



EYFS CURRICULUM





Nursery

	Autumn	Spring	Summer
Themes	<p style="text-align: center;">Magnificent Me</p> <p style="text-align: center;"> </p>	<p style="text-align: center;"> Woodland Wonders</p> <p style="text-align: center;"> </p>	<p style="text-align: center;">Creepy Creatures</p> <p style="text-align: center;"> </p>
	<p>Once upon a time, in a friendly town called Shiremoor, there lived lots of wonderful children and their families. Every child had a special home. Some homes were big. Some homes were small. Some were flats, some were houses.</p> <p>In Shiremoor, children woke up each morning and got ready for the day.</p> <p>They had breakfast with their families.</p> <p>They gave hugs. They waved goodbye. When the children came to the Nursery, they brought something very important with them...</p> <p style="text-align: center;">Themselves!</p> <p style="text-align: center;">Let's Celebrate!</p> <p style="text-align: center;"> </p> <p>In our busy world, there are lots of special days to celebrate, and every celebration is full of light, colour, and joy. Some days are filled with twinkling lights and candles, some have bright fireworks in the sky, and some are cosy days with sparkling decorations and shiny baubles. Families and friends come together to share food, tell stories, sing songs, and spend time with one another. As the days grow darker and colder and winter begins to arrive, children notice glowing lights, warm clothes, and exciting signs of celebrations.</p>	<p>One day, a little mouse went for a walk through the deep, dark wood and met different animals along the way, some big, some small, some friendly, and some a little scary, but the clever mouse kept going and showed great bravery. High up in the trees, three baby owls waited in their nest and wondered where their mummy was, feeling a little worried and a little sad, until she returned and they cuddled close together, feeling safe and happy once more. In this woodland, animals look after each other, search for food, build their homes, rest, and explore, and every day the woodland is full of surprises like crunchy leaves, wiggly worms, shiny conkers, and soft feathers.</p> <p style="text-align: center;">Old McDonald had a farm and other traditional tales</p> <p style="text-align: center;"> </p> <p>Deep in the countryside, there was a happy farm where Old MacDonald lived with all his friendly animals. Every day the farm was full of busy jobs and noisy sounds, with cows that mooed, pigs that oinked, sheep that baa-ed, ducks that quacked, and chickens that clucked. The animals lived in barns, fields, and cosy pens, and Old MacDonald looked after them by giving them food, water, and lots of care. The children loved to sing the songs, make animal noises, and pretend to be farmers as they learned all about life on the farm.</p>	<p>In gardens, grass, and under logs, there lived lots of tiny creepy creatures that were busy every day. Some wriggled, some crawled, and some fluttered, and although they looked a little strange, they were very important. Worms wiggled in the soil, ants carried food, spiders spun webs, beetles hid under logs, and snails slid along slowly. The children looked closely, were gentle, and learned how to care for these little creatures.</p> <p>Now let's explore together and discover the wiggly, wonderful world of Creepy Creatures.</p> <p style="text-align: center;">We're all going on a summer holiday!</p> <p style="text-align: center;"> </p> <p>Let's get ready for an exciting holiday adventure. Suitcases are packed, clothes are chosen, and families talk about the places they might go. Some people travel by car, some by bus, some by train, and some by plane, and along the way they see new sights and hear new sounds. Some holidays are by the seaside, with sand and shells, some are in the countryside, and some are spent visiting family and friends. Wherever they go, holidays are a time for having fun, relaxing, and making happy memories.</p>



Reception

	Autumn	Spring	Summer
Themes	<p style="text-align: center;">Once upon a time in our village</p> <p style="text-align: center;"></p>	<p style="text-align: center;">Blast Off to Space!</p> <p style="text-align: center;"></p>	<p style="text-align: center;">How Does Your Garden Grow?</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 style="text-align: center;">Bundle Up for a Winter Celebration of Lights and Laughs!</p> <p style="text-align: center;"></p> <p>It's time to bundle up and get ready for a wonderful winter celebration! We're going to explore the chilly</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 style="text-align: center;">All Aboard! Let's Explore All Kinds of Transport!</p> <p style="text-align: center;"></p> <p>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!</p> <p>We'll pretend to be pilots flying high in the sky, drivers</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> <p style="text-align: center;">Ocean Waves and Sandy Days!</p> <p style="text-align: center;"></p> <p>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!</p>



	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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!</p>	<p>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.</p> <p>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!</p>
--	--	---	---



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
<p>Nursery</p>	<p align="center"><u>Listening, Attention & Understanding</u></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 align="center"><u>Speaking</u></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 align="center"><u>Listening, Attention & Understanding</u></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 align="center"><u>Speaking</u></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 align="center"><u>Listening, Attention & Understanding</u></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 align="center"><u>Speaking</u></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>



Rec	<u>Listening. Attention & Understanding</u>	<u>Listening. Attention & Understanding</u>	<u>Listening. Attention & Understanding</u>
	<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 style="text-align: center;"><u>Speaking</u></p> <p>I know how to use sentences and simple manners to '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>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 style="text-align: center;"><u>Speaking</u></p> <p>I know how to link sentences using 'and' and generally 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>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 style="text-align: center;"><u>Speaking</u></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>



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>
Nursery	<p><u>Feelings and emotions:</u> I can accept comfort and support from familiar adults. I can follow simple routines with help.</p> <p><u>Managing self:</u> I can separate from my grown-ups with support. I can begin to look after myself (e.g. handwashing, coat) with support.</p> <p><u>Building relationships:</u> I can play alongside other children. I can begin to take turns with adult support.</p>	<p><u>Feelings and emotions:</u> I can stop and listen for short periods. I can talk about how I am feeling using simple words.</p> <p><u>Managing self:</u> I can try new activities with encouragement. I can tell an adult what I need.</p> <p><u>Building relationships:</u> I can build positive relationships with familiar adults and children. I can use words to help solve problems with support.</p>	<p><u>Feelings and emotions:</u> I can wait for a turn with reminders. I can begin to manage my feelings with adult support.</p> <p><u>Managing self:</u> I can make choices about my play. I can do more things for myself independently.</p> <p><u>Building relationships:</u> I can share and take turns with less support. I can play cooperatively with other children.</p>
Reception	<p><u>Healthy Lifestyles</u> I know how to manage my personal hygiene independently including handwashing and oral hygiene.</p> <p><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.</p>	<p><u>Feelings and emotions</u> I know how to recognise and express my own emotions and those of others.</p> <p><u>Healthy Relationships</u> I know how to respect, share and cooperate with peers.</p> <p><u>Valuing Difference</u> I understand my likes, dislikes, strengths and weaknesses and how they will be different from others.</p>	<p><u>Rights and responsibilities</u> I understand why we have rules.</p> <p><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.</p> <p><u>Money</u> I understand that you can earn money.</p>



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
		Gross Motor	
Nursery	<p>I can move confidently in different ways (running, jumping, climbing).</p> <p>I can start to negotiate space safely with others.</p> <p>I can begin to use large equipment safely with support.</p>	<p>I can move with increasing control and coordination.</p> <p>I can change speed and direction when running or moving.</p> <p>I can balance and climb with more confidence.</p>	<p>I can move with control and balance in a range of activities.</p> <p>I can coordinate my movements in games or play equipment.</p> <p>I can take part in simple team or group games, following rules with support.</p>
Rec	I know how to walk a balance bike	I know how to use feet to scoot a balance bike and maintain balance	<p>I know how to ride a balance bike skilfully</p> <p>I know how to maintain balance on a balance bike while manoeuvring around corners.</p>
	<p align="center"><u>Introduction to PE</u></p> <p>Explore decision-making through problem-solving, develop basic navigational skills by following paths, and build confidence in communication and self-expression during activities.</p> <p align="center"><u>Fundamentals</u></p> <p>Explore running, stopping, and changing direction safely. Develop basic balance, safe jumping, hopping on both feet, and skipping as a movement skill.</p>	<p align="center"><u>Gymnastics</u></p> <p>Explore body shapes with contrast, practise balances using different body parts, experiment with rocking and rolling, and learn to jump safely.</p> <p align="center"><u>Dance</u></p> <p>Explore body movements and rhythms, respond to music and ideas, use space effectively, and perform short movement phrases with confidence.</p>	<p align="center"><u>Ball Skills</u></p> <p>Explore sending and stopping objects, practise catching independently and with a partner, and develop dribbling skills using hands and feet.</p> <p align="center"><u>Games</u></p> <p>Explore striking to a partner, practise tracking and stopping rolling balls, and develop rolling, throwing, and catching skills with different equipment</p>



Fine motor skills			
Nursery	<p>I can begin to use tools and equipment (paintbrushes, chunky pencils) with help.</p> <p>I can begin to hold and turn objects (toys, puzzle pieces) with increasing control.</p> <p>I can begin to use one-handed tools (e.g. scissors with support).</p> <p>I know how to hold a pencil with a palmer grip.</p>	<p>I know how to hold a pencil with a 4 finger thump grip.</p> <p>I can hold pencils or brushes with increasing control.</p>	<p>I know how to hold a pencil with a tripod grip.</p> <p>I know my preference for a dominant hand</p> <p>I can draw and mark-make with more accuracy.</p>
	<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 can recognise and copy some of the shapes in my name.</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 can trace my name independently.</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 can write my first name independently.</p>
	<p>I know how to build a tower of five or six bricks</p>	<p>I know how to build structures with blocks, boxes or planks</p>	<p>I know how to build structures with smaller blocks and loose parts</p>
	<p>I know how to <i>snip</i> with scissors</p>	<p>I know how to <i>cut</i> with scissors</p>	<p>I know how to use scissors to cut out a simple shape</p>
	<p>I know how to thread cotton reels or big beads</p>	<p>I know how to thread and screw nuts, bolt and washers</p>	<p>I know how to thread small beads</p> <p>I know how to complete a threading card</p>
	<p>I know how to complete puzzles with four pieces</p>	<p>I know how to complete puzzles with six pieces</p>	<p>I know how to complete puzzles with six to ten pieces</p>
	<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>



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



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 style="text-align: center;"><u>Magnificent Me!</u> <i>Don't Wake the Bear, Hare by Steve Smallman</i> Little Red Hen/Rosie's walk- Pat Hutchins Higgety, pickety my red hen Scarecrow's Secret <i>Dingle dangle scarecrow</i> Farmer Duck- Martin Waddell <i>Old MacDonald</i> <i>Baa Baa Black sheep</i> <i>Five Little Ducks</i> Leaf Man by Lois Ehlert (WW) Mouse's First Fall Autumn leaves Daisy doctor by Felicity Brooks Miss Polly had a dolly Kippers Rainy Day by Mick Inkpen Doctor Foster The Tiger who came to Tea by Judith Kerr <i>Pat a cake</i> I'm a Little Teapot/<i>Polly put the kettle on</i> The Three Little Pigs This Little Piggy</p>	<p>I join in repeated refrains and anticipate key events and phrase in rhymes and stories</p> <p style="text-align: center;"><u>Woodland Wonders</u> <i>Why can't you sleep, little bear?</i> Hey Diddle Diddle <i>Hickory Dickory Dock</i> <i>We're going on a bear hunt by Michael Rosen</i> Teddy Bear Teddy Bear <i>The Gruffalo by Julia Donaldson</i> Find the Gruffalo <i>Owl Babies by Martin Waddell</i> Twinkle Twinkle Little Star <i>Star boy</i> <i>Mr Wolf's Pancakes (pancake day)</i></p> <p style="text-align: center;"><u>Old McDonald had a farm</u> Pig in the Pond - Martin Waddell <i>This Little Piggy</i> Farmer Duck - Martin Waddell <i>Old MacDonald Had a Farm</i> Mrs Wishy Washy's Farm <i>Rub-a-dub-dub</i> How to Catch a Leprehaun <i>The Wheels on the Bus</i></p>	<p>I know how to listen familiar stories with increasing attention and remember what happened</p> <p style="text-align: center;"><u>Creepy Creatures</u> <i>The Hungry Caterpillar by Eric Carle</i> There's a Tiny Caterpillar on a leaf <i>Teeny Tiny Tadpole by Donna Castle Richardson</i> Five Speckled Frogs <i>Argh Spider by Lydia Monks</i> Incy Wincy Spider <i>Daisy Eat Your Peas by Kes Gray</i> Pease pudding Hot <i>Superworm- Julia Donaldson</i></p> <p style="text-align: center;"><u>We're all going on a summer holiday</u> <i>Posy and Pip at the seaside</i> <i>Who sank the boat? By Pamela Allen</i> <i>Don't worry little crab by Chris Haughton</i> <i>Hooray for fish by Lucy Cousins</i> <i>Splash, Anna Hibiscus by Atinuke</i> <i>What the ladybird heard at the seaside by Julia Donaldson and Lydia Monks</i> <i>Oh I do like to be beside the seaside</i> <i>Alfie at the Beach by Shirley Hughes</i> <i>The Rainbow Fish by Marcus Pfister</i></p>



	<p>Goldilocks and the Three Bears Goldilocks went to the house of the bears</p> <p>The Gingerbread Man by Lesley Sims Five Currant Buns/<i>Head, shoulders, knees and toes</i></p> <p>Three Billy Goats Gruff London Bridge</p> <p>Little Red Riding Hood <i>Here we go round the mulberry bush / 5 currant buns</i></p> <p>Winter Celebration stories</p> <p>Snowmen at Night by Caralyn Buehner</p> <p>Stick Man by Julia Donaldson</p> <p>Room for a little one by Martin Waddell (Christmas story)</p> <p>The Christmas Pine By Julia Donaldson</p> <p>Miracle in Town Christmas stories Santa got Stuck up the Chimney</p>	<p>A Squash and a squeeze - Julia Donaldson/What the Ladybird Heard <i>Over the Meadow</i></p> <p>Finishing for Easter with Chicken Licken <i>Little Boy Blue</i></p>	<p>When the Boat comes in. 1,2,3,4,5</p> <p>Sharing a Shell by Julia Donaldson Big Ship Sails</p> <p>Commotion in the Ocean by Julia Donaldson Jellyfish Song</p>
<p>Pre phonics skills - Super Sounds</p>			
	<p>Everyday Sounds</p> <p>I can join in with, match, and copy the everyday sounds I've heard.</p> <p>I can name some animals / objects and make their sounds, without seeing them.</p> <p>I can talk about stories linked to my experiences and make everyday sounds to go with the pictures.</p> <p>Musical sounds</p> <p>I can use some instruments to make different sorts of sounds.</p> <p>I can name different instruments and change how I play them by following instructions e.g fast /slow/ loud/quiet.</p> <p>I can make up my own musical patterns, purposefully choosing instruments to go with stories and songs.</p>	<p>Warming Up My Voice</p> <p>I can join in with stories and songs, using my mouth to make lots of different sounds and noises</p> <p>I can sing some simple songs from memory</p> <p>I can make up my own songs by changing the words to known songs or by making up a new tune</p> <p>Wriggling to the Rhythm</p> <p>I can join in with clapping, tapping or stamping a steady beat when I join in with stories,songs and rhymes.</p> <p>I can continue, repeat and make up a rhythm by clapping or using an instrument.</p> <p>I can clap the beats in my name and other familiar words.</p>	<p>Alliteration</p> <p>I can join in with tongue twisters and games where 2 words begin with the same sound.</p> <p>I can remember and say the two alliterative words which describe an object in a story, song, or game.</p> <p>I can spot when two words don't begin with the same spoken sounds, and when they do.</p> <p>Oral Blending & Segmenting</p> <p>I can join in with oral blending and segmenting activities.</p> <p>I can hear and remember the separate spoken sounds in words, orally blending these together to say whole words matched to an object or</p>



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



The Gingerbread Man

Can you do a big smile?-James Carter

Rapunzel

Hansel and Gretel

Room on a broom by Julia Donaldson

Non-fiction

Our House by Emma Rogers and Paul Rogers

What Do People Do All Day? by Richard Scarry

Busy, Busy Town

by Richard Scarry

Winter Celebration stories

"Lighting a Lamp: A Diwali Story" by Jonny Zucker and

Jan Barger Cohen

Firework poem by James Carter

The Elves and the shoemaker

The Snow Queen

One Snowy Night by Nick Butterworth

Stickman by Julia Donaldson

Dear Santa by Rod Campbell

Mog's Christmas by Judith Kerr

Emily Brown and Father Christmas - Cressida Cowell

The Jolly Christmas Postman



"Elmer and the Rainbow" by David McKee

Transport and journey stories

The Runaway train

The Hundred Decker bus

You Choose

The Night Pirates

Martha Maps It Out

Lost and Found

Mr Gumpy's Motor Car

On Sudden Hill- Linda, Sarah, Benji Davies?

Not a box - Antoinette Portis



Do you love bugs? By Matt Robertson

Seaside adventures

Describe main story settings, events and principal characters

The Beach by Roland Harvey

Invitation to the

Beach by James Carter

Billy's Bucket - Kes Gray

Bucket by James Carter

Sunk! - Rob Biddulph

Pirate Pete by James Carter

The Lighthouse Keeper's Lunch, Clean Up!

Splish Splash Splosh by James Carter

Surprising Sharks- Nicola Davies and James

Croft

Would you rather by John Burningham

Julian is a Mermaid - Jessica Love

Non-fiction books:

Look what I found at the seaside

A Ticket Around the World by Natalia Diaz

Melissa Owens , KimSmith





Word Reading/Writing		
<p>Know RWI Set 1 single sounds mas dt in pg ock ub fel hr jv yw z q x</p> <p>Blend orally 'Fred talk' Learn to blend and spell Word Time 1.1-1.5</p> <p>Read Sound Blending Books</p> <p>Know some 'special friends' sh,th,ch,qu</p>	<p>Know all Set 1 sounds including digraphs ck sh ch ck th qu ng nk ll ff ss Read and spell Word Time 1.6-1.7 (words with 4 & 5 sounds) Read nonsense words with 3 sounds Read and spell common exception words I of my to the no</p> <p>Read Ditties and Red Ditty books</p> <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>Know Set 2 sounds ay ee igh ow oo oo ar or air ir ou oy 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 your said you he be she we are me go so</p> <p>Read Green or Purple books</p> <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>
Focused writing		
<p>Name writing Labels, lists, recipes, signs, letters, cards and story maps</p>	<p>Hold a sentence Instructions - e.g. how to catch a star, how to go to sleep Write simple sentences using known sounds and red words dictated by the teacher.</p>	<p>Build a sentence Write a description of a character e.g. Black Hat Bob, Minibeast description Lifecycle sequence Sea creature fact file.</p>



Fine motor/Handwriting						
	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	Form 'Down letters' correctly - l t b p k h i j m n r u y	Form 'Around letters' correctly - c a o d g q	Form most letters correctly with correct size 'Curly letters'- e f s 'Zig zag letters'- v w z x form capital letters correctly	Form letters with ascenders and descenders using wide lines 'Sun letters': b d h k l	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



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 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 1 head!	My Body Learn its: My hand has 5 fingers



		My Body Learn its: I know I have 2 hands		
	It's Nothing New	I can group objects	<i>I can group objects</i>	Given context (and told) I can group objects
	Shape Explore & Draw	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
	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 as full or empty	<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 hotter I understand the word colder
	Amounts of Time	I understand now and later	I understand fast and slow	<i>I understand faster and slower</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"> • 12 objects • 15 objects • 20 objects • 6 objects from a pile • 10 objects from a pile 	
	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"> • 1,2,3 • 1,2,3,4,5 	I can order numbers <ul style="list-style-type: none"> • 3 of 1 - 10 • 5 of 1 to 10 	



			<ul style="list-style-type: none"> • 1,2,3,4,5,6,7 • 1,2,3,4,5,6,7,8 • 1,2,3,4,5,6,7,8,9,10 	<ul style="list-style-type: none"> • 7 of 1 to 10 • 1 to 15 • 1 to 20
	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>My finger double learn its: I know double 1 is 2 I know double 2 is 4</p> <p>My halving learn its: I know half of 2 is 1 I know half of 4 is 2</p> <p>Double facts I know 1+1 2+2</p>	<p>I know 5 fingers + 5 fingers makes 10 fingers</p> <p>My finger double learn Its: I know double 3 is 6 I know double 4 is 8 I know double 5 is 10</p> <p>My halving learn Its I know half of 6 is 3 I know half of 8 is 4 I know half of 10 is 5 I know 3+3 4+4 5+5</p>	I know 2 + 1, 2 + 3
	It's Nothing New	Given context and told I can group objects	<p>Given context and told I can group objects Fact families</p> <ul style="list-style-type: none"> • I can say a <i>learn it</i> • I can say a <i>switcher</i> 	<p>Given context(and prompted) Given context (and sees for self) Finds own context (without purpose) Given context and told I can swap objects I can double 2,3,4 objects I can halve 4,6,8 objects I can spot a winner I know who was first and who was last I can say a switcher and a learn it</p>
	Calculation Addition		I know when to add some more I know to find the total	<p>I can add 2 by counting on I can add 3 by counting on I can add 4,5 by counting on I add the right amount I add the right amount and count how many altogether I add numbers of objects to 10</p>



	Subtraction		I know when to take some away I know to take some away, then count <i>how many are left</i> .	I take away the right amount I take away the right amount and count how many are left I can take away numbers of objects to 10
	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
	Amounts of Temperature	I compare hot to cold I understand hotter and colder	I understand hotter and colder	I understand hotter and colder
	Amounts of Time	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
	Amounts of Turn	I can make a whole turn	I can make a whole turn	I can make a half turn
	Fractions of a set		I can show awareness of half of an amount	I can find half of an amount by dividing it into two
	Explaining data	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
	Dangerous Maths Pattern spotting	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.

	Autumn	Spring	Summer
Nursery	<p>I can name parts of my body and talk about what they do. I can notice how I am the same and different from other people. I can talk about what my body needs to stay healthy (food, rest, washing).</p> <p>I can talk about celebrations and changes I notice at different times. I can notice light and dark (day/night, fireworks, candles). I can use my senses to explore celebrations (sounds, lights, smells).</p>	<p>I can find and talk about living things in the woodland environment. I can notice what plants and animals need to grow and survive. I can talk about changes in nature, such as leaves, weather, or seasons.</p> <p>I can name farm animals and talk about how they move or what they need. I can explore different materials and textures found on the farm. I can explore movement using farm toys (push, pull, roll).</p>	<p>I can find and talk about insects and small creatures. I can notice similarities and differences between living things. I can talk about how living things grow and change.</p> <p>I can explore sand and water and describe what happens when I play. I can notice that some objects float and some sink. I can talk about living things found at the seaside and how to care for them.</p>
Rec	<p>Animals including humans Name and describe animals e.g. farm and woodland animals Name parts of the human body</p> <p>Everyday materials Explore a range of materials, including natural materials Make objects from different materials, including natural materials Compare how materials change</p>	<p>Light Learn about the Earth, Sun, Moon, planets and stars Learn about space travel Explore shadows and rainbows</p> <p>Forces 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>Plants and living things 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>Properties of materials Understand that some objects float and some sink based on properties.</p> <p>Living things and their habitats Name and describe animals that live in different habitats e.g. seaside, jungle</p>
	<p>Seasonal change: Play and explore outside in all seasons and in different weather. Observe living things throughout the year using their senses Living things and their habitat: 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
Nursery	<p>I can talk about things I did when I was a baby and things I can do now.</p> <p>I can look at photos of myself and talk about changes.</p> <p>I can use words like “baby”, “now”, and “before”.</p> <p>I can talk about celebrations that are important to my family.</p> <p>I can notice that celebrations happen every year.</p> <p>I can talk about what is the same and different about celebrations.</p>	<p>I can notice that places looked different in the past.</p> <p>I can talk about old and new things I see in the environment.</p> <p>I can talk about farm jobs now and in the past.</p> <p>I can look at old pictures and notice differences.</p> <p>I can use words like “old”, “new”, and “long ago”.</p>	<p>I can talk about what happened first and next.</p> <p>I can order events in a simple story or experience.</p> <p>I can use time words like “before” and “after”.</p> <p>I can talk about the miners and mining in my local area.</p> <p>I can look at old photographs or objects and talk about the past.</p> <p>I can talk about the Miners’ Picnic and why it is important.</p>	<p>Local heroes</p> <p>Who helps us in our community</p> <p>Mrs Middleton</p> <p>Reverend Caro</p> <p>Miss Barnfather</p> <p>Mr Crawford - firefighter</p> <p>Mr Straker - policeman</p> <p>Grace Darling</p> <p>George Stephenson</p>



<p>Rec</p>	<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><u>Amelia Earhart</u> 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>	
-------------------	---	---	--	--



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
Nursery	<p><u>My village: people and places:</u> I can talk about places that are important to me, such as home or nursery. I can recognise familiar places in my local area. I can use simple words to describe places (big, small, busy, quiet).</p> <p><u>Models, marks and maps:</u> I can talk about places where celebrations happen. I can notice changes in familiar places at different times. I can talk about how people use places in different ways.</p>	<p><u>Journeys: Positions and pathways:</u> I can explore natural places and talk about what I see. I can notice similarities and differences between places (woodland, playground). I can use simple describing words for places (wet, dry, muddy).</p> <p><u>Models, marks and maps:</u> I can talk about farms as places. I can notice how farms are different from where I live. I can use simple positional language (in, on, near, far).</p>	<p>I can talk about how people should care for living things. I can show respect for animals and insects. I can talk about rules that keep us and living things safe.</p> <p>I can talk about places I have been or would like to go. I can talk about events in my community, such as the Miners’ Picnic. I can talk about why some places and events are special.</p> <p><u>Holidays: People and places</u> I can talk about where minibeasts live. I can describe pathways and spaces they move through. I can use words like under, over, through.</p>	
Rec	<p><u>My village: People and places</u> I know some local places e.g. home, <i>cafe</i>, <i>school</i>, <i>church</i>, <i>hospital</i>, <i>doctor</i>, <i>dentist</i>, <i>library</i></p> <p><u>Models, marks and maps</u> I know how to find places on a simple map</p>	<p><u>Journeys: Positions and pathways</u> I know how to programme a beebot to move forwards, backwards and turn</p> <p><u>Models, marks and maps</u> I know how to make a model or draw a simple map of an imaginary place</p>	<p><u>Holidays: People and places</u> 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
Nursery	<p style="text-align: center;">What makes people special? I can talk about things that are special to me. I can listen to stories that are important to different people. I can show respect for other people’s beliefs.</p> <p style="text-align: center;">How do people celebrate? I can talk about special celebrations in my family and community. I can notice that people celebrate in different ways. I can join in respectfully with celebrations in the settings.</p> <p style="text-align: center;">What can we learn from stories? I can talk about community events, such as the Miners’ Picnic, and why they matter. I can show respect for people’s traditions and beliefs.</p>			St Mark’s Church visit Visit from minister during seasonal Christian celebrations
Rec	<p style="text-align: center;"><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 style="text-align: center;"><u>How do people celebrate?</u> I know there are lots of people who celebrate the start of Spring</p> <p style="text-align: center;"><u>What is Easter?</u> I know some key parts of the Easter story I know Easter is important to Christians</p>	<p style="text-align: center;"><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</p> <p style="text-align: center;"><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 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"> • Wind-up toys, clocks, old phones, keyboards, weighing scales, and interactive whiteboards. • Electrical items like lamps and light boxes that respond to buttons or switches. <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>
Rec	<p align="center"><u>Using a computer</u></p> <p align="center">interactive whiteboard</p> <p align="center">Clicking and dragging with mouse control.</p> <p align="center"><u>Programming 1: All about instructions</u></p> <p align="center">Children learn to receive and give instructions through algorithm activities.</p>	<p align="center"><u>Introducing Bee-Bots</u></p> <p align="center">Use Bee-Bots to learn direction and sequencing.</p>	<p align="center">Build themed Lego models to develop creativity</p> <p align="center"><u>Exploring Hardware</u></p> <p align="center">Tinkering and exploring and learning new hardware.</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>



Expressive Arts and Design- Creating with Materials

Art

Year group	Autumn Line Drawing	Spring Paint and Mixed Media	Summer 3D and Sculpture	Local Artist
Nursery	<p align="center"><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 align="center"><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 colours, mixing the red and blue? Or dance in the blue and yellow? Explore the art work of Eric Carle. Use paint and mixed collage to create pictures. Explore symmetry printing.</p>	<p align="center"><u>Transient Art</u></p> <p>Explore transient art and textures using natural materials to create pictures and sculptures.</p>	<p>Mouse Paint and Mouse shapes by Ellen Stoll Walsh</p> <p>Eric Carle The Artist who painted a Blue Horse</p>
Rec	<p align="center"><u>Marvellous Marks</u></p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p align="center"><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 align="center"><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>Megan Coyle https://megancoyle.com/</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
EYFS	<p 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>		
Nursery	<p align="center"><u>Food: Bread</u></p> <p>Explore dough, kneading, using a rolling pin and shaping with their hands.</p>	<p 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 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>
Rec	<p 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 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 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 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 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 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.</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 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 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 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. I can play instruments and chant solo.</p>	<p 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 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 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 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 know how to joins in stories, dances and actions songs with repeated refrains e.g looking/pointing/clapping and turn taking.		
	Role play Home corner Bakery ALDI Supermarket	Role play Home corner Doctor	Role play Home corner Ice cream shop
Rec	<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>



	<p>Role play Indoor Home corner Village/market shop Vets Police station Post office</p>	<p>Role play indoor Home corner Space station Airport</p>	<p>Role play indoor Home corner Travel agents</p>
	<p>Role play Outdoor Witch's kitchen</p>	<p>Role play Outdoor Bus station Metro</p>	<p>Role play Outdoor Beach hut</p>
	<p>Which visits, visitors and special experiences will we organise to secure children's knowledge?</p>		
	<p>Welly Wednesday/Forest Friday every week all year round in the Snowdrop garden</p>		
	<p>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</p>	<p>STEM focus events Stargazing Theatre workshop Snowdrop garden in spring Watch a bird Find your way with a map Spring Rhythm and Rhyme</p>	<p>Trip on a bus Allotment visit Tynemouth Sea Life centre Zoo Lab visit Snowdrop garden in summer Transient art outdoors Sports Day- enterprise</p>
	<p>Parents in partnership- How can we involve our families in learning?</p>		
	<p>Key person-class teacher Daily Twitter Weekly celebration assembly Weekly lending library Termly Parent Teacher Interviews</p>		
	<p>Weekly home learning book bags-Library time Parent workshops – RWI learning to blend.</p>	<p>Weekly home learning book bags-Library time Parent workshops – RWI Set 2 sounds pack- Reading</p>	<p>Weekly home learning book bags-Library time Full Name writing pack</p>



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