




## EYFS CURRICULUM

Themes	<p style="text-align: center;"><b>Once upon a time in our village</b></p> <p style="text-align: center;">        </p>	<p style="text-align: center;"><b>Blast Off to Space!</b></p> <p style="text-align: center;">   </p>	<p style="text-align: center;"><b>How Does Your Garden Grow?</b></p> <p style="text-align: center;">    </p>
	<p>Once upon a time, in a little village just like ours, magic and fun happened every day! The children played with friendly animals, helped the farmers grow yummy fruits and vegetables, and gathered 'round the warm fire to hear exciting stories.</p> <p>Sometimes, the children went into the forest to explore. They looked for shiny stones and colorful feathers. At night, they sat by the fire and listened to old stories. The stories were about brave people, smart animals, and magical places.</p> <p>In the village, kind people help us every day. The postman brings letters. Firefighters put out fires. Doctors help us feel better. Teachers help us learn. And police officers keep everyone safe.</p> <p>Every day in the village was filled with smiles, laughter, and wonderful surprises. Now, let's explore the village together and discover the magic of these traditional tales and the fun waiting just around the corner.</p>	<p>Welcome to our amazing journey beyond the stars! Today, we're going to zoom high up into space, past the shining moon, and visit colorful planets swirling in the sky. We might even meet some friendly aliens who live far, far away!</p> <p>Put on your space helmets and get ready to blast off into a world full of sparkling stars, glowing comets, and twinkling galaxies. We'll explore planets big and small — from the fiery red one called Mars to the giant, ringed planet Saturn. We'll discover what astronauts wear, how rockets fly, and how the moon glows in the dark night.</p> <p>Along the way, we'll use our imaginations to float like astronauts, bounce on the moon, and maybe even ride a shooting star! We'll sing space songs, play fun games about planets, and create our own alien friends with colorful shapes and glitter.</p>	<p>Let's dig into an adventure full of flowers, bugs, and sunshine! Together, we'll plant seeds and watch them grow into beautiful plants and bright, colorful flowers. We'll explore the garden to find busy bees buzzing, wriggly worms wiggling, and fluttering butterflies dancing in the air. We'll learn about the life cycles of butterflies and frogs.</p> <p>We'll learn what plants need to grow big and strong — sunshine, water, and lots of love! We'll sing songs about growing, paint pictures of gardens, and even pretend to be little gardeners watering plants and planting seeds.</p> <p>Get ready to get your hands dirty and have fun discovering the magic of nature right outside our door. How does your garden grow? Let's find out together!</p>

### **Bundle Up for a Winter Celebration of Lights and Laughs!**



It's time to bundle up and get ready for a wonderful winter celebration! We're going to explore the chilly season with warm stories, joyful songs, and fun activities that make winter extra special. From fuzzy hats and cozy mittens to sparkling lights and snowy fun, we'll discover all the things that make winter magical.

We'll celebrate Bonfire Night with bright fireworks and cozy campfires, learn about the beautiful festival of Diwali, the festival of lights, filled with glowing lamps and colorful decorations, and get ready for Christmas with festive songs, twinkling trees, and joyful giving.

Let's put on our imaginary scarves and gloves and dive into a season full of laughter, learning, and wonderful celebrations that bring us all together!

### **All Aboard! Let's Explore All Kinds of Transport!**



Vroom, zoom, chug-chug, beep-beep! Get ready to travel in all kinds of ways — on land, in the air, and on the water! We're going on a big adventure to discover cars, trains, airplanes, bikes, boats, and more!

We'll pretend to be pilots flying high in the sky, drivers steering buses through busy streets, sailors sailing across the waves, and cyclists pedaling fast along the path. We'll sing transport songs, play exciting games, and learn how different vehicles help us get around the world.

So, put on your travel hats and join the fun — it's time to say, "All aboard!" and explore the wonderful world of transport together!

### **Ocean Waves and Sandy Days!**



Get ready to dive into a splash-tastic adventure by the sea! We're going to explore the magical world of ocean waves, sandy beaches, and all the amazing creatures that live there. Feel the warm sunshine on your face, hear the gentle crashing of waves, and imagine building the biggest sandcastle ever!

We'll discover colorful seashells, playful crabs, and maybe even spot a friendly dolphin or starfish. We'll sing fun seaside songs, create sparkly sea art, and pretend to sail boats across the big, blue ocean.

So grab your sun hat and your bucket and spade — it's time for some sandy fun and ocean adventure. Let's splash, explore, and play all day long by the waves!

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Year group	Autumn	Spring	Summer
<b>Nursery</b>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>I know how to take part in adult-led, hands on activities in a small group</p> <p>I know how to fill in gaps within familiar songs, rhymes and mantras</p> <p>I know how to follow instructions at two word level in a specific order e.g. "Give the banana to teddy"</p> <p>I know the words 'who', 'what' and 'where' if used in simple questions asked in the here - and - now</p> <p><b><u>Speaking</u></b></p> <p>I know how to engage in simple role play narrative with support</p> <p>I know how to start a conversation with an adult or a friend and continue taking turns</p> <p>I know how to put 4 or 5 words together to make a short sentence e.g 'me want more juice' 'him want coat on'</p> <p>I know how to ask some questions e.g 'what?' 'Where?' and 'who?'</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>I know how to listen in a group for auditory and language activities</p> <p>I join in repeated refrains and anticipate key events and phrase in rhymes and stories e.g 'Silly old fox, doesn't he know...'</p> <p>I know how to listen familiar stories with increasing attention and remember what happened</p> <p><b><u>Speaking</u></b></p> <p>I know how to re-enact and retell stories I have heard in my play</p> <p>I know how to follow instructions at three word-level with familiar vocabulary including colour e.g. "Give mummy a green bowl"</p> <p>I know the words 'who', 'what' and 'where' if used in simple questions asked out of the here- and -now with no visual support</p> <p>I know how to use some word endings to indicate present tenses, plurals and negatives e.g 'The witch is flying'</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>I know a large repertoire of rhymes and songs</p> <p>I know how to follow instructions at three word level or has two parts including early position and size e.g "Give the little banana to the teddy"</p> <p>I know the word 'why' in simple questions about stories and investigations like living things e.g 'Why do you think the caterpillar got so fat?'</p> <p><b><u>Speaking</u></b></p> <p>I know how to talk about events and principal characters in stories and suggest how the story might end</p> <p>I know how to use longer sentences with 4 to 6 words together e.g 'I want to play with cars' or 'What's that thing called?'</p> <p>I know how to use pronouns correctly</p> <p>I know how to talk about favourite books</p> <p>I know how to use the future and past tense e.g 'I am going to the park'</p> <p>I know how to tell a story (Talking table)</p>
<b>Rec</b>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>I know how to follow adult cues to listen in small groups</p> <p>I know behaviours for successful listening to others</p> <p>I know how to follow instructions at four-word level with familiar nouns</p> <p>I know how to offer reasons and explanations in response to 'why' and 'how' questions e.g "What has made you sad?" instead of "Why are you sad?"</p> <p><b><u>Speaking</u></b></p> <p>I know how to use sentences and simple manners to</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>I know how to listen as part of a medium-sized group with visual and/or kinaesthetic support and distractions minimised</p> <p>I know how to follow instructions at four word level including early colour, size or position concepts</p> <p>I know how to follow sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later.'</p> <p>I know how to answer 'who' or 'what' questions</p> <p><b><u>Speaking</u></b></p> <p>I know how to link sentences using 'and' and generally</p>	<p><b><u>Listening, Attention &amp; Understanding</u></b></p> <p>I know how to listen attentively as part of a whole class discussion</p> <p>I know how to have two-channelled attention</p> <p>I know how to follow instructions at four-word-level in a specific order</p> <p>I know how to answer and explain 'why' and 'how' comments and questions</p> <p>I know how to respond to questions to explain 'when' something happened or is going to happen.</p> <p>I use terms such as 'last week,' 'tomorrow' and 'yesterday'</p>

	<p>‘ask.’</p> <p>I know how to participate in familiar, simple, story-level mantras in repetitive, supported stories</p> <p>I know how to take turns to talk in a small group.</p> <p>I know how to use talk to engage others and to share my thoughts and experiences.</p> <p>I know how to use pronouns correctly.</p>	<p>stick to the topic of the conversation.</p> <p>I know how to retell familiar stories using sequenced illustrations</p> <p>I know a variety of tenses but still have immature irregular grammar</p> <p>I know how to take turns to talk in larger groups with adult support or when a prop to indicate turns is used</p>	<p><b><u>Speaking</u></b></p> <p>I know how to use more complex sentence structure and link thoughts, ideas and events with ‘and,’ ‘because’ and ‘so.</p> <p>I know how to take turns in conversations and alter what I say depending on what the other person has said</p>
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### **Personal, Social and Emotional Development (Personal Development)**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

These attributes will provide a secure platform from which children can achieve at school and in later life.

Year group	Autumn <u>Health and Wellbeing</u>	Spring <u>Relationships</u>	Summer <u>Living in the Wider World</u>
EYFS	<u>Continuous Provision</u> Personal, Social and Emotional Development is at the heart of continuous provision in the EYFS, as it provides daily opportunities for children to build relationships, manage emotions, and develop independence. Carefully planned areas such as role play, small world, and group games encourage turn-taking, cooperation, and empathy. Calm spaces or feelings areas allow children to recognise and express emotions, while routines like snack time support confidence and responsibility. Through open-ended resources and supportive adult interactions, children learn to make choices, solve problems, and manage their behaviour—laying the foundation for positive social skills and emotional wellbeing.		
	<u>Healthy Lifestyles</u> I know how to manage my personal hygiene independently including handwashing and oral hygiene.  <u>Growing and Changing</u> I understand how I have grown and changed since I was a baby. Knowing what skills I can currently do and what I would like to achieve in the future.	<u>Feelings and emotions</u> I know how to recognise and express my own emotions and those of others.  <u>Healthy Relationships</u> I know how to respect, share and cooperate with peers.  <u>Valuing Difference</u> I understand my likes, dislikes, strengths and weaknesses and how they will be different from others.	<u>Rights and responsibilities</u> I understand why we have rules  <u>Environment</u> I know how to take care of living things. How to be respectful to both the indoor and outdoor environment of the school.  <u>Money</u> I understand that you can earn money and that there is a cost to living.

### Physical Development (PE - Gross and fine motor skills)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Year group	Autumn	Spring	Summer
EYFS	Physical development is supported through continuous provision by offering children consistent access to a variety of open-ended resources and activities that encourage movement, coordination, and the development of both fine and gross motor skills. In early years settings, areas such as outdoor play, construction zones, and creative corners are purposefully equipped with materials like climbing frames, balls, tricycles, mark-making tools, and building blocks. These opportunities help develop key PE skills such as balancing, jumping, running, throwing, catching, and spatial awareness in a natural, play-based context. For Nursery-aged children, activities might focus on basic movement skills, using large apparatus to develop core strength and coordination. For Reception, children begin to refine these skills with more control and accuracy, learning to follow simple instructions, move in different ways with purpose, and participate in group games.		
Rec	Gross Motor Skills		
	I know how to walk a balance bike	I know how to use feet to scoot a balance bike and maintain balance	I know how to ride a balance bike skilfully I know how to maintain balance on a balance bike while manoeuvring around corners
	<u>Introduction to PE</u> Explore decision-making through problem-solving, develop basic navigational skills by following paths, and build confidence in communication and self-expression during activities.  <u>Fundamentals</u> Explore running, stopping, and changing direction safely. Develop basic balance, safe jumping, hopping on both feet, and skipping as a movement skill.	<u>Gymnastics</u> Explore body shapes with contrast, practise balances using different body parts, experiment with rocking and rolling, and learn to jump safely.  <u>Dance</u> Explore body movements and rhythms, respond to music and ideas, use space effectively, and perform short movement phrases with confidence.	<u>Ball Skills</u> Explore sending and stopping objects, practise catching independently and with a partner, and develop dribbling skills using hands and feet.  <u>Games</u> Explore striking to a partner, practise tracking and stopping rolling balls, and develop rolling, throwing, and catching skills with different equipment
	Fine motor skills		
Nursery	I know how to hold a crayon and scribble freely	I know how to hold a chunky pencil and paintbrush and draw freely	I know how to hold a pencil with a conventional grip e.g palmer grasp or 4 finger grasp

			I know my preference for a dominant hand
	<p>I know how to make vertical, horizontal and circular marks</p> <p>I know how to paint with wrist actions, making dots</p>	<p>I know how to draw a person on request with head and face</p> <p>I know how to draw circles and can copy V, H and T</p>	<p>I know how to copy the letters X, V T, H and O</p> <p>I know how to draw a person on request with head, legs and body</p> <p>I know how to write one or two letters independently e.g from name</p>
	I know how to build a tower of five or six bricks	I know how to build structures with blocks, boxes or planks	I know how to build structures with smaller blocks and loose parts
	I know how to <i>snip</i> with scissors	I know how to <i>cut</i> with scissors	I know how to use scissors to cut out a simple shape
	I know how to thread cotton reels or big beads	I know how to thread and screw nuts, bolt and washers	<p>I know how to thread small beads</p> <p>I know how to complete a threading card</p>
	I know how to complete puzzles with four pieces	I know how to complete puzzles with six pieces	I know how to complete puzzles with six to ten pieces
	<p>I know how to take off my coat</p> <p>I know how to take off shoes</p> <p>I know how to pull down clothes to go to the toilet</p> <p>I know how to pull clothes back up</p>	<p>I know how to put on own coat- pushes arms through</p> <p>I know how to put on shoes with velcro and welly boots</p> <p>I know how to put a straw in my milk</p>	<p>I know how to put own coat on and zip it up</p> <p>I know how to put on waterproof clothing</p> <p>I know how to carry a cup of water without spilling it</p>
<b>Rec</b>	<p>I know how to stack, align and balance bricks, blocks, lego, meccano on a range of scales</p> <p>I know how to use a glue sticks to join materials</p>	<p>I know how to connect Poppoids, Lego, small bricks, junk modelling</p> <p>I know how to use masking tape to join materials</p> <p>I know how to punch holes using a hole punch</p> <p>I know how to use glue spreaders</p>	<p>I know how to connect K'nex to create moving models</p> <p>models with axles</p> <p>I know how to use paper fasteners</p>



	I know how to cut along lines continuously I know how to hold scissors correctly	I know how to turn paper to cut around shapes	I know how to cut a variety of materials. E.g. paper, card, tissue paper, ribbon, threads, string
	I know how to complete a 6 piece jigsaw	I know how to complete a 10 piece jigsaw	I know how to complete a 20 piece jigsaw
	I know how to take off and put on a coat I know how to pull up a zip I know how to pull up clothes and put on shoes with velcro I know how to take off a jumper I know how to use a knife, fork and spoon to cut and eat food with some skill I know how to blow own nose and dispose of the tissue and sanitisers	I know how to attach a zip I know how to get changed for PE, outdoor clothing I know how to eat enough food and drink enough water	I know how to button and unbutton I know how to use a knife and fork with precision I know how to tidy up and take care of my belongings, taking clothes on and off as needed depending on temperature

### Literacy (English)


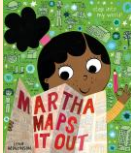
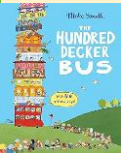

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).








Year group	Autumn	Spring	Summer
Nursery	Comprehension		
	<p>I know how to fill in gaps within familiar songs, rhymes and mantras</p> <p><b><u>Traditional Animal Tales &amp; Nursery Rhymes</u></b>  <i>Don't Wake the Bear, Hare by Steve Smallman</i>  <b>Little Red Hen/Rosie's walk- Pat Hutchins</b>  Higgety, pickety my red hen  <b>Scarecrow's Secret</b>  <i>Dingle dangle scarecrow</i>  <b>Farmer Duck- Martin Waddell</b>  <i>Old MacDonald</i>  <i>Baa Baa Black sheep</i>  <i>Five Little Ducks</i>  <b>Leaf Man by Lois Ehlert (WW)</b>  <b>Mouse's First Fall</b>  Autumn leaves  <b>Daisy doctor by Felicity Brooks</b>  Miss Polly had a dolly  <b>Kippers Rainy Day by Mick Inkpen</b>  Doctor Foster  <b>The Tiger who came to Tea by Judith Kerr</b>  <i>Pat a cake</i>  I'm a Little Teapot/Polly put the kettle on  <b>The Three Little Pigs</b>  This Little Piggy  <b>Goldilocks and the Three Bears</b>  Goldilocks went to the house of the bears  <b>The Gingerbread Man by Lesley Sims</b>  Five Currant Buns/Head, shoulders, knees and toes  <b>Three Billy Goats Gruff</b>  London Bridge  <b>Little Red Riding Hood</b>  <i>Here we go round the mulberry bush / 5 currant buns</i></p> <p><b><u>Winter Celebration stories</u></b>  <b>Snowmen at Night by Caralyn Buehner</b>  <b>Stick Man by Julia Donaldson</b>  <i>Room for a little one by Martin Waddell (Christmas story)</i>  <b>The Christmas Pine By Julia Donaldson</b></p>	<p>I join in repeated refrains and anticipate key events and phrase in rhymes and stories</p> <p><b><u>Night &amp; Day stories</u></b>  <b>Why can't you sleep, little bear?</b>  Hey Diddle Diddle  <i>Hickory Dickory Dock</i>  <b>We're going on a bear hunt by Michael Rosen</b>  Teddy Bear Teddy Bear  <b>The Gruffalo by Julia Donaldson</b>  Find the Gruffalo  <b>Owl Babies by Martin Waddell</b>  Twinkle Twinkle Little Star  <i>Star boy</i>  <b>Peace at last by Jill Murphy</b>  Sleeping bunnies  <b>Pip and Posy: The Bedtime Frog</b></p> <p><b><u>Transport stories</u></b>  <i>The wheels on the bus</i>  <i>Row Row Row Your Boat</i>  <b>Sailor Bear by Martin Waddell</b>  <i>A sailor went to sea</i>  <b>The Train Ride by June Crebbin</b>  <b>The Runaway Tractor (Apple Tree Farm)</b>  <b>Wooly Stops the Train (Apple Tree Farm)</b>  <b>Duck is in the truck by Jez Alborough</b>  <i>This bus is for us</i></p>	<p>I know how to listen familiar stories with increasing attention and remember what happened</p> <p><b><u>Growing and minibeast familiar stories</u></b>  <b>The Hungry Caterpillar by Eric Carle</b>  There's a Tiny Caterpillar on a leaf  <b>Teeny Tiny Tadpole by Donna Castle Richardson</b>  Five Speckled Frogs  <b>Chicken Licken</b>  Chick, Chick, Chick Chicken  <b>Argh Spider by Lydia Monks</b>  Incy Wincy Spider  <b>Daisy Eat Your Peas by Kes Gray</b>  Pease pudding Hot  <b>Superworm- Julia Donaldson</b></p> <p><b><u>Seaside adventures</u></b>  <b>Posy and Pip at the seaside</b>  <i>Who sank the boat? By Pamela Allen</i>  <b>Don't worry little crab by Chris Haughton</b>  <i>Hooray for fish by Lucy Cousins</i>  <b>Splash, Anna Hibiscus by Atinuke</b>  <b>What the ladybird heard at the seaside by Julia Donaldson and Lydia Monks</b>  <i>Oh I do like to be beside the seaside</i>  <b>Alfie at the Beach by Shirley Hughes</b>  <b>The Rainbow Fish by Marcus Pfister</b>  When the Boat comes in.  1,2,3,4,5  <b>Sharing a Shell by Julia Donaldson</b>  Big Ship Sails  <b>Commotion in the Ocean by Julia Donaldson</b>  Jellyfish Song</p>

	<p>Miracle in Town Christmas stories Santa got Stuck up the Chimney</p>		
	<p><b>Pre phonics skills - Super Sounds</b></p>		
	<p><b><u>Everyday Sounds</u></b> I can join in with, match, and copy the everyday sounds I've heard. I can name some animals / objects and make their sounds, without seeing them. I can talk about stories linked to my experiences and make everyday sounds to go with the pictures.</p> <p><b><u>Musical sounds</u></b> I can use some instruments to make different sorts of sounds. I can name different instruments and change how I play them by following instructions e.g fast /slow/ loud/quiet.</p>	<p><b><u>Warming Up My Voice</u></b> I can join in with stories and songs, using my mouth to make lots of different sounds and noises I can sing some simple songs from memory I can make up my own songs by changing the words to known songs or by making up a new tune</p> <p><b><u>Wriggling to the Rhythm</u></b> I can join in with clapping, tapping or stamping a steady beat when I join in with stories,songs and rhymes. I can continue, repeat and make up a rhythm by clapping or using an instrument.</p>	<p><b><u>Alliteration</u></b> I can join in with tongue twisters and games where 2 words begin with the same sound. I can remember and say the two alliterative words which describe an object in a story, song, or game. I can spot when two words don't begin with the same spoken sounds, and when they do.</p> <p><b><u>Oral Blending &amp; Segmenting</u></b> I can join in with oral blending and segmenting activities. I can hear and remember the separate spoken sounds</p>

	<p>I can make up my own musical patterns, purposefully choosing instruments to go with stories and songs.</p> <p><b><u>Warming Up My Body</u></b></p> <p>I can join in with action songs and rhymes.</p> <p>I can independently repeat actions from known songs from memory.</p> <p>I can independently repeat actions from known songs from memory.</p> <p>I can use words to describe actions. e.g. clapping, creeping, flapping, rolling</p>	<p>I can clap the beats in my name and other familiar words.</p> <p><b><u>Rhyme and Shine</u></b></p> <p>I can fill in the rhyming gaps in a story, rhyme or song.</p> <p>I can recognise when 2 words rhyme.</p> <p>I can say a string of other words that rhyme with a given word.</p>	<p>in words, orally blending these together to say whole words matched to an object or action.</p> <p>I can say whole words, separating these into separate spoken sounds by orally segmenting them.</p>
	<b><u>Fine motor/Handwriting</u></b>		
	<p>I know how to make vertical, horizontal and circular marks (see fine motor skills)</p>	<p>I know how to trace letters from my name</p> <p>I know how to draw circles and can copy V, H and T</p> <p>I know how to copy triangles, squares and other geometric shapes (see fine motor skills)</p>	<p>I know how to form letters from my name</p> <p>I know how to form some letters known in RWI order -m a s d t i n p</p> <p>I know how to copy the letters X,V T, H and O</p>
<b>Rec</b>	<b>Comprehension</b>		
	<p>Sequence main story events of traditional tales with rhyme, repetitive phrases and cumulative stories</p> <p><b><u>Traditional Stories &amp; Rhyming frogs!</u></b></p> <p><i>Fox makes friends/Cyrila and Pat</i></p> <p>First Day Poem by James Carter</p> <p><i>The Gigantic Turnip by Aleksei Tolstoy</i></p> <p>Funny faces -James Carter</p> <p><i>Pumpkin Soup by Helen Cooper</i></p> <p>Hullabaloo! -James Carter</p> <p><i>What the ladybird heard by Julia Donaldson</i></p> <p>Rhymes: Oi Frog series</p> <p><i>The Jolly Postman and other stories</i></p> <p><i>Little Red Riding Hood</i></p> <p>Hey, Let's Go</p> <p>Have you met a wolf?-James Carter</p> <p><i>The Gingerbread Man</i></p> <p>Can you do a big smile?-James Carter</p>	<p>Re-enact, retell and reinvent familiar stories I have heard with repetitive phrases and cumulative stories</p> <p><b><u>Night and Day stories</u></b></p> <p><i>How to catch a star- Oliver Jeffers</i></p> <p><i>The Way Back Home - Oliver Jeffers</i></p> <p><i>Peace at Last - Jill Murphy</i></p> <p><i>Whatever Next - Jill Murphy</i></p> <p>Zim Zam Zoom by James Carter</p> <p>Look up!</p> <p><i>Goodnight Moon</i></p> <p><i>Astro Girl by</i></p> <p><i>Ken Wilson-Max</i></p> <p><i>Emily Brown and the thing</i></p> <p>Lullaby for a Woolly Mammoth by James Carter</p> <p><i>"Wow! Said the Owl" by Tim Hopgood</i></p> <p><i>"Elmer and the Rainbow" by David McKee</i></p>	<p>Sequence main events in familiar stories</p> <p><b><u>Growing &amp; minibeast stories</u></b></p> <p><i>The Tiny seed</i></p> <p><i>Oliver's Fruit Salad</i></p> <p><i>Oliver's Vegetables</i></p> <p><i>Yucky Worms</i></p> <p><i>Jack and the beanstalk</i></p> <p><i>I can only draw worms by Will Mabbitt</i></p> <p><i>The Secret Sky Garden.</i></p> <p><i>Croc and Bird by Alexis Deacon</i></p> <p><i>The Ugly Duckling</i></p> <p><i>The Bog Baby -Jeanne Willis</i></p> <p><i>Once There Were Giants -Martin Waddell</i></p> <p><b>Poems:</b>Hey Little Bug: poems for little creatures- James Carter</p> <p><b><u>Non-fiction</u></b></p> <p><i>Do you love bugs? By Matt Robertson</i></p>

	<p><b>Rapunzel</b>  <b>Hansel and Gretel</b>  <i>Room on a broom by Julia Donaldson</i></p> <p><b>Non-fiction</b>  <i>Our House by Emma Rogers and Paul Rogers</i>  <i>What Do People Do All Day? by Richard Scarry</i>  <i>Busy, Busy Town by Richard Scarry</i></p> <p><b>Winter Celebration stories</b>  <b>"Lighting a Lamp: A Diwali Story" by Jonny Zucker and Jan Barger Cohen</b>  <i>Firework poem by James Carter</i>  <b>The Elves and the shoemaker</b>  <b>The Snow Queen</b>  <b>One Snowy Night by Nick Butterworth</b>  <b>Stickman by Julia Donaldson</b>  <b>Dear Santa by Rod Campbell</b>  <b>Mog's Christmas by Judith Kerr</b>  <b>Emily Brown and Father Christmas - Cressida Cowell</b>  <b>The Jolly Christmas Postman</b></p> 	<p><b>Transport and journey stories</b>  <b>The Runaway train</b>  <b>The Hundred Decker bus</b>  <b>You Choose</b>  <b>The Night Pirates</b>  <b>Martha Maps It Out</b>  <b>Lost and Found</b>  <b>Mr Gumpy's Motor Car</b>  <b>On Sudden Hill- Linda, Sarah, Benji Davies?</b>  <b>Not a box - Antoinette Portis</b></p>  	<p><b>Seaside adventures</b>  Describe main story settings, events and principal characters</p> <p><b>The Beach by Roland Harvey</b>  Invitation to the Beach by James Carter  <b>Billy's Bucket - Kes Gray</b>  Bucket by James Carter  <b>Sunk! - Rob Biddulf</b>  Pirate Pete by James Carter</p> <p><b>The Lighthouse Keeper's Lunch, Clean Up!</b>  Splish Splash Splosh by James Carter  <b>Surprising Sharks- Nicola Davies and James Croft</b>  Would you rather by John Burningham  Julian is a Mermaid - Jessica Love  Non-fiction books:  Look what I found at the seaside  <b>A Ticket Around the World by Natalia Diaz</b>  Melissa Owens , KimSmith</p> 
	Word Reading/Writing		

<p><b>Know RWI Set 1 single sounds</b> <b>m a s d t i n p g o c k u b f e l h r j v y w z q x</b></p> <div></div> <div></div> <p>Blend orally 'Fred talk' Learn to blend and spell Word Time 1.1-1.5</p> <p>Read <b>Sound Blending</b> Books</p> <div></div> <p>Know some 'special friends' <b>sh,th,ch,qu</b></p>		<p><b>Know all Set 1 sounds including digraphs</b> <b>ck sh ch ck th qu ng nk ll ff ss</b> Read and spell Word Time 1.6-1.7 (words with 4 &amp; 5 sounds) Read nonsense words with 3 sounds Read and spell common exception words <b>I of my to the no</b></p> <p>Read <b>Ditties</b> and <b>Red Ditty</b> books</p> <div></div> <p>Read words with suffix 's' and words with more than one syllable Answer questions to talk about Complete and hold a sentence Use finger spaces, capital letters and full stops</p>		<p><b>Know Set 2 sounds</b> <b>ay ee igh ow oo oo ar or air ir ou oy</b> Read and spell Set 2 words including these sounds Read Set 1 1.1-1.5 words speedily Read nonsense words with 3 and 4 sounds Read and spell common exception words <b>your said you he be she we are me go so</b></p> <p>Read <b>Green</b> or <b>Purple</b> books</p> <div></div> <p>Read words with suffix 'ing' and words with more than one syllable Answer questions about the story Build sentences orally Hold a sentence Proofread a sentence Write simple sentences</p>	
<b>Focussed writing</b>					
<p><b>Name writing</b> Labels, lists, recipes, signs, letters, cards and story maps</p>		<p><b>Hold a sentence</b> Instructions - e.g. how to catch a star, how to go to sleep</p>		<p><b>Build a sentence</b> Write a description of a character e.g. Black Hat Bob, Minibeast description Lifecycle sequence Sea creature fact file</p>	
<b><u>Fine motor/Handwriting</u></b>					
<p>Form letters known in RWI phrases and order m a s d t i n p g o c k u b f e l h r j v y w z x form the capital letter in my name</p>	<p>Form 'Down letters' correctly - l t b p k h i j m n r u y</p>	<p>Form 'Around letters' correctly - c a o d g q</p>	<p>Form most letters correctly with correct size 'Curly letters'- e f s 'Zig zag letters'- v w z x form capital letters correctly</p>	<p>Form letters with ascenders and descenders using wide lines 'Sun letters': b d h k l</p>	<p>Form letters with ascenders and descenders using wide lines 'Boat letters': a c e i m n o r s u v w x z 'Water letters': g j p q y</p>

### **Mathematics (Big Maths)**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Year group		Autumn	Spring	Summer
Nursery	Amounts	Amounts compared 1: I can use any adjective Amounts are needed: asks for more, understands enough. understands too much Amounts change: bigger, hotter, older, faster, smaller, colder, younger, slower, amounts in a group increases, amounts in a group decreases No amount zero: Understand 'gone!' Understands 'all gone'	Amounts compared 2: big, long, hot, old, far, fast, small, short, cold, young, near, slow Amounts are needed: Understands 'just right' in Goldilocks story Amounts change: knows when amount in group doesn't change Amounts compared 2: bigger, hotter, older, further, faster, smaller, colder, younger, nearer, slower Amounts compared 3: biggest, hottest, oldest, furthest, fastest Smallest, coldest, youngest, nearest, slowest	Amounts compared: recognises 'lots' and 'few' Amounts are needed: Understands 'just right' in a range of contexts Amounts compared 2: Recognises 'more than' 'less than' Amounts compared 3: Recognises 'most' and 'least'
	Counting Saying numbers	Says some familiar numbers	I can count to 3	I can count to 5
	Actual counting	Touches one body part at a time	Find own context (without purpose) Given context (and told) I can 'touch and say' one object at a time - objects in a line I can 'touch and say' one object at a time - objects in a pile I can 'touch and say' one object at a time - taking objects from a pile	Given context (and told) Given context ( and prompted) Given context ( and sees for self) Repeats last word said Plays with adult and repeats total when given Plays with adult and repeats total Picks out one object at a time from a pile
	Reading numbers	I know numbers exist	<i>I know numbers exist</i>	I am interested in familiar numbers
	Learn Its	Total recall with 1-5 flashcards I know my name My Body Learn its: I know I have 2 hands	My Body Learn its: I know I have 1 head!	My Body Learn its: My hand has 5 fingers
	It's Nothing New	I can group objects	<i>I can group objects</i>	Given context (and told) I can group objects
	Shape	I can show awareness of shapes as I play	I can show interest in shapes as I play	I can explore symmetry in my play

	Explore & Draw				
	2D shapes	I know 2d shapes exist	<i>I know 2d shapes exist</i>	I can use 2d shapes when I play/make	
	3D shapes		I know 3d shapes exist	<i>I know 3d shapes exist</i>	
	Position & Direction	I can ‘post’ shapes	I can follow some early ‘position’ talk I can follow 1 step movement instructions	I can use some early ‘position talk’ I can follow 2 step movement instructions	
	Amounts of Distance	I can describe an object as tall or short	<i>I can describe an object as tall or short</i>	<i>I can describe an object as tall or short</i>	
	Amounts of Mass	I can play with containers	I can describe an amount of mass as heavy or light	<i>I can describe an amount of mass as heavy or light</i>	
	Amounts of Money		I can show awareness of money	I can play shop - buying things!	
	Amounts of Space	I can interest in containers when I play	I can describe an amount of space	<i>I can describe an amount of space</i>	
	Amounts of Temperature		I understand the word hot I understand the word cold	I understand the word cold	
	Amounts of Time	I understand now and later	I understand fast and slow	<i>I understand fast and slow</i>	
	Explaining data	I can sort a pile of objects	<i>I can sort a pile of objects</i>	I can record my sorting using mark making	
	Dangerous Maths Pattern spotting	I notice patterns in pictures and stories	<i>I notice patterns in pictures and stories</i>	I can copy simple patterns when clapping	
Rec	CLIC	CLIC 1	CLIC 2	CLIC 3	CLIC 4

	Amounts	Amounts compared 2: Recognises 'same' Amounts compared 3: Recognises 'same' Understand 'all gone!'	Understands 'all gone!'	Amounts compared by counting: recognises biggest, smallest, most, least, same No amount: can count back,, taking away with support Can count back with objects to zero Can count back from 10, taking away	
	Counting Saying numbers	I can count to 10	I can count to 13	I can count to 20 I can count backwards from 10 to 0	I can count to 100 I can count backwards from 20 to 0
	Reading numbers	I can read numbers 1,2,3,4,5	I can read numbers 1- 10, including 0	I can read the numbers 11 - 20	
	Mastery of numbers		I can understand numbers to 10 Show visually number stories... e.g. $5 = 3 + 2$ , $2 + 3$ , $4 + 1$ , $1 + 4$ , $3 + 1 + 1$ etc.	I can understand numbers to 10 Show visually number stories... e.g. $5 = 3 + 2$ , $2 + 3$ , $4 + 1$ , $1 + 4$ , $3 + 1 + 1$ etc.	
	Actual counting	I can count 3 objects	I can count 4 objects I can count 5 objects I can count 6 objects I can count 10 objects	I can count 1 to 20 objects and from a pile <ul style="list-style-type: none"> <li>12 objects</li> <li>15 objects</li> <li>20 objects</li> <li>6 objects from a pile</li> <li>10 objects from a pile</li> </ul>	
	Counting on		I can Count On and Count Back 1	I can Count On and Count Back 2 I can Count On and Count Back 3 I can Count On and Count Back 4 I can Count On and Count Back 5	
	Ordering numbers		I can order numbers 1 - 10 <ul style="list-style-type: none"> <li>1,2,3</li> <li>1,2,3,4,5</li> <li>1,2,3,4,5,6,7</li> <li>1,2,3,4,5,6,7,8</li> <li>1,2,3,4,5,6,7,8,9,10</li> </ul>	I can order numbers <ul style="list-style-type: none"> <li>3 of 1 - 10</li> <li>5 of 1 to 10</li> <li>7 of 1 to 10</li> <li>1 to 15</li> <li>1 to 20</li> </ul>	

	Counting multiples		I can count in multiples of 10 to 50	I can count in multiples of 10 to 100 I can count in multiples of 5 to 15 I can count in multiples of 2 to 8
	Learn Its	<p>I know I have 10 fingers</p> <p><b>My finger double learn its:</b></p> <p>I know double 1 is 2</p> <p>I know double 2 is 4</p> <p><b>My halving learn its:</b></p> <p>I know half of 2 is 1</p> <p>I know half of 4 is 2</p> <p><b>Double facts</b></p> <p>I know 1+1 2+2</p>	<p>I know 5 fingers + 5 fingers makes 10 fingers</p> <p><b>My finger double learn its:</b></p> <p>I know double 3 is 6</p> <p>I know double 4 is 8</p> <p>I know double 5 is 10</p> <p><b>My halving learn Its</b></p> <p>I know half of 6 is 3</p> <p>I know half of 8 is 4</p> <p>I know half of 10 is 5</p> <p>I know 3+3 4+4 5+5</p>	I know 2 + 1, 2 + 3
	It's Nothing New	<p>Given context and told</p> <p>I can group objects</p>	<p>Given context and told</p> <p>I can group objects</p> <p>Fact families</p> <ul style="list-style-type: none"> <li>I can say a <i>learn it</i></li> <li>I can say a <i>switcher</i></li> </ul>	<p>Given context(and prompted)</p> <p>Given context (and sees for self)</p> <p>Finds own context (without purpose)</p> <p>Given context and told</p> <p>I can swap objects</p> <p>I can double 2,3,4 objects</p> <p>I can halve 4,6,8 objects</p> <p>I can spot a winner</p> <p>I know who was first and who was last</p> <p>I can say a switcher and a learn it</p>
	Calculation Addition		<p>I know when to add some more</p> <p>I know to find the total</p>	<p>I can add 2 by counting on</p> <p>I can add 3 by counting on</p> <p>I can add 4,5 by counting on</p> <p>I add the right amount</p> <p>I add the right amount and count how many altogether</p> <p>I add numbers of objects to 10</p>
	Subtraction		<p>I know when to take some away</p> <p>I know to take some away, then count <i>how many are left</i></p>	<p>I take away the right amount</p> <p>I take away the right amount and count how many are left</p> <p>I can take away numbers of objects to 10</p>

	Multiplication			I can set out groups of toys when I play I can find the total amount of toys
	Division		I can give out objects fairly	I can count how many <i>each</i> person was given I can share an even number of objects between two people I can halve an even number of objects I can share 6, 9, 12 or 15 objects between 3 people
	Shape Explore & Draw	I can show interest in shapes around me	I can use shapes with purpose as I play	I can create a <i>symmetrical</i> picture
	2D shapes	I can describe simple 2D shapes	I can see when shapes are similar I can recognise a <i>circle</i> I can recognise a <i>square</i> I can recognise a <i>triangle</i>	I can name and describe simple 2D shapes I can recognise a <i>rectangle (and know that a square is a special rectangle)</i> I can identify 2D shapes in real life
	3D shape	I can use 3D shapes when I play	I can recognise a <i>cube</i> I can recognise a <i>pyramid</i> I can recognise a <i>sphere</i>	I can describe simple 3D shapes I can identify 3D shapes in real life
	Position & Direction	I can move myself in lots of specific ways	I can describe my own position	I can describe a variety of different positions, for me, others or objects as I play
	Amounts of Distance	I can describe an object as tall or short	I can compare 2 different amounts of distance	I can compare 3 different amounts of distance
	Amounts of Mass	I can describe an amount of mass as heavy or light	I can compare 2 different amounts of mass	I can compare 3 different amounts of mass
	Amounts of Money	I can play 'shop'! 1 - buying things	I can play 'shop'! 2 - identifying coins, narrating and giving change	I can play 'shop'! 3 - making simple calculations
	Amounts of Space	I can describe an amount of space	I can compare 2 different amounts of space	I can compare 3 different amounts of space

	<b>Amounts of Temperature</b>	I compare hot to cold I understand hotter and colder	I understand hotter and colder	I understand hotter and colder
	<b>Amounts of Time</b>	I can describe periods of time	I can order daily events	I can begin to measure time I know about annual events I can chant the days of the week
	<b>Amounts of Turn</b>	I can make a whole turn	I can make a whole turn	I can make a half turn
	<b>Fractions of a set</b>		I can show awareness of half of an amount	I can find half of an amount by dividing it into two
	<b>Explaining data</b>	I can record my sorting by mark making	I can collect data using objects	I can record my sorting using numbers I can build counting towers
	<b>Dangerous Maths Pattern spotting</b>	I can create two colour patterns	I can create three colour patterns	I can spot, copy and create different patterns

### **Understanding the World - The Natural world (Science)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their

understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year group	Autumn	Spring	Summer
EYFS	<p><b><u>Continuous Provision: The Natural World</u></b></p> <p>In our EYFS, science is taught through continuous provision by encouraging children to explore, question, and investigate the world around them in hands-on, meaningful ways. Areas such as the water tray, sand pit, outdoor garden, and investigation stations are rich in opportunities for observing changes, testing ideas, and developing early scientific thinking. Children may explore floating and sinking, light and shadows, plant growth, or materials through play and experimentation. Open-ended questions and adult-led conversations help build vocabulary and encourage curiosity, while seasonal and nature-based enhancements support understanding of the natural world. This approach allows children to develop observation, prediction, and reasoning skills in a playful, engaging context.</p>		
Nursery	<p><b>Animals including humans</b> Name and describe animals e.g. farm animals Name parts of the human body</p> <p><b>Everyday materials</b> Explore a range of materials Shape and join materials</p>	<p><b>Light</b> Explore light sources Shine light on or through different materials</p> <p><b>Electricity</b> Identify electrical devices and use battery-powered devices</p> <p><b>Forces and magnets</b> Feel forces and explore how things work Explore how objects/materials are affected by force</p>	<p><b>Plants and living things</b> Grow plants Compare adult animals to their babies Learn about the life cycles of animals (butterfly)</p> <p><b>Properties of materials</b> Explore properties of water and sand;</p> <p><b>Living things and their habitats</b> Explore creatures found at the seaside</p>
Rec	<p><b>Animals including humans</b> Name and describe animals e.g. farm and woodland animals Name parts of the human body</p> <p><b>Everyday materials</b> Explore a range of materials, including natural materials Make objects from different materials, including natural materials Compare how materials change</p>	<p><b>Light</b> Learn about the Earth, Sun, Moon, planets and stars Learn about space travel Explore shadows and rainbows</p> <p><b>Forces</b> Investigate how different vehicles move (push/pull) Explore how to change how things work Explore how the wind can move objects Explore how objects move in water</p>	<p><b>Plants and living things</b> Grow plants Learn about the life cycles of humans Learn about the life cycles of animals (bird) Observe how baby animals change over time</p> <p><b>Properties of materials</b> Understand that some objects float and some sink based on properties.</p> <p><b>Living things and their habitats</b> Name and describe animals that live in different habitats e.g. seaside, jungle</p>
	<p><b>Seasonal change:</b> Play and explore outside in all seasons and in different weather. Observe living things throughout the year using their senses</p> <p><b>Living things and their habitat:</b> Explore the plants and animals in the surrounding natural environment</p>		

### **Understanding the World- Past and Present (History)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their

understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year group	Autumn	Spring	Summer	Local Link
EYFS	<p><u>Continuous Provision</u> <u>Past and present</u></p> <p>In our EYFS, continuous provision supports early history skills by helping children develop an understanding of time, change, and the lives of people in the past. Through role play, small-world setups, storybooks, and artifact exploration, children begin to talk about events in their own lives and those of their families, comparing past and present. Areas such as the home corner or dressing-up box can be enhanced with historical props, old-style clothing, or photographs to encourage discussion about how things used to be. Construction and creative areas can support this by allowing children to recreate buildings or objects from different times. Adults play a key role in modelling historical language such as "long ago," "before," "past," and "now." By embedding opportunities for storytelling, memory sharing, and curiosity about how people lived, continuous provision lays strong foundations for historical thinking, helping children make connections between the past and their own experiences.</p>			<p><b>Local heroes</b> Who helps us in our community Mrs Middleton Reverend Caro Miss Barnfather Mr Crawford - firefighter Mr Straker - policeman</p>
Rec	<p><u>People who help us</u> I know the job of people who help me in my community e.g firefighters, paramedics and police officers. Doctors, nurses, dentists and vets.</p> <p><u>People and events from the past</u> I know some similarities and differences between homes in the past and now castles and kings</p> <p><u>We celebrate special times</u> I know how my family celebrates special times and events e.g. Bonfire Night, birthdays, Christmas</p>	<p><u>People and events from the past</u> I know some similarities and difference between transport in the past and now George Stephenson</p> <p>Amelia Earhart I know the story/job of a significant person I know a significant event happened in the past - the moon landing, Tim Peake</p> <p><u>We celebrate special times</u> I know how people celebrate special times e.g. Pancake day</p>	<p><u>We all have a history</u> I know my timeline from being a <i>baby-toddler-child</i> using photographs. I know my family and can sequence them <i>older, younger siblings, parents, grandparents</i></p> <p><u>People and events from the past</u> Grace Darling I know the story/job of a significant person who helps people and the world</p> <p><u>We make and keep memories</u> I know a special holiday, place or trip I know why people like to visit the seaside past and present</p>	<p>Grace Darling George Stephenson</p>

**Understanding the World- People, Cultures and Community**  
**Geography**



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

Year group	Autumn	Spring	Summer	Local Link
EYFS	<p style="text-align: center;"><u>Continuous Provision</u> <u>People, Cultures and Community</u></p> <p>In our EYFS, continuous provision can effectively support the development of early geography skills by offering hands-on, exploratory experiences that help children make sense of their world. Through access to maps, globes, small-world play, natural materials, and outdoor environments, children begin to develop an awareness of places, people, and the physical world around them. The construction area can be used to deepen this understanding by encouraging children to design and build their own towns, landmarks, or transport systems, representing real or imagined places. Enhancements such as simple maps, road signs, photos of local buildings, and figures representing different roles in the community help children connect people to the places they live and work. Sand trays, water play, and small-world resources can introduce different environments, landforms, and weather. Adult interactions during play support the use of geographical language such as near, far, hot, cold, and names of local and global places. This approach nurtures curiosity about the wider world and helps children begin to observe, ask questions, and talk about different people and places—laying strong foundations for geographical thinking.</p>			
Rec	<p><b><u>My village: People and places</u></b> I know some local places e.g. home, <i>cafe, school, church, hospital, doctor, dentist, library</i></p> <p><b><u>Models, marks and maps</u></b> I know how to find places on a simple map</p>	<p><b><u>Journeys: Positions and pathways</u></b> I know how to programme a beebot to move forwards, backwards and turn</p> <p><b><u>Models, marks and maps</u></b> I know how to make a model or draw a simple map of an imaginary place</p>	<p><b><u>Holidays: People and places</u></b> I know a place on holiday/trip I know some similarities and differences between life in this country and life in other countries.</p>	Local Allotment park/library

### Understanding the World - RE

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

Year group	Autumn	Spring	Summer	Local Link
	<p><u>Continuous Provision</u></p> <p>In our EYFS, Religious Education is taught through continuous provision by creating opportunities for children to explore different beliefs, traditions, and celebrations in a hands-on, inclusive way. Through storybooks, role play, artefacts, and creative activities, children learn about similarities and differences between themselves and others. Areas like small world, the home corner, and the creative table can be enhanced with resources linked to festivals, special places, and cultural symbols, encouraging respectful discussion and curiosity. This helps children begin to understand and value diverse beliefs and ways of life in a meaningful, age-appropriate context.</p>			<p>St Mark's Church visit Visit from minister during seasonal Christian celebrations</p>
Rec	<p><u>What makes people special?</u> I know Jesus is seen as special and a role model to Christians. I know Christians believe in God I know Christians believe Jesus is God's son because he helped everyone I know a story in which Jesus performs a miracle. <u>What is Christmas?</u> I know Christians believe Jesus was a special baby</p>	<p><u>How do people celebrate?</u> I know there are lots of people who celebrate the start of Spring  <u>What is Easter?</u> I know some key parts of the Easter story I know Easter is important to Christians</p>	<p><u>What can we learn from stories?</u> I know stories can teach about right and wrong and how to behave e.g Christian parables, Sikh and Muslim stories I know the meaning of a story Jesus told e.g The lost coin  <u>What makes places special?</u> I know homes and places of worship are special to people</p>	

### Understanding the World- Technology

## Computing

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

Year group	Autumn	Spring	Summer	Safety
Nursery	<p style="text-align: center;"><u>Continuous Provision :Technology and Mathematics</u></p> <p>Young children explore technology through hands-on play with everyday objects, helping them understand how things work and laying the foundation for computing. Children use a variety of tools to explore cause and effect, including:</p> <ul style="list-style-type: none"> <li>• Wind-up toys, clocks, old phones, keyboards, weighing scales, and interactive whiteboards.</li> <li>• Electrical items like lamps and light boxes that respond to buttons or switches.</li> </ul> <p>In role play, children use familiar items such as toy cookers, washing machines, cameras, microwaves, and fridge freezers to explore how technology fits into daily life. Children engage with age-appropriate computer software and talk about the technology they use at home and school, building awareness of its purpose and function.</p>			<p><u>Autumn:</u> Recognise themselves online and know trusted adults.</p> <p><u>Spring:</u> Know who to tell if something feels wrong.</p> <p><u>Summer:</u> Know devices and creations belong to them.</p>
Rec	<p><b>Barefoot: Awesome Autumn</b> Explore autumn with fun sorting, pattern and logic tasks.</p> <p><b>Computing Theory:</b> Discuss the range of technology used in places such as homes and schools.</p>	<p><b>Barefoot Summer Fun</b> Use games, music and for logic and problem solving.</p> <p><b>Lego Steam Park</b> Build themed Lego models to develop creativity.</p> <p><b>Computing Theory:</b> Name parts of a computer system.</p>	<p><b>Barefoot Summer Fun</b> Use games, music and for logic and problem solving.</p> <p><b>Lego Steam Park</b> Build themed Lego models to develop creativity.</p> <p><b>Computing Theory:</b> Name parts of a computer system.</p>	

## Expressive Arts and Design- Creating with Materials

## Art

Year group	Autumn Line Drawing	Spring Paint and Mixed Media	Summer 3D and Sculpture	Local Artist
EYFS	<p style="text-align: center;"><u>Continuous provision: Creating with materials and fine motor skills</u></p> <p>Our early years setting encourages creativity through mark making, drawing, colour, texture, pattern, and sculpture across all learning areas. Children use toolkits with pencils, pens, and paper, as well as sensory trays with shaving foam, sand, and glitter for tactile pattern making. Large rolls of paper, easels, and natural materials like sticks and balls in paint support varied mark making experiences. Colour exploration happens through self-service art areas with paints, crayons, collage materials, and water trays for mixing. Texture and pattern are developed using clay, stamps, weaving, collage, and rubbings, both indoors and outdoors. Sculpture activities include working with dough, clay, natural objects, and construction kits, alongside creative junk modelling and large-scale building with crates and planks, fostering hands-on learning and artistic expression.</p>			
Nursery	<p><u>My mark making</u></p> <p>Exploring lines, dots and dashes. Mark making with large chubby crayons and paper, using sticks in mud to create marks, hand tools to make marks in sand, sensory mark making in foam and gloop, large movements and marks, dabbers to create spotty pictures, paint programme on IWB</p>	<p><u>Mouse Paint</u></p> <p>Explore the world of colour. Mixing their own paints. One day three white mice discover three jars of paint--red, blue, and yellow. But what happens when they splash in the colors, mixing the red and blue? Or dance in the blue and yellow?</p> <p>Explore the art work of Eric Carle. Use paint and mixed collage to create pictures. Explore symmetry printing.</p>	<p><u>Transient Art</u></p> <p>Explore transient art and textures using natural materials to create pictures and sculptures.</p>	<p><b>Mouse Paint and Mouse shapes by Ellen Stoll Walsh</b></p> <p><b>Eric Carle The Artist who painted a Blue Horse</b></p>
Rec	<p><u>Marvellous Marks</u></p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation.</p> <p>Developing creativity through child-led exploration of chalks, crayons, felt-tip pens and pencils.</p>	<p><u>Paint My World</u></p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p><u>Creation Station</u></p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p><b>Megan Coyle</b> <a href="https://megan.coyle.com/">https://megan.coyle.com/</a></p>

## Expressive Arts and Design- Creating with Materials

## Design Technology

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Year group	Autumn	Spring	Summer
<b>EYFS</b>	<p style="text-align: center;"><u>Continuous Provision : Developing fine motor skills, managing self and creating with materials</u></p> <p>Children engage in hands-on, sensory play using a wide range of materials—from natural loose parts like wood and stones to shiny objects, paper, and cellophane. In the malleable area, they shape playdough and clay, while the mud kitchen offers messy mixing with soil, water, and herbs. Cooking activities let them experiment with ingredients and observe changes. In the greenhouse, children grow plants, learning about nature and responsibility. Construction play with blocks, LEGO, crates, tyres, and reels promotes teamwork and problem-solving. Creative tasks like model-making, weaving, and sewing develop fine motor skills. Role-play is encouraged indoors and out, through home corners, dens, and small world setups. At the tinkering table, children explore how things work by dismantling and repurposing objects. Improvisation is sparked through prop-making, loose parts, and junk modelling.</p>		
<b>Nursery</b>	<p style="text-align: center;"><u>Food: Bread</u></p> <p>Explore dough, kneading, using a rolling pin and shaping with their hands.</p>	<p style="text-align: center;"><u>Food: Biscuits</u></p> <p>Explore making biscuits using cutters, mixing with a spoon to combine dry and wet ingredients.</p>	<p style="text-align: center;"><u>Food: Soft fruit salad</u></p> <p>Explore fruits and what it means to have healthy eating. Rip, tear and use a fork to mash bananas to make fruit faces.</p>
<b>Rec</b>	<p style="text-align: center;"><u>Food: Soup</u></p> <p>Explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p> <p style="text-align: center;"><u>Textiles: Bookmarks</u></p> <p>Develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>	<p style="text-align: center;"><u>Food: Sandwiches</u></p> <p>Explore spreading skills range of crackers, toast and choices for sandwiches fillings, Know the importance of healthy eating</p> <p style="text-align: center;"><u>Structures: Workshop:junk modelling</u></p> <p>Explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p style="text-align: center;"><u>Food: Rainbow salad</u></p> <p>Pupils refresh their knowledge of fruits and vegetables and explore what it means to have a healthy balanced diet. They design their own rainbow salad combination.</p> <p>After revisiting the health and safety rules, pupils prepare the ingredients to create their rainbow salad. They taste and evaluate their rainbow salad.</p> <p style="text-align: center;"><u>Structures: Boats</u></p> <p>Explore what is meant by ‘waterproof,’ ‘floating,’ and ‘sinking,’ then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p>

## Expressive Arts and Design- Being Imaginative and Expressive

### Music/Dance

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Year group	Autumn	Spring	Summer
EYFS	<p style="text-align: center;"><u>Continuous Provision -</u>  <u>Being imaginative and expressive, communication and language, mathematics</u></p> <p>In our music-rich environment, children explore creativity through rhymes, songs, and a variety of instruments—both tuned, untuned, and everyday objects. They enjoy experimenting with sound by banging, shaking, tapping, and blowing in dedicated music areas indoors and outdoors. Visual cues like picture cards and symbols support their musical understanding, while activities such as <i>Dough Disco</i> and <i>Write Dance</i> encourage expressive responses to high-quality music. Children also tune into environmental sounds and play listening games to sharpen their auditory skills. Music is woven throughout the curriculum, with enhanced areas like construction, role-play, maths, and water play thoughtfully linked to songs and rhymes, enriching sensory and imaginative experiences.</p>		
Nursery	<p style="text-align: center;"><u>Let’s be friends</u></p> <p>I know how to sing a simple song.  I know how to join in with repeated phrases in rhymes/stories/songs.  I can alter the pitch of my voice to sing the shape of a tune.  I can imitate the actions of musicians and move my body to music.  I can identify instruments and sounds (e.g. scratchy, soft, loud,quiet)</p> <p style="text-align: center;"><u>This is me</u></p> <p>I can sing a the shape of a tune (a melody)  I can respond confidently to music.  I can create actions and movements.  I know how to create sounds by banging, shaking, tapping or blowing.  I can play a pulse with percussion instruments.</p>	<p style="text-align: center;"><u>Travel and movement</u></p> <p>I can clap rhythms  I can listen, respond and vocalise with others.  I can continue to sing whilst moving.</p> <p style="text-align: center;"><u>Animal tea party</u></p> <p>I can wait for musical cues and respond with movements and actions.  I can describe the sounds of instruments.  I can create vocal sound effects.  I can create a rhythmic pattern with words and syllables.  I can translate words and sounds into rhythms using instruments.</p>	<p style="text-align: center;"><u>I’ve got feelings</u></p> <p>I can create music based upon a theme using my body as an instrument.  I can lead and follow in music making.  I can experiment with different ways of playing instruments exploring volume,pitch and speed.</p> <p style="text-align: center;"><u>Let’s jam</u></p> <p>I can create rhythms using my body and percussion instruments.  I am confident playing instruments solo.  I can combine moving, singing and playing e.g. singing a chorus whilst playing instruments.  I can listen, respond and vocalise with others.  I can pat a steady beat whilst chanting.  I can listen and respond to others in a group whilst music is playing.</p>

	I can play instruments and chant solo. I know how to joins in stories, dances and actions songs with repeated refrains e.g looking/pointing/clapping and turn taking.		
	<b>Role play</b> Home corner Bakery Doctor	<b>Role play</b> Home corner ALDI Supermarket	<b>Role play</b> Home corner Ice cream shop
<b>Rec</b>	<p><u>I've got a grumpy face</u> Focus: Timbre, beat, pitch contour. Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions.</p> <p><u>The Farmer's in the dell</u></p> <p><u>Witch witch</u> Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song</p>	<p><u>Row row row your boat</u> Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments.</p> <p><u>Bird spotting: Cuckoo polka</u> Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music</p> <p><u>Shake my sillies out</u> Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions</p>	<p><u>Up and down</u> Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch.</p> <p><u>Five fine Bumble bees</u> Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.</p> <p><u>Down there under the sea</u> Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement.</p>
	<b>Role play</b> <b>Indoor</b> Home corner Village/market shop Vets Police station	<b>Role play</b> <b>indoor</b> Home corner Space station Airport	<b>Role play</b> <b>indoor</b> Home corner Travel agents

	Post office		
	<b>Role play</b> <b>Outdoor</b> Witch's kitchen People who help us hut Conker Cafe	<b>Role play</b> <b>Outdoor</b> Bus station Metro Space Cafe	<b>Role play</b> <b>Outdoor</b> Beach hut
	Which visits, visitors and special experiences will we organise to secure children's knowledge?		
	<b>Welly Wednesday/Forest Friday every week all year round in the Snowdrop garden</b>		
	Reverend Caro - Harvest time in church Harvest Rhythm and Rhyme Cookery – farm to fork focus Snowdrop garden in autumn/winter Build a den Have fun with sticks Christmas songs	STEM focus events Stargazing Theatre workshop Snowdrop garden in spring Watch a bird Find your way with a map Spring Rhythm and Rhyme	Trip on a bus Allotment visit Tynemouth Sea Life centre Zoo Lab visit Snowdrop garden in summer Transient art outdoors Sports Day- enterprise
	Parents in partnership- How can we involve our families in learning?		
	<b>Key person-class teacher</b> <b>Daily Twitter</b> <b>Weekly celebration assembly</b> <b>Weekly lending library</b> <b>Termly Parent Teacher Interviews</b>		
	Weekly home learning book bags- Library time Parent workshops – RWI learning to blend. RWI Set 1 sounds pack	Weekly home learning book bags-Library time Parent workshops – RWI Set 2 sounds pack- Reading stay and read! Maths games pack	Weekly home learning book bags-Library time Full Name writing pack End of year report



	<p>Fine motor skills, craft and name writing pack</p> <p>Harvest assembly and Christmas performance</p> <p>End of term reading update</p>	End of term reading update	
	Which strategies are we using to help our most vulnerable children deepen their knowledge this term?		
	<p><b>Visual timetables</b></p> <p><b>Communicate to print signs and labels, pre teach vocabulary</b></p> <p><b>Small group teaching</b></p> <p><b>Launchpad for literacy approaches in continuous provision to model and scaffold early language and speech</b></p>		
	<p>Blast 1- auditory attention and phonological awareness</p> <p>RWI one to one tutoring - learning to blend, learning first 16 sounds</p> <p>One to one pencil grip and letter formation</p> <p>CLIC basic skills in maths</p> <p>Speech and Language Black sheep</p>	<p>RWI one to one tutoring -reading Set 1 words</p> <p>Name writing and Set 1 words spelling</p> <p>SVO programme</p> <p>CLIC basic skills in maths small steps</p> <p>Speech and Language Black sheep</p>	<p>RWI one to one tutoring -reading Set 1 words</p> <p>SVO programme</p> <p>CLIC basic skills in maths</p> <p>Speech and Language Black sheep</p>

