



Holy Trinity Church of England Primary School

Early Years Objective Mapping



Communication, Language and Literacy Reception

Little Wandle Phonics & Early Reading - Autumn

Little Wandle Phonics & Early Reading - Spring

Little Wandle Phonics & Early Reading - Summer

Reading - reading practice sessions are taught 3 times a week. Children read the same book aloud in each of the three sessions with growing automaticity and accuracy. Each session in this 'three read' model has a clear focus:

- Read 1: decoding; Read 2: prosody – reading with meaning, stress and intonation; Read 3: comprehension – understanding the text

Each of these sessions follows the same structure:

- Pre-read: Revisit and review
- Reading practice: Practise and apply

Key text delivery and focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oral Composition Use talk to organise, sequence and clarify their thinking and ideas. Use to talk to sequence events. Have their own ideas and reasons for writing. Developing Writing Develop language skills (listening and talking) in a range of contexts. Show an awareness that writing communicates meaning. Give meaning to the marks that they make. Understand that their thoughts and ideas can be written down. Copy adult writing behaviour. Make marks and draw using increasing control. Know that there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. Spelling Use some clearly identifiable letters to communicate meaning, representing some	Oral Composition Use talk to organise, sequence and clarify their thinking and ideas. Use to talk to sequence events. Have their own ideas and reasons for writing. Developing Writing Begin to use corresponding grapheme for initial sounds in words. Begin to build words using GPCs in their writing. Use writing as part of their play. Vocabulary, grammar, punctuation Begin to recognise that there needs to be spaces between words. Begin to recognise that full stops are at the end of a sentence. Begin to recognise that a sentence starts with a capital letter. Spelling Use some clearly identifiable letters to communicate meaning, representing some	Oral Composition Use different forms of writing: lists, menus Orally compose a sentence and hold it in their memory before attempting to write. Begin to form simple sentences. Sequence a series of instructions. Developing Writing Spell key words correctly in their writing. Vocabulary, grammar, punctuation Begin to recognise (and use in own writing) that there needs to be spaces between words. Recognise (and use in own writing) that full stops are at the end of a sentence. Recognise (and use in own writing) that a sentence starts with a capital letter. Write a simple phrase, with finger spaces, that can be read back by themselves. Spelling Segment to write VC and CVC words independently using Phase 2 and some Phase 3.	Oral Composition Use different forms of writing: lists, menus Orally compose a sentence and hold it in their memory before attempting to write (fiction and factual). Developing Writing Spell key words correctly in their writing. Show an awareness of the different audience for writing Vocabulary, grammar, punctuation Begin to recognise (and use in own writing) that there needs to be spaces between words. Recognise (and use in own writing) that full stops are at the end of a sentence. Recognise (and use in own writing) that a sentence starts with a capital letter. Write a simple phrase, with finger spaces, that can be read back by themselves. Spelling Segment to write VC and CVC words independently using Phase 3.	Oral Composition Can talk about features of their own writing. Use different forms of writing: captions, stories, instructions, recipes, postcards. Spelling Segment to write CVCC/CCVC words. Make phonically plausible attempts when writing more complex words. Vocabulary, grammar, punctuation Write simple sentences, with finger spaces, that can be read back by themselves.	Oral Composition Can talk about features of their own writing. Use different forms of writing: captions, stories, instructions, recipes, postcards. Spelling Segment to write CVCC/CCVC words. Make phonically plausible attempts when writing more complex words. Vocabulary, grammar, punctuation Write simple sentences, with finger spaces, that can be read back by themselves.



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phonemes correctly and in sequence. Segment phonemes in simple words.	Segment phonemes in simple words. Segment to write VC and CVC words independently using Phase 2.				
Communication, Language and Literacy Nursery					
Phonics & Early Reading - Autumn Term		Phonics & Early Reading - Spring Term		Phonics & Early Reading - Summer Term	
Little Wandle: Autumn 1 Over the first half term we focus on: - Learning a Nursery Rhyme and actions a week - Spotting rhyming words - Tapping the syllables within words - Hearing the initial sound in words Little Wandle: Autumn 2 We continue to learn a Nursery Rhyme and actions each week and continue as above. We begin to focus on learning the initial sounds in words s a t p i n m and blending words back together, for example, knowing that the word ‘cat’ is made of the sounds c-a-t.		Little Wandle: Spring We continue to learn a Nursery Rhyme and actions each week and build upon Autumn Term learning activities. Learning a new initial sound each week, playing sound games, blending with sounds and playing oral blending games. Sounds we will focus on include: d g o c k e u r h b f l		Little Wandle: Summer We continue to learn a new initial sound each week, play sound games, blend with sounds and play oral blending games. Sounds we will focus on include: j v w y z qu ch ck x sh th ng nk	
Key text delivery and focus					
Oral Composition - Listens to and joins in with stories and poems, when reading one-to-one and in small groups - - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Word Reading - Begin to understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book. - Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother Early Writing - Use lines to look like writing, mark making from left to right. - Make marks and begin to give meaning. Communication & Language - Understand a question or instruction that has two parts. - Sing a large repertoire of songs. - Begin to talk about familiar books. - Single channelled attention		Oral Composition - Begin to engage in extended conversations about stories, learning new vocabulary. Word Reading - Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother - Begin to understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book. - Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother Early Writing - Write symbols and shapes that look like writing. - Assign meaning to my marks. - Attempt to write my name - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand.		Oral Composition - Engage in extended conversations about stories, learning new vocabulary Word Reading - Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book. Developing Writing - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. - Write some or all of their name. - Write some letters accurately. - Write a short strings of letters to represent words (two or three letters in sequence). - Talk about writing and give meaning. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. Communication & Language	



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Begin to use talk to organise themselves and their play.	Communication & Language - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Enjoy listening to longer stories and can remember much of what happens. - Begin to understand 'why' questions. - Use talk to organise themselves and their play. - Use a wider range of vocabulary. - Use longer sentences of four to six words.	- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Can start a conversation with an adult or a friend and continue it for many turns. - Understands 'how' and 'why' questions.
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Reception Maths Units

Mastering Number & White Rose Maths

- perceptually subitise within 3 - identify subgroups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds. - relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - have opportunities to develop an understanding that anything can be	- subitise within 5, perceptually and conceptually, depending on the arrangements - continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count. - explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5. - compare sets using a variety of strategies, including 'just by looking', by subitising and by matching - compare sets by matching, seeing that when every object in a set can be matched to one in the other	- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns. - continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number.	- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. - continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20 - explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10. - compare numbers, reasoning about which is more, using both an understanding of the 'how many ness' of a number, and its position in the number system. White Rose Maths - Explore 3D shapes	- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 - be encouraged to identify when it is appropriate to count and when groups can be subitised. - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting. - explore the composition of 10.	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. White Rose Maths - Visualise, build and map - Make connections
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counted, including actions and sounds • explore a range of strategies which support accurate counting. • see that all numbers can be made of 1s • compose their own collections within 4. • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking' White Rose Maths • Match sort and compare • Measure and Patterns	set, they contain the same number and are equal amounts. White Rose Maths • Circles and triangles • Shapes with 4 sides • Mass and Capacity	• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit' • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. White Rose Maths • Length, height and time		• order sets of objects, linking this to their understanding of the ordinal number system. White Rose Maths • Manipulate, compose and decompose shapes • Sharing and grouping	
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Nursery Maths – Master the Curriculum

Colours Matching Sorting	Number 1 Number 2 – Subitising Number 2 Pattern Consolidation	Number 3 – Subitising Number 3 Number 4 Number 4 – Composition Number 5 Number 5: Composition	Number 6 Height & Length Mass Capacity Consolidation	Sequencing Positional Language More than/Fewer than 2D shape 3D shape Consolidation	Number composition What comes after? What comes before? Numbers to 5 Consolidation
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Reception Physical Development (PE Hub)

Gross Motor Skills

Body management Dance	Manipulation and coordination Gymnastics	Body management Dance	Cooperate and solve problems Gymnastics	Speed, agility travel Parachute games	Cooperate and solve problems Field games
• Develop their small motor skills so that they can use a range of tools competently,	• Further develop and refine a range of ball skills including: throwing, catching,	• Progress towards a more fluent style of moving, with better	• Progress towards a more fluent style of moving, with better	• Progress towards a more fluent style of moving, with better	• Revise and refine the fundamental movement skills they have already acquired:



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safely and with confidence - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Progress towards a more fluent style of moving, with better control and coordination. - Combine different movements with ease and fluency.	kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Progress towards a more fluent style of moving, with better control and coordination.	control and coordination. - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Combine different movements with ease and fluency.	control and coordination. - Combine different movements with ease and fluency. - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Develop overall body strength, balance, coordination and agility.	control and coordination. - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Develop overall body strength, balance, coordination and agility.	rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Develop overall body strength, balance, coordination and agility. - Combine different movements with ease and fluency. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
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Reception Fine Motor Skills

- Use pencils and other equipment comfortably for them. - Make snips on paper either using one hand or two.	- Continue to develop their fine motor skills. - Begin to learn correct letter formations and use these in their writing	- Develop an effective pencil grip. - Develop skill when using tools including scissors.	Form recognisable letters with an effective pencil grip.	- Confidently use scissors and small tools. - Use a tripod grip to draw and write accurately.	- Use the tripod grip. - Using a range of small tools. Showing accuracy when drawing.
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Ongoing and developed throughout the year:

- Children will develop overall body strength, coordination, balance, and agility to support lessons in dance, gymnastics and sport.
- Children will develop their fine motor skills to use a range of tools safely and confidently.
- Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoons.
- Children will develop a good posture when sitting at a table (classroom and lunch times)
- Develop a good pencil grip.

Nursery Gross Motor Skills

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Walks down steps or slopes whilst carrying a small object, maintaining balance and stability - Skip, hop, stand on one leg and hold a pose for a game like musical statues.	- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	- Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can throw and catch a large ball, beanbag or an object.
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- Use large-muscle movements to wave flags and streamers, paint and make marks. - Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.	- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Start taking part in some group activities which they make up for themselves, or in teams.	
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Nursery Fine Motor Skills

- Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Creates lines and circles. - Use one-handed tools and equipment, for example, making snips in paper with scissors.	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils.	- Use one-handed tools and equipment, tools include paintbrushes, scissors, - hairbrushes, scarves or ribbons. - Use a comfortable grip with good control when holding pens and pencils.
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Ongoing and developed throughout the year:

- Children will be given varied and plentiful opportunities to be physically active throughout the day.
- Children will have frequent access to the outdoor spaces.
- Pre-writing skills will be taught during 'Squiggle Whilst you Wiggle' sessions and supported in provision areas and outside.
- Adults supporting the children will encourage them to give meaning to the marks the children make and will see value and purpose in these early stages of writing.
- Dough Disco is used to support fine motor development and a malleable area within the classroom will give children opportunities to practice skills and manipulation of dough.

Religious Education

Why is the word God so important to Christians?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in an Easter garden?	Being special where do we belong?	What places are special and why?
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Reception

- To know that Christians believe God is the creator. - To know why Christians celebrate Harvest. - To know that the Bible is important to Christians. - To know the word God is a name. - To know that Christians believe God is the creator of the universe.	- To know that Christians believe Jesus is God in human form. - Christians believe Jesus came to show that all people are precious and special to God.	- To understand what the word salvation means. - To know Christians remember Jesus' last week at Easter. - To know Jesus' name means 'He Saves'.	- To share and record occasions when things have happened in their lives that made them feel special. - Retell religious stories, making connections with personal experiences. - Recall what happens at a traditional Christian infant baptism and dedication. - Recall what happens when a baby is welcomed into a	- To talk about somewhere that is special to themselves, saying why. - Recognise that some religious people have places that have a special meaning. - Identify some significant features of sacred places. - Talk about the things that are special and valued in a place of worship. - Recognise a place of worship.
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				religion other than Christianity.	
Nursery					
Personal, Social and Emotional Development Reception Jigsaw					
Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me My achievements
- See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs.	- See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Build constructive and respectful relationships. Think about the perspectives of others.	- See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Build constructive and respectful relationships. Think about the perspectives of others. - Show resilience and perseverance in the face of challenge.	- Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - Build constructive and respectful relationships.	- Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Build constructive and respectful relationships.	- Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Build constructive and respectful relationships.
Personal, Social and Emotional Development Nursery Jigsaw					
- Play with one or more other children, extending and elaborating play ideas. - Help to find solutions to conflicts and rivalries. - Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Begin to understand how others might be feeling. - Play with one or more other children, extending and elaborating play ideas. - Develop their sense of responsibility and membership of a community.	- Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Play with one or more other children, extending and elaborating play ideas.	- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. Talk with	- Develop their sense of responsibility and membership of a community. - Play with one or more other children, extending and elaborating play ideas. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Begin to understand how others might be feeling.	- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Develop appropriate ways of being assertive. Talk with others to solve conflicts. - Begin to understand how others might be feeling.



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• Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. • Develop their sense of responsibility and membership of a community.	• Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. • Develop appropriate ways of being assertive. Talk with others to solve conflicts.	• Begin to understand how others might be feeling. • Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive. Talk with others to solve conflicts.	others to solve conflicts.	• Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	
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Reception Understanding the World (Science) White Rose

Senses (me & my small world) Let's go outside	Night and day What's changed	Changes in winter From desert to jungle	Animal detectives Watch it grow	Look all around From city to sea Our wonderful world	We're going on an animal hunt What's in my basket
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Learning Objectives

• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	• Understand the effect of changing seasons on the natural world around them. • Talk about the differences between materials and changes they notice.	• Understand the effect of changing seasons on the natural world around them. • Recognise some environments that are different from the one in which they live.	• 3 and 4-year-olds – Begin to understand the need to respect and care for the natural environment and all living things. • Reception – Recognise some environments that are different from the one in which they live. • 3 and 4 year olds - Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. • Reception - Explore the natural world around them.	• Describe what they see, hear and feel whilst outside. • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. • 3 and 4 year olds - Begin to understand the need to respect and care for the natural environment and all living things • Reception - Explore the natural world around them.	• Explore the natural world around them. Describe what they see, hear and feel whilst outside. • 3 and 4 year olds - Talk about the differences between materials and changes they notice. • Explore the natural world around them.
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Nursery Understanding the World – White Rose

Me and my small world/Senses Let's go Outside	Night and day What's changed	Changes in winter Let it flow	Animal detectives Watch it grow	Pushes and pulls Look all around	We're going on an animal hunt What's in my basket
Learning Objectives					
- Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary	- Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary - Explore collections of materials with similar and/or different properties.	- Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary - Talk about the differences between materials and changes they notice.	- Begin to understand the need to respect and care for the natural environment and all living things - Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	- Explore how things work. - Explore and talk about different forces they can feel. - Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary	- Use all their senses in hands-on exploration of natural materials - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary - Talk about the differences between materials and changes they notice.

Reception Understanding the World (History)

Peek into the past	Adventures through time	
Learning Objectives		
Comment on images of familiar situations in the past. Recognise some environments that are different from the one in which they live. ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Name and describe people who are familiar to them. ELG Understand the past through settings, characters, and events encountered in books read in class and storytelling.	
Nursery Understanding the World		
Peek into the past	Adventures through time	
Learning Objectives		
Begin to make sense of their own life-story and family's history Talk about what they see, using a wide vocabulary	Begin to make sense of their own life-story and family's history Talk about what they see, using a wide vocabulary Show interest in different occupations	



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Continue developing positive attitudes about the differences between people

Reception Understanding the World (Geography)

Outdoor adventures	Around the world	Exploring maps
Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. ELG: Understanding the World – People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. ELG: Understanding the World – People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: Understanding the World – The Natural World - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. Early learning goals ELG: Understanding the World – People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Nursery Understanding the World (Geography)

Outdoor adventures	Around the world	Exploring maps
Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary	Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Art and Design

Drawing Marvellous Marks <u>Provision</u> Mark making with Wax crayons, felt pens, chalks Observational Pencil drawings Drawing Faces Drawing faces in colour Outdoor Painting	Seasonal Crafts – Egg Threading Collage and Transient Art Clay <u>Provision</u> Joining Materials Flower designs Tissue paper flowers Baking/cooking	Seasonal Crafts – Salt painting Landscape Art Group Art 3D Landscape Art Designing animal sculptures Creating animal sculptures Painting animal sculptures Baking/cooking
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Painting to Music Seasonal Crafts Nature Wreaths, Salt Dough Decorations Baking/cooking		
Reception		
Physical Development - Develops small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. Expressive arts and design - Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Physical Development - Develops small motor skills so that they can use a range of tools competently, safely and confidently. - Develop overall body-strength, balance, coordination and agility. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine motor skills:</u> Begin to show accuracy and care when drawing. Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Physical development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG:</u> Begin to show accuracy and care when drawing. Expressive arts and design - Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used.
Nursery		
Physical Development - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. Expressive arts and design - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing.	Physical Development - Use one-handed tools and equipment, for example, making snips in paper with scissors. Expressive arts and design - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures.	Physical Development - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. Expressive arts and design - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Explore colour and colour mixing.



Holy Trinity Church of England Primary School

Early Years Objective Mapping



Show different emotions in their drawings – happiness, sadness, fear, etc.					
Music					
Exploring sound	Celebration music	Music & Movement	Musical stories	Transport	Big Band
Reception					
Communication and Language <u>ELG: Listening, Attention and Understanding</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Expressive Arts and Design - Sing in a group or on their own, increasingly matching the pitch and following the melody. <u>ELG: Being Imaginative and Expressive</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Understanding the world - Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. - Sing in a group or on their own, increasingly matching the pitch and following the melody. <u>ELG: Being imaginative and expressive:</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> - Sing a range of well-known nursery rhymes and songs. <u>ELG: Being imaginative and expressive:</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. <u>ELG: Being imaginative and expressive:</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Communication and Language <u>ELG: Listening, Attention and Understanding</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Listen attentively, move to and talk about music, expressing their feelings and responses. <u>ELG: Being Imaginative and Expressive</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.



Holy Trinity Church of England Primary School

Early Years Objective Mapping



	<u>ELG: Being imaginative and expressive:</u> Sing a range of well-known nursery rhymes and songs.				<u>ELG: Being imaginative and expressive:</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Sing a range of well-known nursery rhymes and song.
Nursery					
Expressive arts and design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Understanding the World - Continue developing positive attitudes about the differences between people Expressive arts and design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know.	Expressive arts and design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	Expressive arts and design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	Expressive arts and design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	Expressive arts and design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.