



Nelson Academy EYFS Curriculum 2021-2022 – All children entering our Nursery and leaving our Reception will achieve
 “Norfolk’s 50 things to do before you turn 5.”

Developing skills, language, passion for learning and resilience through life-long learning experiences; ensuring all children reach their full potential.

Week Beginning	50 Things To Do - Reception	Experience	Skills	Knowledge	Vocabulary
06/09/2021	#1 Get to Know You	Vital Transition Experience. Spending time with key adults in the new setting.	<ul style="list-style-type: none"> • Build confidence in a new setting and with unfamiliar adults. • Show independence, resilience and perseverance. 	<ul style="list-style-type: none"> • Understanding of how their individual experiences, feelings and interests and how this shapes who they are. 	Observe children and encourage them to express themselves using varied modes of expression to gain an insight into their communication and vocabulary abilities.
	#2 Where Am I?	Sharing information about themselves, their home lives and family with key people at school forming positive and trusting attachments with adults and peers.	<ul style="list-style-type: none"> • Explore their individual ideas and interests • The ability to express themselves in ways that suit their wants, needs and wishes. • Develop children’s speaking, listening and attention skills. 	<ul style="list-style-type: none"> • Knowing how we can form positive and trusting attachments with adults and friendships with peers. • The ability to know how to communicate effectively with others. • Support children’s emotional well-being and involvement. 	Parents, Grandparents, family, Siblings – Brother, Sister
20/09/2021	#22 My Secret Treasures	Making a 3D Treasure Box and exploring school grounds for their very own Treasures!	<ul style="list-style-type: none"> • To explore, create and problem solve using a range of objects and materials. • Develop language and vocabulary skills as they talk about their interesting collections. 	<ul style="list-style-type: none"> • To learn about what things they like and dislike. • Support children’s knowledge and understanding about how things look, go together and work. 	Same, different, odd one out. Vocabulary that supports children’s individual interests and motivations.
27/09/2021	#34 Woodland Wandering	Walking to the Church for Harvest Festival	<ul style="list-style-type: none"> • Support children’s exploration skills of the world around them. 	<ul style="list-style-type: none"> • Develop children’s knowledge and 	Autumn, nature, autumnal colour vocabulary.

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			<ul style="list-style-type: none"> To learn new vocabulary to describe their experiences and discoveries. To enjoy singing songs and learn actions to go with the music. 	<p>understanding of Harvest Festival.</p> <ul style="list-style-type: none"> To be able to talk about crops and the reasoning behind Harvest. Children to use their knowledge to describe their surroundings. 	Adjectives- rough, smooth, crunchy, spikey, shiny, crisp, rustle.
11/10/2021	#17 Hocus Pocus Potions	Time to explore and experiment with mixing potions and recipes encouraging imagination	<ul style="list-style-type: none"> Using imagination to create potions and recipes. To be able to protect ourselves when engaged in messy play. Learning how to use a range of scientific equipment – funnels, pipettes and spoons. 	<ul style="list-style-type: none"> Knowledge of colour mixing Different textures will mix? Volume and Capacity 	Float, sink, transfer, transform, warm, hot, cold, mix, recipe, ingredients.
01/11/2021	#16 Whee, Bang Whizz – Bonfire Night	Parent Involvement – watching fireworks at home either from a window or at a display. In school – watching/listening to a fireworks display using videos.	<ul style="list-style-type: none"> To be able to use vocabulary to describe what we can see and hear. To use a range of tools and techniques to represent fireworks. 	<ul style="list-style-type: none"> Times of the year that we may see Fireworks and what they are celebrating. Knowledge of Guy Fawkes and the history of Bonfire Night. How to stay safe on Bonfire Night and when watching fireworks. 	Describing words – 5 senses, bright, exciting, shiny, glittering, bang, crash, whizz, wheee. Colours
8/11/2021	#48 Natural Art	Using natural resources to engage in creative and open-ended activities, inspiring a connection to nature and an appreciation of the world around them.	<ul style="list-style-type: none"> To be able to choose resources to meet specific requirements for their creations. To be able to use vocabulary to describe the patterns we are making. 	<ul style="list-style-type: none"> To build on their own ideas and support their creative minds and imagination. Support their knowledge of the natural environment and the resources around them. Support knowledge of mathematical principles such as symmetry, size comparison and pattern 	Divali, rangolio patterns, art, natural materials, colours, shapes, symmetry, size, transient art, sculpture

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	#16 Whee, Bang, Whizz – Divali	Continue to Build on children’s knowledge and understanding of celebrations of light. In particular focusing on the Hindu festival - Divali	<ul style="list-style-type: none"> • Children to be able to talk about the lives of people around them. • Recognise similarities and differences between different religious and cultural communities drawing on their experiences. • Demonstrate respectful attitudes and behaviours towards different religious and cultural communities. 	<ul style="list-style-type: none"> • Support children knowledge of life in the UK and life in other countries. • Draw on their knowledge to explain similarities and differences between religions and cultures. • To understanding past events supported through use of books. 	Divali, Rangoli patterns, Hindu, Hini, New year, diva lamp, festival of light, rama, sita, Lakshmi
15/11/2021	#40 Happy History	Using technology and library visits to discover interesting facts and information from the past and in the present.	<ul style="list-style-type: none"> • Opportunities to access a range of technology devices to support children’s skills and development of research and discovery. • Seek basic skills in using technology and performing simple functions. • To use the library to locate books and information. 	<ul style="list-style-type: none"> • Understand how to use technology and its positive values. • Acquire knowledge and information through various modes and methods. 	Past, present, yesterday, today, before, after, now. Vocabulary that supports specific research topics.
	#25 Creative Junk	That’s not junk, it is a.... Fire up children’s imagination with junk modelling!	<ul style="list-style-type: none"> • Building creative and critical thinking skills by making links and developing and adapting their ideas. • Fine motor skills- cutting, drawing, writing and painting. • Developing imaginative ways of thinking. • Communication skills as they discuss their 	<ul style="list-style-type: none"> • This experience will support children’s knowledge of how things work, fit together and can be modified. • Children to draw on their knowledge to support their creations. • To safely explore a variety of tools, materials and techniques. 	Imagine, create, design. Adjectives- huge, enormous, massive, tiny. Comparative words- Long, longer, longest, tall, taller, tallest.

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			creations and ideas with adults and peers.		
29/11/2021	#23 See it Live!	<p>Visit to a Norfolk Theatre to see a Pantomime!! Classroom- Provide a range of opportunities for story telling using masks and puppets. Ensure there are costumes, props and instruments for children to act out stories, sing, dance, create and have fun! Using the outside areas stage for children to act out their own live performance.</p>	<ul style="list-style-type: none"> • Support communication and language skills and development • Supporting the development of listening and attention and in turn leading to writing and reading development. • To enjoy nursery rhymes and traditional tales. • Using imagination to sing, dance and create music. 	<ul style="list-style-type: none"> • This experience will contribute to engaging and supporting children to understand the possible joy and power of good communication skills. • Live performances will support children’s knowledge and understanding of speech, storytelling and music in an exciting and engaging format. 	Instrument, storyteller, dance, tempo, performance, beat, acting, interval, theatre
6/12/2021		-Christmas activities			
5/01/2022	#12 Brrrr...Explore the Cold!	<p>Exploring the outside environment and experiencing cold weather. Playing with snow and ice to expand knowledge and understanding of the world around them and the processes of change in the natural world. Take part in a range of science experiments using water/ice.</p>	<ul style="list-style-type: none"> • To make observations of the world around them. Using vocabulary to support observations. • Explore and experiment with cold and warm. Including the use of snow and ice. • Weather permitted- play and create in the snow eg- build a snowman, make a snow angle. 	<ul style="list-style-type: none"> • Understanding of the world around them and a deep understanding of the concept ‘cold’ • To know what clothing is appropriate for cold weathers. • To use modes of communication to express observations, predictions and investigation findings • To understand the changing seasons and know that this is Winter. 	cold, hot, warm, slippery, smooth, hard, investigate, explore, experiment, prediction, transparent, magnify, Winter, season.
	#14 See the Stars	<p>Home involvement- Encourage children and parents to engage in opportunities to see the moon and stars. In school- Children to engage in open-ended activities to provide opportunities for children to investigate, raise</p>	<ul style="list-style-type: none"> • Children to expand their knowledge and understanding of outer space using online resources and non-fiction-books. • Use torches to explore light, dark and shadows. 	<ul style="list-style-type: none"> • Understanding of light and dark. • Expand knowledge of outer space and space travel. • Playful activities to support and relinquish any 	Planet names, dwarf planet names, light, dark, night, twinkle, constellation, nocturnal, crescent moon, full moon, crater, outer space. Solar System and planet names.

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		<p>questions and seek answers. Conversations and shared thinking to build on children’s knowledge and ideas of the natural world, the night sky and outer space! *Planetarium?</p>	<ul style="list-style-type: none"> • Den making inside and outside based on children’s inventive ideas. • Use Vocabulary to talk about and describe features of the night sky and outer space. 	<p>anxieties surrounding darkness.</p> <ul style="list-style-type: none"> • To gain knowledge of Outer Space and the planets that are within our Solar System. 	
21/02/2022	#29 Pitter Patter	<p>Having fun in the rain! Children to explore the outside environment during/ after wet and rainy weather. Children to enjoy jumping, splashing and dancing in the rain! Go for a walk around the community- explore different terrains eg- paths, muddy lanes, Willows?</p>	<ul style="list-style-type: none"> • To be able to draw on their experiences of the rain • To show confidence to try new activities. • Children to be able to use vocabulary to describe how they feel and what they can see including from different perspectives eg, inside, outside, underneath an umbrella. • To have the necessary dressing skills to dress correctly for the wet weather. 	<ul style="list-style-type: none"> • Children to continue to expand on their knowledge of the world around them linked to rain and water. • To understand suitable clothing to explore the rainy/ wet weather • To understand the process of the water cycle and the importance of water for all life on Earth including humans, plants and animals. • To have knowledge of how the Water Cycle works. 	<p>Ripple, deep, sink, float, density, reflection, depth, surface, Evaporation, condensation, precipitation, collection, water cycle.</p>
07/03/2022	#41 Water Feature	<p>Children to visit local water ways- The River Ouse, Willows, Santon Downham? Our school wildlife area and pond. Ensure children are aware of the dangers when around water and the need to keep ourselves and others safe. Allow the children to explore the waters surroundings to develop their knowledge and understanding.</p>	<ul style="list-style-type: none"> • Children to use language and communication skills to talk about their experiences. • Children to be able to build their cognitive development through explorations of their senses • Expand investigation skills as the children explore water habitats and their inhabitants. 	<ul style="list-style-type: none"> • Children to understand the dangers associated with being near water. • To broaden children’s knowledge of the natural world, in particular, rivers, streams, lakes, ponds and seas. • To understand the difference between marine habitats and the animals that live there and fresh water animals. 	<p>Oxbow- bend in a river Current, flow, splash, squelch, flock of ducks, aquatic, marine animals, fresh water animals.</p>

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14/03/2022		-Under the sea Trip to the Sealife Centre	<ul style="list-style-type: none"> • Children to be reminded of Stranger danger skills before the trip to a busy centre. • Children to use language and communication skills to talk about their experiences. • Children to be able to build their cognitive development through explorations of their senses 	<ul style="list-style-type: none"> • The understanding of the difference between marine habitats to be consolidated this week. • To have an understanding of the danger our oceans are in with regards to plastic pollution and how we can help this. 	Under the Sea, creatures, safety, ocean, sea creature vocabulary so that children can name what they see.
21/03/2022	#33 Home from Home	Den Making Children can create special cosy places where they can feel safe and secure, or a secret place where they can watch for bears and birds, or a base camp for their next adventure...	<ul style="list-style-type: none"> • Build on children’s physical, mental and social development • Prompting communication and language skills • To problem solve and show skills including resilience, determination, tolerance, patience and perseverance in the face of challenge. • To work cooperatively with others, forming positive friendships and showing sensitivity to their own and others needs and ideas. 	<ul style="list-style-type: none"> • To understand creative uses for materials as they build on their ideas to construct dens. • This experience will build on children’s communication and language as it encourages lots of talk during the hands on, fun experience of making dens with peers, continuing to build vocabulary. • Knowledge will grow from the children’s interests e.g. camping, bears or bird watching. 	Positional language – next to, on top, over, besides, under, beneath, in-between, right, left. Dismantle, spacious, dangerous, I wonder...
28/03/2022	#19 Growing, Little People, Plants and Things	Time to rejuvenate the outdoor area with blossoming flowers and greenery. Encourage the children to dig, pick and plant seeds and, watch them grow! Involve parents by asking for plant cuttings which can be planted	<ul style="list-style-type: none"> • Children to develop their physical, social and emotional skills as they work collectively to dig, plant and grow. • Learning the important skill of keeping ourselves 	<ul style="list-style-type: none"> • By having a hands-on experience, children will gain knowledge about how the foods that they eat are produced and harvested. • To develop an understanding of the 	Cultivate, land, grow, seed, leaf, flower, compost, soil, fruit, vegetables, sun, oxygen, water. Mathematical language to describe height, length and depth.

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		in the outside area. Collect jars and pots to continue learning about plants and growing inside the classroom too.	healthy through the foods we eat such as fruit and vegetables.	importance of healthy food choices. <ul style="list-style-type: none"> To understand the essential importance of plants and trees as a resource for us and our environment to thrive. To understand the vital ingredients for helping plants grow and therefore our world survive. 	
18/04/2022	#50 Sea and Sand	Trip to a local seaside to feel the sand on our toes and smell the sea air.	<ul style="list-style-type: none"> Help to develop self-confidence and self-esteem, being confident to try new activities. Through real-life experiences this will support a large array of communication and language skills. New vocabulary and meaning-making. Learning to be curious, explore and investigate 	<ul style="list-style-type: none"> Building life-long memories with peers that can be drawn upon back in the classroom. Learning about the environment along with the properties of sand and sea. Embed knowledge learnt within #41 water feature, about under the sea creatures. What animals live in the rock pools? 	<p>Creature, crab, hard, shell, sharp, claws, pincers, rockpool.</p> <p>Can the children use their senses to describe what they can see, smell, hear and feel?</p>
	#44 Windmills and Lighthouses	Visit our local windmill -Denver windmill.	<ul style="list-style-type: none"> Observation skills – what can they immediately see and think of this building. Support the children’s confidence and resilience skills to express what they see, think and feel. 	<ul style="list-style-type: none"> Support children’s understanding of the working lives of our ancestors, how people lived in the past and how things work, change and adapt. Supporting the development of knowledge regarding history, art and science 	<p>Past, present, yesterday, today, light, wind, ancestors, history.</p> <p>Children to use words to describe what they see, think and feel when observing the windmill/lighthouse.</p>
9/05/2022					
6/06/2022	#43 High Five	High Five Someone who works in uniform that helps us! Let’s say thank you to the doctors,	<ul style="list-style-type: none"> Listening, attention and understanding skills- children to be able to 	<ul style="list-style-type: none"> To help children appreciate and get to know the people who 	<p>Police, officer, dentist, nurse, doctor, ambulance,</p>

		nurses, paramedics, police, firefighters, dentists and all the amazing people in world who help us! – Visitor into school to be confirmed.	<p>listen attentively and respond to what they hear with relevant questions.</p> <ul style="list-style-type: none"> • Building skills of asking how and why questions. • Children will develop their skill of talking about the lives of people around them and their roles within society. • To be able to use non-fiction texts and the internet to learn about the changes within these roles over time. Follow the children’s interests as to who we track back in time e.g. firefighter, nurse etc. 	<p>keep our community safe and a good place to live and grow up in.</p> <ul style="list-style-type: none"> • Children to understand who they can talk to if they need help from a professional. • Support children’s understanding of the importance of the people in uniform that help us and their significances in supporting our health, education, safety and wellbeing. • Develop an awareness of different jobs 	firefighter, fire engine, help, emergency, siren.
27/06/2022	#47 Great Norfolk Baking	Message parents about visiting a local bakery- can children bring in small change (50p/£1) to buy a baked treat from a local bakery? Continue with baking in school?	<ul style="list-style-type: none"> • Mathematical skills and concepts including measurements, comparisons and using money in a real-life context. • Fine and gross motor skills, chopping, mixing, rolling, kneading, sprinkling. • Supporting the development of life skills • Link to literacy, reading and writing skills- reading a recipe and writing a list of ingredients. • Increasing language development. 	<ul style="list-style-type: none"> • Hands on experience for children to build their knowledge of cooking and baking. • Building an understanding of scientific concepts • Understand the importance of safety and good hygiene whilst cooking and eating. • Encourage healthy eating and broaden their diet. • Support children’s understanding of foods from around the world. 	First, then, next, last, tasty, hot, cold, warm, recipe, chop, spread, knead, slice, bake, roast, ingredients, method.

			<ul style="list-style-type: none"> • Support children’s focus and attention. • The skill of identifying similarities and differences of foods around the world. 		
4/07/2022	Healthy Living Week #24 Hop, Skip, Jump	Sports day – experience of competing, supporting friends and enjoying exercise as part of family fun day .	<ul style="list-style-type: none"> • Physical development of hopping, skipping, jumping. • Supporting the development of self-confidence, self-esteem and resilience. • Communication skills within a team. • Building positive relationships • Developing teamwork skills. • Building skills in all characteristics of effective learning-Playing and exploring, Active learning and Creative and critical thinking. 	<ul style="list-style-type: none"> • Build knowledge about themselves and their own abilities. • Develop interests in different sports activities and a love of being active. • Children will develop an understanding of ways to keep themselves healthy and active to support physical and mental health and wellbeing. 	Climb, kick, throw, catch, stop, ready, stead... go!, fall, fast, slow, ball, hop, skip, jump, dance, high, low, healthy, active, mental health, wellbeing
	#49 Grass Grazing	Use the school field to lay on the grass and gaze up into the sky. What can they see? What shapes do the clouds make? Are they moving? What do they look like? What can you hear? Children can take off their shoes and experience the grass on their feet and toes!	<ul style="list-style-type: none"> • Listening and attention skills – children to be able to listen carefully and respond with relevant comments and questions. • Learning skills through the use of the five senses, touch, taste, smell, sight, hear and using these to be able to describe their natural environment. 	<ul style="list-style-type: none"> • Children to build knowledge through stopping and reflecting on the world around them • Enjoy the relaxing and calming sensation of the natural world. • Learn about sun safety- Never look directly at the sun, how do we keep safe outside in the Summer? Link to ongoing knowledge development of seasons 	Sky, clouds, high, above, aero plane, imagine, imagination, inspire, inspiration, summer, seasons, safety, similarity, difference.

			<ul style="list-style-type: none"> Support imagination and creativity skills whilst outside. 	<p>and the changes they bring.</p> <ul style="list-style-type: none"> The knowledge of our 5 senses and how powerful these can be. 	
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Ongoing throughout the Year

	#4 Make Your Mark	<p>A variety of mark making tools and equipment readily available, through the classroom, for children to use as they desire, progressing from early mark making skills through to writing simple sentences independently. Progression shown through Nelson Phonics.</p>	<ul style="list-style-type: none"> Fine motor skills and the development of pencil control Develop skills in using a wide range of mark making tools effectively Begin to develop skills in accuracy and care when drawing and writing. Build on children’s curiosity, creative thinking and imagination skills. Support communication and language skills as children talk about their mark making and creations. To be able to form lower case and capital letters correctly. To be able to write the grapheme for the phonemes learnt in Phase 2 and 3. 	<ul style="list-style-type: none"> Children to learn to express themselves and make meaning through the marks that they make. To understand how to use tools safely and explore with a variety of tools, techniques. Build on children’s knowledge of colour, design and texture. To have the phonological knowledge that is needed to spell words by identifying the sounds and then writing the sounds with letters. To progress to having the phonological awareness needed to write short sentences with known letter-sound correspondence. 	<p>Picture, pattern, colour, feel, stamp, tools, equipment, rough, smooth, light, dark, same, different, express yourself. Pencil, grip, letters, phoneme, grapheme, word, sentence.</p>
	#6 Rhyme Time	<p>Singing and rhyme woven into each experience and area of learning taught within EYFS.</p>	<ul style="list-style-type: none"> Listening, attention and communication skills. 	<ul style="list-style-type: none"> Children to gain knowledge of a how expressing themselves through song 	<p>Rhyme, pattern, riddle, lullabies.</p> <p>Mathematical language</p>

		<p>Singing and rhyme as part of our daily phonics and math’s meeting carpet sessions.</p>	<ul style="list-style-type: none"> • Daily rhymes to encourage speech development skills. • Literacy skills linking to the language of rhythm and patterns. • Support the development of math’s skills through song. • Be imaginative, invent and adapt songs and rhymes. • To be able to listen attentively and talk about the music/rhymes and songs they can hear. 	<p>and rhyme can support their emotional wellbeing.</p> <ul style="list-style-type: none"> • To learn and widen the children’s knowledge of vocabulary. • Build on children’s knowledge of maths, phonics and topic through singing a range of well-known and traditional nursery rhymes. • Build children’s musicality and feeling the beat within music and song. • To complete the year with a wide repertoire of songs and rhymes that they feel comfortable to share. 	<p>Wide range of vocabulary learnt through varied song and rhyme.</p>
	#7 Making Music	<p>Experience making music throughout the curriculum and embedded into outside learning with effective use of the stage.</p>	<ul style="list-style-type: none"> • Listening and attention skills as they learn to listen carefully to a range of music. • Language and communication development and the skill of discussing what we can hear. • Physical development- Hand-eye coordination and fine motor skills. • The use of music to support children’s mental health and wellbeing. • Build on children’s creativity. 	<ul style="list-style-type: none"> • Build children’s musicality and feeling the sound, beat and rhythm within music and song. • Build knowledge of how to explore objects to make sound. • Gain enjoyment through listening to and making music. • Develop an understanding of cause and effect. 	<p>Loud, quiet, fast, slow, blow, hit, tap, shake.</p> <p>Song, Instrument, tempo, pitch, rhythm, beat, melody, harmony</p> <p>Vocabulary relating to the 4 different instrumental groups- Percussion, woodwind, string and brass.</p>
	#10 Sharing Books	<p>Books immersed throughout the learning environment linked to each experience as well as based on the children’s individual interests.</p>	<ul style="list-style-type: none"> • Support literacy and reading skills – linked to Phonics, see Nelson Phonics. 	<ul style="list-style-type: none"> • Books will support children’s knowledge of people, places and communicatees. 	<p>Fiction, non-fiction, text, beginning, middle, end, author, illustrator, publisher. Storytelling language- Once upon a</p>

			<ul style="list-style-type: none"> • Children to learn the skill of blending sounds into words for reading short words and progressing to sentences consistent with their phonic knowledge. • Be able to read common exception words (tricky words) from phase 2 and 3. • Be able to say a sound for each letter of the alphabet and at least 10 digraphs from phase 3. • Build communication and language skills linked to listening to stories and having the skill to share their own ideas and thoughts about what they have heard. • To use books as a powerful tool to improve self-esteem and confidence. • Children to develop their imagination and creative skills through listening to stories for pleasure. 	<ul style="list-style-type: none"> • To use stories and books to learn new vocabulary. • Support the construction of their individual interests. • Reading is the building blocks to all areas of children’s learning. 	<p>time, early in the morning, one starry night, first, next, then, suddenly.</p>
	<p>#18 Dance!</p>	<p>Experiences of how Dance can promote positive wellbeing as well as support learning in other areas such as PE, phonics, Squiggle Whilst You Wiggle, Dough Disco and maths. Daily Dance to be an experience throughout the year.</p>	<ul style="list-style-type: none"> • Gross and Fine Motor Skills • Coordination • Spatial Awareness • Self-Regulation • Self-Discovery • Confidence and Self-Esteem 	<ul style="list-style-type: none"> • Learning the links between movement, health and well-being. • Music and rhythm – learning tempo and beat. • Understanding our bodies. 	<p>Beat, jump, movement, rhyme, culture, tempo, genre, musician, volume, choreography.</p>

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		*For 2021 Dance Festival Experience! Going to the Corn Exchange and performing on stage.	*Progression through the Development Matters stages.		
	#42 The Rough and the Smooth	Exploring a variety of materials including some that are new to the children – dough, clay, gloop, new foods.	<ul style="list-style-type: none"> • Fine Motor skills – leading to handwriting skills • Self-regulation • Physical Development • Vocab and communication 	<ul style="list-style-type: none"> • Textures and how to describe these • Links to all areas of learning • Vocabulary and Communication – knowledge of new words and when to use these. 	<p>Autumn Term – Cold, splash, bash, reach and squeeze</p> <p>Spring Term – Lumpy, smooth, swamp, print, wobbly, sticky, soft.</p> <p>Summer Term – Solid, liquid, consistency, kneed, melt, harden.</p>

- Phonics progression follows our Nelson Phonics to support all ELG’s, specifically Literacy.
- Maths progression follows Yr R White Rose Maths, leading to Maths ELG’s.