top and wide at the ... Can you find a narrow ...? Do you think we have found the right solution? <p>Positional Language:</p> <ul style="list-style-type: none"> You both have the same ... What comes next? How do you know? 	<p>Number:</p> <ul style="list-style-type: none"> My favourite teen number is ... because ... What is your favourite teen number? Why? The number ... has two digits. What are they? How do you know? How can we compare these two numbers? What is the difference between ... and ... How do you know? <p>Geometry:</p> <ul style="list-style-type: none"> I have sorted my shapes into hollow and solid. Can you tell me what is the difference between the two groups? Who can find me a shape with 6 faces. Tell me why you are right. <p>Measure:</p> <ul style="list-style-type: none"> What can I use to measure a big space?

Mayfield Primary School

Rising Three Understanding the World Long Term Plan 'I Can Curriculum'

New EYFS Framework Statutory September 2021

Understanding the World: Past and Present, People Culture and Communities & The Natural World

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Religious Education Oldham Agreed Syllabus 2020-2025

Religious Education sits firmly in the areas of Personal, Social and Emotional Development and Understanding the World.

The RE Oldham Agreed Syllabus enables children to –

- Develop a positive sense of themselves and others.
- Learn how to form positive and respectful relationships.
- Begin to understand and value the differences of individuals and groups within their own and immediate community.
- Develop their emerging moral and cultural awareness.

EYFS Religious Education Oldham Agreed Syllabus Key Questions:

- Which stories are special and why?
- Which people are special and why?
- Which places are special and why?
- Which times are special and why?
- Where do we belong?
- What is special about our world?

Themed Weeks

<p>What can we grow? Plant and mini-beast life cycles</p>	<p>How do we all celebrate? Chinese New Year/ Pancake Day/ Easter/ Passover</p>	<p>How Amazing is Africa? Handa’s Surprise</p>	<p>Do we live in the Town or the Country? The Town Mouse and the Country Mouse</p>
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Spring and Summer

Key Learning Experiences/Vocabulary Development:

Children will learn about the four seasons and be able to talk about the season we are currently in.
 Children will talk about their own environment and will begin to talk about how this differs to other environments.
 Children will make comments and ask questions about their surroundings.
 Children will experiment with toys and how they work by lifting flaps and pulling leavers.
 Children will be able to comment on how a toy functions and use simple technology to demonstrate this.
 Children will make observations when investigating their surroundings and will remember these, they will also start to make comparisons between other environments.

Key Learning Experiences, Opportunities and Strategies:

- Theme Weeks
- RE Oldham Agreed Syllabus sessions
- Celebration of a range of religious festivals
- Walks around the school grounds

	<ul style="list-style-type: none">• School concerts e.g., Christmas and Summer• Careers Week• Science Week• Expert visitors
Learning Outcomes: Development Matters 2021 and I Can Curriculum	
<p>Past and Present: I can repeat actions that have an effect.</p> <p>People, Culture and Communities: I make connections between the features of my family and other families. I notice differences between people.</p> <p>The Natural World: I can explore materials with different properties. I can explore natural materials, indoors and outside. I can explore and respond to different natural phenomena in my setting and on trips.</p>	

Understanding the World: Sequential Vocabulary Bank

Progression	Birth to Three	Three- & Four-Year Olds	Reception	Year One
Past and Present	<ul style="list-style-type: none"> big ■ little ■ baby ■ birthday ■ party ■ mummy ■ daddy ■ brother ■ sister ■ names of siblings 	<ul style="list-style-type: none"> ■ before ■ after ■ next ■ now ■ day ■ night ■ today ■ grow ■ change ■ old ■ young ■ new ■ same ■ different ■ family ■ photograph 	<ul style="list-style-type: none"> ■ history ■ past ■ present ■ future ■ long ago ■ morning ■ afternoon ■ yesterday ■ tomorrow ■ week ■ month ■ remember ■ year ■ parent ■ extended family members, e.g. <i>cousin, auntie, uncle</i> ■ grandparent ■ toddler ■ adult ■ time ■ later ■ compare ■ similarities ■ differences ■ younger ■ older 	<ul style="list-style-type: none"> ■ timeline ■ memory ■ sequence ■ date ■ artefact ■ event ■ youngest ■ oldest
People Culture and Communities	<ul style="list-style-type: none"> ■ mummy ■ daddy ■ names of siblings ■ some extended family names ■ home ■ friend ■ love ■ party ■ body parts e.g., <i>head, eyes, mouth, nose, ear, arm, leg, fingers, toes, hand, foot, hair</i> ■ transport e.g., <i>car, bus, truck</i> 	<ul style="list-style-type: none"> ■ teacher ■ extended family names ■ names of peers ■ occupations e.g., <i>doctor, nurse, police, firefighter</i> ■ job ■ help ■ kind ■ celebrate ■ same ■ different ■ places e.g., <i>nursery/school, shop, park, house, garden</i> ■ body parts e.g. <i>face, neck, teeth, knees, body, back, skin</i> ■ transport e.g. <i>train, aeroplane, digger, boat</i> ■ world ■ country ■ land ■ sea ■ beach ■ farm ■ hills ■ zoo ■ wild ■ road 	<ul style="list-style-type: none"> ■ geography ■ special ■ similar ■ differences ■ cultures ■ traditions ■ cultural celebrations e.g. <i>Diwali, Christmas etc</i> ■ places of worship e.g. <i>church, temple, mosque</i> ■ religion ■ believe ■ compare ■ occupations e.g. <i>dentist, paramedic, pilot, astronaut</i> ■ brave ■ care ■ helpful ■ body parts e.g. <i>shoulder, elbow, bones, heart, lips, freckles, skin, chest, tongue</i> ■ transport e.g. <i>rocket, ship, submarine</i> ■ places e.g. <i>library, museum</i> ■ features of the environment e.g. <i>island, forest, jungle, woodland, mountain, fields, river</i> ■ map ■ location e.g. <i>earth, planet, UK, some country names linked to cohort, local town/village name, address, city</i> ■ geographical terminology e.g. <i>forwards, backwards, turn, left, right</i> 	<ul style="list-style-type: none"> ■ religions e.g. <i>Islam, Christianity</i> ■ places of worship e.g. <i>church, temple, mosque, synagogue</i> ■ body parts e.g. <i>lungs, breathe, stomach, digest</i> ■ geographical features e.g. <i>desert, stream, ocean</i> ■ places e.g. <i>continents, north / south pole, extended list of countries</i> ■ geographical terminology e.g. <i>left, right, distance, compass, north, south, east, west, globe, plan, location</i>
The Natural World	<ul style="list-style-type: none"> ■ sand ■ water ■ big ■ small ■ look ■ see ■ jump ■ pets e.g. <i>cat, dog</i> ■ flower ■ tree ■ grass ■ leaf ■ shell ■ stone ■ stick ■ worm ■ fly ■ snail ■ spider ■ bird ■ sun ■ moon ■ rain ■ puddle ■ dry ■ wet ■ colours ■ hot ■ cold ■ nice ■ fruits e.g. <i>banana, apple, orange</i> 	<ul style="list-style-type: none"> ■ senses e.g. <i>listen, smell, hear, see</i> ■ hard ■ soft ■ stretch ■ snap ■ forces e.g. <i>push, pull, magnet, float, sink</i> ■ weather e.g. <i>wind, sunny, snow, ice, splash</i> ■ day ■ night ■ dark ■ light ■ sky ■ star ■ minibeast names e.g. <i>caterpillar, ant</i> ■ wriggle ■ life cycles e.g. <i>egg, grow, change, caterpillar, butterfly</i> 	<ul style="list-style-type: none"> ■ science ■ senses e.g. <i>touch, taste, feel</i> ■ sweet ■ sour ■ bright ■ clear ■ rough ■ smooth ■ shiny ■ shadow ■ dull ■ bumpy ■ waterproof ■ magnetic ■ freeze ■ melt ■ heat ■ frozen ■ sound ■ material names e.g. <i>plastic, glass, metal</i> ■ observe ■ magnifying glass ■ weather e.g. <i>warm, icy, sunshine, windy, clouds, rainy, fog, thunder, lightning, rainbow, hailstone, storm</i> ■ season names e.g. <i>spring, summer, autumn, winter</i> ■ extended animal names e.g. <i>including</i> 	<ul style="list-style-type: none"> ■ predict ■ forces ■ transparent ■ solid ■ liquid ■ absorbent ■ bendy ■ stiff ■ fabric ■ elastic ■ brick ■ delicate ■ natural ■ manmade ■ vibration ■ examine ■ weather e.g. <i>mist, sleet, cloudy, cool, stormy</i> ■ animal classifications e.g. <i>amphibians, invertebrates, reptiles</i> ■ animal terminology e.g. <i>habitat, nocturnal, migrate, omnivore, predator, prey, metamorphoses</i>

		<ul style="list-style-type: none"> ■ woodland animals e.g. squirrel, hedgehog ■ farm animals e.g. cow horse, pig, sheep ■ wild animals e.g. lion, elephant, monkey ■ natural objects e.g. wood, rock ■ fruit names e.g. strawberries, blueberries ... ■ some vegetable names ■ cooking ■ melting 	<p><i>mammals, birds, fish, polar</i></p> <ul style="list-style-type: none"> ■ hibernate ■ nocturnal ■ hunt ■ nature ■ minibeast ■ insect ■ life cycle e.g. egg, hatch, chrysalis, duckling, chick ■ animal features e.g. feathers, fur, beak, scales, shell, talons ■ animal mums and babies e.g. cow / calf ■ plant and tree parts e.g. seed, plant, petal, stem, roots, leaves, branch, bark ■ natural materials e.g. conker, acorn, pinecone, pebble, rock ■ extended fruit and vegetable names ■ experiment ■ test 	<ul style="list-style-type: none"> ■ animal features e.g. cold / war blooded, gills ■ trees and plants e.g. deciduous evergreen, bud, bulb, pollen, nectar, shoots, blossom
Supporting development of vocabulary in meaningful contexts:				
Past and Present	<ul style="list-style-type: none"> ■ I can see the baby ■ Can you touch your ... ■ This is a flower. ■ Let's jump in the puddles. ■ It is big ... ■ What's that? ■ Where is the ...? 	<ul style="list-style-type: none"> ■ I can see your family in the photograph. Can you tell me who they are? ■ You both have the same hair colour. ■ You are dressed up as a nurse. What are you going to do? ■ Did you try and push the truck? ■ I am watching the caterpillar wriggle. ■ What did you collect? ■ Where did you find...? ■ What can you see /hear / smell? ■ What does it look like? ■ I wonder what will happen when/if ...? ■ How has... changed? ■ What is your favourite...? ■ Tell me about your... ■ What do you like? ■ Tell me about a special time... 	<ul style="list-style-type: none"> ■ You are using your sense of smell to ... ■ This feels... and ... ■ This material is waterproof. I am going to wear it in the rain. ■ I like the way you tested the ... to see if ... ■ What do you think is happening? ■ How do you think it works? ■ What have you noticed? ■ What do you think is the same / different? ■ Describe how it tastes / feels / looks... ■ Can you explain ...? ■ How do you think it has changed? ■ Can you name...? ■ What do you think is the difference between then and now? ■ Do you remember when ... ■ Can you describe ...? 	<ul style="list-style-type: none"> ■ The water is transparent. Can you find other things that are transparent? ■ Can you predict what might happen next? ■ How and why do you think that happened? ■ How could you change it? ■ Explain how that works. ■ What are the similarities and differences between? ■ Can you compare? ■ Tell me about the past when ■ Can you sequence...? ■ What have you observed? ■ Describe to a partner...
People Culture and Communities	<ul style="list-style-type: none"> ■ Look at the ... ■ What can you see? I can see a ... 			
The Natural World				

Mayfield Primary School

Rising Three Expressive Arts and Design Long Term Plan 'I Can Curriculum'

New EYFS Framework Statutory September 2021

<p>Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive</p>	
<p>Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	
<p>Spring and Summer</p>	
<p>Key Learning Experiences/Vocabulary Development:</p>	
<p>Children will be introduced to a variety of art techniques such as; painting, printing, collage, observational drawing, bubble printing. Children will be able to use glue and glue sticks. Children will use different colours of paint and be able to name them. Children will be introduced to construction resources and be shown how to play with them. They will be able to build vehicles such as cars, trains, buses related to their journey’s topic. Children will be introduced to small world resources, to create simple stories, linked to first-hand experiences and their topic. Children will be able to act out their first-hand experiences in the home corner. Children will explore what happens when they mix colours. Children will be shown how to draw to represent their ideas.</p>	
<p>Learning Outcomes: Development Matters 2021 and I Can Curriculum</p>	
<p>Creating with Materials: I notice patterns with strong contrasts and am attracted by patterns resembling the human face. I can start to make marks intentionally. I can explore paint, using fingers and other parts of my body as well as brushes and other tools. I express ideas and feelings through making marks, and sometimes give a meaning to the marks I make. I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials. I use my imagination as I consider what I can do with different materials. I can make simple models which express my ideas.</p> <p>Being Imaginative and Expressive: I show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move and dance to music. I anticipate phrases and actions in rhymes and songs, like ‘Peepo’. I can explore my voice and enjoy making sounds. I join in with songs and rhymes, making some sounds. I can make rhythmical and repetitive sounds. I can explore a range of sound makers and instruments and play them in different ways. I can enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. I can start to develop pretend play, pretending that one object represents another.</p>	
<p>Key Learning Experiences, Opportunities and Strategies:</p> <ul style="list-style-type: none"> Focus artists each half term Focus on scissor skills Nursery Art Sketchbook Transient Art Mrs Saville (Oldham Music Centre) Craft opportunities and areas indoors and outdoors Forest School Domestic Role Play Themed Role Play Dance and yoga sessions Hot Seating 	

Expressive Arts and Design: Sequential Vocabulary Bank

Progression	Birth to Three	Three- & Four-Year Olds	Reception	Year One
Creating with Materials	<ul style="list-style-type: none"> ■ colour ■ colour names, e.g. red, blue, green, yellow... ■ draw ■ paint ■ brush ■ make / made ■ glue ■ stick ■ tape ■ scissors ■ cut ■ paper ■ size e.g. big, small 	<ul style="list-style-type: none"> ■ mix ■ colour mixing ■ extend colour range, e.g. grey, purple, pink ... ■ light ■ dark ■ pattern ■ line ■ circle ■ naming tools and equipment, e.g. pencil, felt pen, sellotape, paintbrush ■ card ■ collage ■ fix ■ hard ■ soft ■ press ■ roll ■ squash ■ squeeze ■ stretch ■ same ■ different ■ thread ■ sew 	<ul style="list-style-type: none"> ■ art ■ design / technology ■ primary colours ■ secondary colours ■ metallic colours, e.g. gold, silver... ■ palette ■ thick ■ thin ■ fine ■ texture e.g. smooth, bumpy, rough ■ represent ■ materials, e.g. fabric, clay, wood ■ shape ■ space ■ construct ■ create ■ combine ■ join ■ attach ■ connect ■ mould ■ flatten ■ pinch ■ problem-solve ■ thread ■ weave ■ safety ■ purpose ■ artist/s ■ gallery ■ museum ■ 2D ■ 3D 	<ul style="list-style-type: none"> ■ collaborative piece ■ designers ■ inspiration ■ product ■ evaluate ■ refine ■ review ■ express ■ form ■ sculpture ■ sculpt ■ solution ■ effect ■ process ■ tone ■ dull ■ vibrant ■ shade ■ detail ■ blend ■ frame ■ similarities ■ differences ■ landscape /portrait ■ technique ■ natural ■ man-made
Being Imaginative and Expressive	<ul style="list-style-type: none"> ■ music ■ dance ■ sound ■ loud ■ quiet ■ noisy ■ play ■ bang ■ hit ■ shake ■ sing ■ songs ■ fast ■ slow ■ clap ■ nursery rhymes ■ dance ■ story 	<ul style="list-style-type: none"> ■ show ■ costumes ■ pretend ■ small world ■ hum ■ tap ■ beat ■ rhythm ■ rest ■ high ■ low ■ move ■ instrument ■ voice ■ volume ■ actions ■ match ■ copy ■ listen ■ emotions, e.g. happy, sad, scared 	<ul style="list-style-type: none"> ■ different types of music e.g. classical, traditional/folk, pop, rock... ■ instrument names e.g. drum, tambourine, piano... ■ echo ■ syllable ■ pulse ■ time ■ quick ■ adjectives to describe music e.g. bouncy, pointy, smooth ■ compose ■ topic based vocab linked to themed role play ■ musician/s ■ dancers ■ perform / performance ■ range of movements, e.g. march, creep... ■ props ■ materials ■ fabric ■ imagine / imagination ■ role ■ character ■ role play ■ act ■ setting ■ steps ■ sequence ■ poems ■ extend emotions, e.g. frightened, surprised, excited 	<ul style="list-style-type: none"> ■ call / response ■ melody ■ pitch ■ tempo ■ express ■ chants ■ tuned ■ untuned ■ record ■ experiment ■ invent ■ adapt ■ dynamics ■ note ■ vibrate ■ faint ■ narrator ■ script ■ rehearse ■ choreograph ■ extend adjectives to describe music e.g. spiky, lively, peaceful ■ style ■ sculpture ■ accompany ■ duet
Supporting development of vocabulary in meaningful contexts:				
Creating with Materials	<ul style="list-style-type: none"> ■ Listen to the... ■ Look at the... ■ Show me... ■ What is it? ■ What have you made? ■ Can you draw / paint / stick / cut...? ■ Can you bang / hit / shake? ■ What colour is it? ■ Can you choose a nursery rhyme/song to sing? ■ I like... ■ Is it big / small / loud / quiet? ■ What can you see / hear...? ■ Do you like...? 	<ul style="list-style-type: none"> ■ It is the same because... ■ It is not the same... ■ I wonder how it feels/looks/ sounds...? ■ I can see you've made something from... can you tell me about it? ■ I like the ... you made. We/you could use it for/to... ■ I wonder how you can make it bigger / smaller / louder / quieter? ■ That makes me feel... 	<ul style="list-style-type: none"> ■ It looks/feels/sounds the same because... ■ Can you tell me about the materials you used? ■ Can you describe how you changed the sound? ■ Explain how you created that... ■ How do you feel about what you've made/the music...? ■ I'm impressed with... ■ I like the technique you used... can you explain it? 	<ul style="list-style-type: none"> ■ They are the same/different because... ■ They are alike because they are both... ■ How did you create that...? ■ Can you explain the process? ■ Which parts do you like/dislike? ■ I wonder how you would change/improve it next time... ■ What emotion do you think of when you listen to that? ■ Describe your work to a partner...
Being Imaginative and Expressive				