

**Core Books to be used:**

- 'But Martin' by June Counsel
- 'Not Now Bernard' by David McKee
- 'The Colour Monster' by Anna Llenas
- 'From Head to Toe' by Eric Carle
- 'Ten Little Fingers and Ten Little Toes' by Mem Fox
- 'Look Up' By Nathan Byron and Dapo Adeola
- 'I am Henry Finch' by Alexis Deacon
- 'Halibut Jackson' by David Lucas
- Non-fiction books on ourselves, keeping healthy and tooth brushing

Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• The names of the people who are special to them.</li> <li>• The parts of the body - arms, back, spine, hands, wrist, ankle, leg, knee etc.</li> <li>• The names of family members</li> <li>• The names of facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth</li> <li>• The names of emotion words and be able to recognise these emotions i.e. happy, sad</li> <li>• Select and use activities and resources with help when needed</li> <li>• To hang their coat in the right place</li> <li>• Some of the classroom rules such as good listening, good looking, good sitting, no hurting others, no running</li> </ul> <p><b>Reception Children to Know:</b></p> <ul style="list-style-type: none"> <li>• That when we play with our friends we should share resources by taking turns and we share ideas in play</li> <li>• That others don't always enjoy the same things and are sensitive to this</li> <li>• The emotion words happy, sad, scared and cross and some of the things that make us feel like this</li> <li>• To use a character from a story to explore and name different feelings and emotions (The Colour Monster)</li> <li>• Who family members are from the past and present and be able to talk about these by looking at photographs</li> <li>• The future is time to come</li> <li>• That we can get along and make friends with a range of peers within the setting</li> <li>• The names of the emotion words: happy, sad, cross and recognise these emotions in themselves and others.</li> <li>• About the boundaries and behavioural expectations and what we need to do to follow them i.e. good listening, sharing, being kind, helping at tidy time, good sitting, walking indoors</li> <li>• To know some social phrases, including the use of manners and use these when playing with others i.e. <i>how are you? Can I join in please? Can I help? Can you help me please? Did you have a nice lunch? Good morning / afternoon etc.</i></li> <li>• The importance of conversation with others and how we need to behave in order to make conversation work.</li> <li>• To know about the features of their home, family and community - the people they live with, where their house is, the number and street name, name of town or village, what they can see around them i.e. park, church, shops, fields</li> </ul>	<p><b>Nursery Vocabulary</b> Special, people, family, friends, Mum, Dad, brother, sister, cousin, aunt, uncle, grandparents, step, half, neighbour, friends</p> <p>Face, nose, ears, forehead, eyes, cheeks, chin, mouth</p> <p>Happy, sad, cross</p> <p>Share, take turns, listen, rules, talk, conversation, listen, kind, helpful, tidying, resources</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b> House, home, family, town, village</p> <p>Photographs, past, present, future, older, younger, family, special people</p> <p>Feelings, emotions, friend, kindness, share, take turns, happy, scared, cross, sad</p> <p>Rules, safety, timetable, responsible, tidy, together, helping, helpful</p> <p>Conversation, listen, take turns, respond, look, nod, interested, smile, comment</p> <p>Family, house, community, village, name of street, village or town name, park, church, doctors</p>

<p>Communication and Language</p>	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to be a good listener</li> <li>• That it's good to listen to each other and this helps us to form good relationships with friends and adults</li> <li>• The names of family members and the people who are special to them</li> <li>• How to sit during group time and to follow the rules for listening and joining in.</li> <li>• Some songs and can recite some Nursery Rhymes</li> <li>• Know a few songs and can recite some Nursery Rhymes</li> <li>• How to respond to a question or instruction that has 2 parts</li> <li>• They can put words together to communicate</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to take turns in conversations</li> <li>• How to follow instructions at a three-word-level including colour, size or position concepts</li> <li>• How to listen carefully when someone is speaking and why listening is important.</li> <li>• How to sit attentively when listening to a story</li> <li>• How to retell a simple past event in correct order i.e. <i>I went to the park with my grandma</i></li> </ul>	<p><b>Nursery Vocabulary</b> Special, people, family, friends, Mum, Dad, brother, sister, cousin, aunt, uncle, grandparents, step, half, neighbour.</p> <p>Listen, look, pay attention, take turns, conversation, words, sentences, communicate</p> <p>Nursery rhymes, rhyming words</p> <p>Question, instruction, listen, respond</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b> Sequence, order, big, small, taller, shorter, in front of, behind, next to</p> <p>Story, listen, share, discuss, nod, look, comment, smile</p> <p>Re-tell, past events</p>
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Physical Development	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to wash and dry hands properly</li> <li>• How to put on and remove own coat</li> <li>• To hang own coat on their peg after wearing it</li> <li>• How to sit at a table correctly when eating lunch</li> <li>• How to use fine motor muscle control in the environment i.e. threading, cutting, manipulating dough by squeezing, pulling, twisting, patting etc.</li> <li>• How to make big movements change to smaller movements.</li> <li>• How to go up steps and stairs, or climb apparatus using alternate feet</li> <li>• That they can move different parts of their body and to name these - hands, feet, tiptoe, knees, backs, stomach</li> <li>• That they can move their body in different ways and can hold still and balance</li> <li>• They use their hands to hold a book</li> <li>• They use their finger to turn pages in a book</li> <li>• They use their hands to hold tools</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to move in a variety of ways i.e. run, tiptoe, jump, hop, skip, climb</li> <li>• To control different toys / resources being used and the need to use these safely especially when carrying larger objects</li> <li>• How to wash and dry hands properly and the reasons for doing this</li> <li>• The parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, elbow, toes, wrist, neck, ankle, chin, chest</li> <li>• The names of the internal organs - brain (where we think), lungs (fill up with air when we breathe), heart (pumps blood around our bodies)</li> <li>• How to use one-handed tools such as scissors, pencils, brushes, glue spreaders</li> <li>• How to put on and remove own coat and jumpers</li> <li>• About the importance of regular physical activity and tooth brushing as part of keeping healthy</li> <li>• How to sit at a table when eating or carrying out activities and how to sit during carpet time sessions.</li> <li>• The safety rules when using tools and equipment</li> <li>• How to throw and catch a ball with improved accuracy.</li> <li>• That exercising is good for our bodies and the effects that this has - increased heart rate</li> <li>• About spatial awareness and how to respect the space of others</li> <li>• How to hold a pencil correctly and how to write the letters of their name</li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Coat, put on, remove, cold, warm, hang up, look after, peg</p> <p>Grip, pencil, brush, hold, line, circle, make marks, large, small, ribbons, chalk, water, movements, large, small, larger, smaller, tools</p> <p>Body parts, move, hands, feet, tiptoe, knees, backs, stomach</p> <p>Balance, pose, hold, still, statue</p> <p>Hand wash, cleanliness, hygiene, germs</p> <p>Turn, hold, pages, book</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Run, tiptoe, jump, hop, skip, climb, ball, look, throw, catch, aim, safety, carrying</p> <p>Germs, hand wash, cleanliness, soap, water, tooth brushing, toothpaste, decay</p> <p>Bodies, organs, heart, lungs, air, blood, pump, hear rate</p> <p>Parts of the body - head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, elbow, toes, wrist, neck, ankle, chin, chest</p> <p>Healthy, exercise, keep fit, heart, heart rate, healthy body, tooth brushing, toothpaste, clean, regular, decay, dentist</p> <p>Control, move, fingers, thread, pull, twist, prod, roll, pat</p> <p>Tools, scissors, glue spreader, pencil, hold, tripod grip, form, make, create, safety</p> <p>Space, respect, near, close, far away, comfortable</p> <p>Pencil, grip, hold, form, letters, name</p>
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<p>Mathematical Development</p>	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to recite numbers to 5 and then past 5</li> <li>• How to compare quantities using 'lots', 'more' or 'same', 'more than', 'fewer than'</li> <li>• Some numbers of personal significance e.g. their age, their house number</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to count objects, actions and sounds and know that the list number in the count signifies how many are there.</li> <li>• How to compare amounts and say which has more / less</li> <li>• The names of some 2d and 3d shapes</li> <li>• How to sort objects into sets and say the criteria for sorting</li> <li>• How to represent the numbers to 5 using a variety of resources</li> <li>• How to subitise</li> <li>• To link the number symbol (numeral) with its cardinal value</li> <li>• The composition of numbers to 5 and how to represent these numbers using a variety of resources</li> <li>• To recognise, continue and create ABAB patterns</li> <li>• Position words and use these in everyday conversations i.e. under the bridge, next to the wall, on the block etc.</li> <li>• How to describe a route when playing and to give directions</li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Count, how many, forwards, backwards, subitise, numbers, 0 to 5, 0 to 10, next, personal, significance, special, age, years</p> <p>Under, in front of, behind, next to, on</p> <p>Size, bigger than, smaller than, taller, shorter, longer</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Count, one-to-one, how many, more, less, order, next, before, after</p> <p>2d shapes, triangle, square, circle, square</p> <p>3d shapes, cube, sphere, cuboid, cone, pyramid, build, make, construct</p> <p>Sort, objects, sets, describe, same, belong</p> <p>Subitise, see, show, represent, resources, glance, count, check</p> <p>Pattern, repeat, continue</p> <p>Route, describe, forwards, backwards, along, continue, turn, travel, next to, over, under</p> <p>Pattern, repeats, continue, next, shape, colour, object, picture</p>
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<p>Understanding The World</p>	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• The names of their own immediate family, relations and special people.</li> <li>• When they look in a mirror they can see their own reflection</li> <li>• About significant events in their own experience.</li> <li>• They can look at photographs of themselves or others to look at an event in the past</li> <li>• The parts of the body – head, shoulders, arms, legs, stomach, hands, feet, elbow, wrist, knee etc.</li> <li>• That we can touch things to help us explore the world around us</li> <li>• That different places have different sounds</li> <li>• The name of the town or village that they live in such as Grimethorpe/Shafton/Cudworth/Hemsworth etc.</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• About their own features and can describe these to others i.e. hair colour, age, eye colour etc.</li> <li>• Facial features – face, eyebrow, chin, mouth, lip, freckles, cheeks, eyes, pupils, eye lashes</li> <li>• The 5 senses and we use these to learn about the world around us</li> <li>• That some people do not have all 5 senses and must learn about the world using other senses i.e. someone who is deaf or blind</li> <li>• The names of family members from the past and present and be able to talk about these by looking at photographs</li> <li>• About past and present events in their own lives and the lives of family members</li> <li>• How they have grown and changed from a baby, to a toddler and then a child</li> <li>• How to sequence photographs to show growth and change over time</li> <li>• That the future is time to come</li> <li>• They have similarities and differences that connect them to, and distinguish them from, others.</li> <li>• Information about the lives of people who are familiar to them i.e. name, relation, occupation, where they live etc.</li> <li>• Some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• The name of own street, door number and town</li> <li>• Some directional and positional language when talking about their route to school – forwards, straight, backwards, next to, beside, in front of</li> </ul>	<p><b>Nursery Vocabulary</b> Reflection, myself, special, unique, mirror</p> <p>Brother, sister, son, daughter, dad, mum, grandma, grandad, aunt, uncle, cousin, niece, nephew</p> <p>Parts of the body – head, shoulders, arms, legs, stomach, hands, feet, elbow, wrist, knee</p> <p>Hair colour, age, eye colour, similarities, differences</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b> Face, features. face, eyebrow, chin, mouth, lip, freckles, cheeks, eyes, pupils, eye lashes</p> <p>5 senses, blind, deaf, braille</p> <p>Past, present, future, photographs, order, younger, older, grown, changed, baby, toddler, child, sequence, order, family history, next, before, after, order, time line</p> <p>Family, friends, people, work, job, nurse, dentist, builder etc.</p> <p>Holiday, places, town, country, street, Grimethorpe, Barnsley, Cudworth, Hemsworth, Shafton, Sheffield, village</p> <p>Route, map, forwards, straight, backwards, next to, beside, in front of, home to school</p>
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Literacy	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to show interest in and pay attention during whole class / group and individual focus sessions</li> <li>• Some of the words in songs and rhymes</li> <li>• How to copy finger movements and other gestures.</li> <li>• How to give meaning to marks as they draw and paint</li> <li>• How to use different tools to create pictures and to talk about these with others</li> <li>• How to hold a book correctly and can turn the pages when looking at a book</li> <li>• To discuss the characters in a familiar story</li> <li>• How to create a simple representation of themselves and people who are special to them</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to write own name using a capital letter</li> <li>• How to write some letters accurately using the correct sequence of movements</li> <li>• That print has meaning and can notice things such as labels and captions in the environment</li> <li>• Some of the sounds taught and can use these sounds to blend when reading</li> <li>• How to hold a pencil correctly when forming letters</li> <li>• How to listen carefully to stories and how to enjoy sharing books with others</li> <li>• The features of a book – cover, spine, blurb, author, illustrator, page, title</li> <li>• That some books are fictional and some are non-fiction</li> <li>• How to use the features of a book to predict what it will be about</li> <li>• How to comment on what they see and hear and how to share own likes and dislikes about a story</li> <li>• How to give a personal response to a story heard and the need to respect the views of others</li> <li>• How to sequence the key events in a story.</li> <li>• That some stories have repeated words or phrases and can join in with these when sharing a story</li> <li>• How to engage in extended conversations about stories, learning new vocabulary and remembering new vocabulary in these discussions</li> </ul>	<p><b>Nursery Vocabulary</b></p> <p>Songs, rhymes, rhyming words</p> <p>Attention, listen, look, remember, discuss, listen, share</p> <p>Copy, repeat, form, make, explain, marks</p> <p>Tools, brush, ribbon, pencil, chalk, water, paint</p> <p>Book, page, turn, picture, discuss, share</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Draw, write, letter, word, picture, detail, name, capital letter, form, pencil, grip, comfortable</p> <p>Letters, sound, blend, read</p> <p>Book, cover, spine, blurb, author, illustrator, page, title, predict, view, like, dislike, opinion, predict, sequence, character, event, fiction, non-fiction</p> <p>Phrases, repeated, join in, share, discuss, sequence, new words, meaning, vocabulary</p>
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Expressive Arts and Design	<p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use representation to communicate, e.g. drawing a line and saying 'That's me.', 'That's my mum' etc.</li> <li>• How use tools and resources to create simple representations of events, people and objects.</li> <li>• Use objects in own pretend play to represent something else</li> <li>• Use resources in the classrooms to create own imaginative small worlds</li> <li>• The names of people who are close to them and draw/paint pictures to represent these.</li> <li>• How to take part in action songs</li> <li>• The names of some colours and how to explore colour when painting</li> <li>• How to use available resources in the home corner to create familiar scenarios from home e.g. cooking food, ironing, getting a baby dressed</li> <li>• Where in the classroom they can find mark making tools</li> <li>• How to create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• How to draw with increasing complexity and detail, such as representing a face with a circle and including details</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• That a portrait is the painting of a person</li> <li>• How to create a self -portrait</li> <li>• The names of different colours and how mixing different colours together creates a new colour.</li> <li>• How to describe different shades of colour using the terms 'light' and 'dark'</li> <li>• How to match the colours they see and what to represent in their own drawings and paintings</li> <li>• The artist <b>Wassily Kandinsky</b> and that he is a famous artist from Russia</li> <li>• To know some of the art that Kandinsky created -focus on the piece; circles and squares</li> <li>• How to discuss a famous piece of art and how to give own opinions about it</li> <li>• How to use a famous piece of work as a stimulus to create their own</li> <li>• How to create different lines - curved, straight, zig-zag</li> <li>• How to explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• How to develop a storyline in their own pretend play</li> </ul>	<p><b>Nursery Vocabulary</b> Pencil, draw, shape, colour, look, detail, care</p> <p>Colours, colour names, create</p> <p>Pretend, object, imagine. pretend, line, face, look</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></p> <p>Reflection, mirror, portrait, face, chin, eyebrows, freckles, nose etc.</p> <p>Colours, colour names, mix, darker, lighter, match, line</p> <p>Names of family members /special people</p> <p>Names of facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth, freckles, eye brow</p> <p>Wassily Kandinsky, artist, famous, discuss, opinion, comment, line, create, style, line, straight, curved, zig-zag</p> <p>Imagine, pretend, play, make, create, roles, friends, share</p>
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