

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	Nursery Children to know: • The names of the people who are special to them. • The parts of the body - arms, back, spine, hands, wrist, ankle, leg, knee etc. • The names of family members • The names of facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth • The names of emotion words and be able to recognise these emotions i.e. happy, sad • Select and use activities and resources with help when needed • To hang their coat in the right place • Some of the classroom rules such as good listening, good looking, good sitting, no hurting others, no running Reception Children to Know: • That when we play with our friends we should share resources by taking turns and we share ideas in play • That others don't always enjoy the same things and are sensitive to this • The emotion words happy, sad, scared and cross and some of the things that make us feel like this • To use a character from a story to explore and name different feelings and emotions (The Colour Monster) • Who family members are from the past and present and be able to talk about these by looking at photographs • The future is time to come • That we can get along and make friends with a range of peers within the setting • The names of the emotion words: happy, sad, cross and recognise these emotions in themselves and others. • 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 • 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> • The importance of conversation with others and how we need to behave in order to make conversation work. • 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	Nursery Vocabulary Special, people, family, friends, Mum, Dad, brother, sister, cousin, aunt, uncle, grandparents, step, half, neighbour, friends Face, nose, ears, forehead, eyes, cheeks, chin, mouth Happy, sad, cross Share, take turns, listen, rules, talk, conversation, listen, kind, helpful, tidying, resources Reception Vocabulary (Nursery vocabulary to be revised and built upon) House, home, family, town, village Photographs, past, present, future, older, younger, family, special people Feelings, emotions, friend, kindness, share, take turns, happy, scared, cross, sad Rules, safety, timetable, responsible, tidy, together, helping, helpful Conversation, listen, take turns, respond, look, nod, interested, smile, comment Family, house, community, village, name of street, village or town name, park, church, doctors

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