



Wilkinson Primary School

Show pride and respect in all that we do

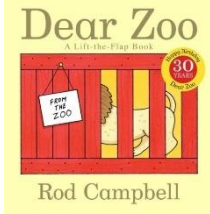
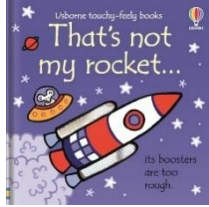
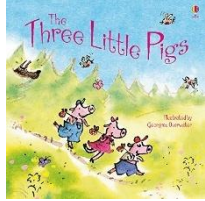
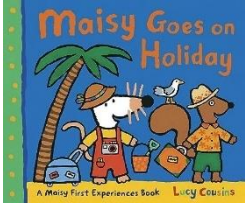
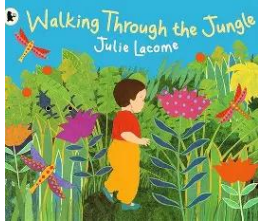
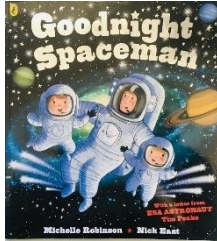
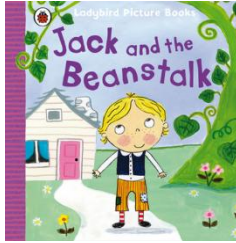
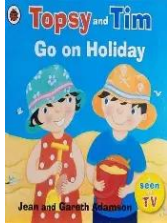
Wilkinson Primary School EYFS Sequential Curriculum Overview

We know children only get one chance at their childhood. We believe it is our responsibility to provide all children the highest quality experiences and opportunities throughout Primary School starting with a flying start in Early Years.

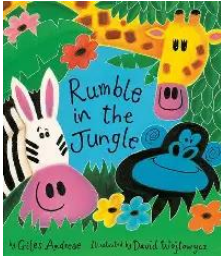
At Wilkinson Primary School, our EYFS curriculum is carefully designed to meet the needs of our 2025–2026 cohorts. Our aim is to ensure every child—regardless of background, starting point, prior experiences, or ability—leaves us equipped with the essential skills and knowledge to succeed. We want all children to continue their educational journey confidently, access the next stage of the curriculum and enrich their personal cultural capital throughout their time with us. Our school's core values are embedded from the start to support our pupils to achieve this.

Outdoor learning is a vital part of our Early Years curriculum, offering children rich opportunities to explore, discover, and learn in a natural environment. We believe that the outdoors provides a unique space for developing physical skills, problem-solving, creativity, and resilience. Through purposeful play and hands-on experiences—such as investigating nature, building, role play, and collaborative games—children deepen their understanding of the world around them while strengthening social and emotional skills. Our outdoor provision encourages curiosity, independence, and confidence, ensuring every child benefits from fresh air, movement, and meaningful learning beyond the classroom.

Our EYFS curriculum provides sequential learning opportunities that enables pupils to succeed, it is designed to prepare children for life beyond school, and empower them to become well-educated, responsible citizens.

	Autumn		Spring		Summer	
Terrific For Twos	Celebrating Me, You and Us!		Paw's Claws and Roars	Little Astronauts, Big Adventures	Heroes and Villains	Let's Go on Holiday
Key Texts	Imani, Dilap & Sophie are coming to Wilkinson Twos.  <i>Wilkinson Primary School</i>	What I like about me!  <i>Allia Zoben-Nolen</i>	Dear Zoo  <i>Rod Campbell</i>	That's Not My Rocket  <i>Fiona Watt and Rachel Wells</i>	The Three Little Pigs  <i>Susanna Davidson</i>	Maisy Goes on Holiday  <i>Lucy Cousins</i>
Experiences		Christmas 'Farm on Wheels' Santa wishlist workshop and walk to the postbox	Animal Man	Space themed pop-up play village	People who help us visitors	Summer Splash Day
Nursery	Celebrating Me, You and Us!		Paw's Claws and Roars	Little Astronauts, Big Adventures	Heroes and Villains	Let's Go on Holiday
Key Texts	Sophie, Dalip & Imani are coming to Nursery at Wilkinson Primary School.  <i>Wilkinson Primary School</i>	FunnyBones  <i>Janet and Allan Alberg</i>	Walking Through the Jungle  <i>Julie Lacome</i>	Goodnight Spaceman  <i>Michelle Robinson</i>	Jack and the Beanstalk  <i>Ladybird</i>	Topsy and Tim Go on Holiday  <i>Jean and Gareth Adamson</i>

Experiences		Christmas Farm on Wheels Santa wishlist workshop and walk to the postbox	Animal Man	Space themed pop-up play village	People who help us visitors	Summer Splash Day
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Reception	Celebrating Me, You and Us!		Paw's Claws and Roars	Little Astronauts, Big Adventures	Heroes and Villains	Let's Go on Holiday
Key Texts	Sophie, Dalip & Imani are coming to Wilkinson Primary School.  <i>Wilkinson Primary School</i>	The Great Big Book of Families  <i>Mary Hoffman</i>	Rumble in the Jungle  <i>Giles Andreae</i>	Mae Among the Stars  <i>Roda Ahmed</i>	The Great Gran Plan  <i>Ellie Woollard</i>	Emma Jane's Aeroplane  <i>Katie Haworth</i>

Experiences		Christmas letters to Santa- walk to post box with parents	Animal Man	Space themed pop-up play village	People who help us visitors	Summer Splash Day
R.E.	Leaders and Followers	The birth of Jesus	Creation	What times are special to me and why?	Special Stories	Special Places
PSHE	My Feelings	My Feelings	Special Relationships	My Family and Friends	Taking on Challenges	My Wellbeing

P.E.	Gymnastics	Ball Skills	Ball Skills	Learning Through Play	Gymnastics	Attach vs Defence	Dance	Ball Skills	Locomotion	Ball Skills	Locomotion	Health and Wellbeing
	High, Low, Over, Under	Hands 1	Feet 1	Playing Through Games	Moving	Games for Understanding	Nursery rhymes	Hands 2	Walking	Rackets, Bats, Balls and Balloons.	Jumping	

Wilkinson Adaptive Teaching Approach

At Wilkinson Primary School, we believe every child deserves an inclusive, nurturing environment where they can thrive. Our adaptive teaching approach ensures that learning experiences are tailored to meet individual needs, particularly for children with Special Educational Needs and Disabilities (SEND). We achieve this by:

- Personalised Planning: Using observations and assessments to adapt activities so all children can access the curriculum at their level and in a learning environment that they are comfortable with.
- Flexible Strategies: Incorporating visual supports, sensory resources, and adapted tasks to promote engagement and independence.
- Responsive Teaching: Adjusting pace, language, and expectations in real time to support understanding and participation.
- Collaborative Support: Working closely with families and specialists to create consistent strategies that build confidence and celebrate progress.

Through these practices, we create a learning environment that values diversity, fosters inclusion, and empowers every child to reach their full potential.

PRIME AREAS

Communication & Language Educational Programme

The development of spoken language is the foundation for all seven areas of learning and development. From the earliest stages, children's back-and-forth interactions lay the groundwork for both language and cognitive growth. The quality and frequency of conversations with adults and peers in a language-rich environment are essential. Practitioners support this by commenting on what children are doing, or are interested in, and extending their speech with new vocabulary.

Regular reading sessions—featuring stories, non-fiction, rhymes, and poems—combined with opportunities to use and embed new words in varied contexts, help children flourish. Through conversation, storytelling, and role play, supported by teacher modelling and sensitive questioning that encourages elaboration, children gain confidence in using a wide range of vocabulary and language structures.

	In their first term	In their second term	In their third term
Two-year-old children will:	➤ respond to their name. ➤ begin to join in with some songs and nursery rhymes. ➤ begin to change attention to follow a prop or a prompt. ➤ listen to short stories in a small group ➤ use some single words to express their wants, needs and feelings. ➤ recognise familiar objects to develop their vocabulary.	➤ show a preference when offered a choice of two. ➤ recognise familiar environmental sounds and say what they can hear ➤ listen to some longer stories and join in with some key words and phrases in familiar stories. ➤ build on their repertoire of nursery rhymes and begin to sing them unprompted.	➤ be able to shift to a different task if attention is fully obtained. ➤ listen and follow one step instructions. ➤ listen and join in during circle times, taking a more active role in participating. ➤ know and sing a wide variety of nursery songs and rhymes. ➤ begin to use newly introduced vocabulary in play. ➤ begin to respond to simple questions.

			➤ begin to put a few words together and speak in simple sentences to express their wants, needs and feelings. ➤ use some speech sounds ➤ begin to participate in Talking Time with Lola.		➤ listen and respond appropriately during Talking Time with Lola.	
Nursery children will:	Autumn 1 ➤ join in with familiar rhymes. ➤ listen to and join in with simple repeated refrains during story time. ➤ know what is required of them to communicate with others.	Autumn 2 ➤ respond to a 1-step instruction. ➤ know what they need to do to be effective listeners, with support. ➤ know what is expected of them in adult focus sessions. ➤ begin to use vocabulary which is new to them	Spring 1 ➤ know how to respond to a 2-step instruction. ➤ answer 'what' questions. ➤ know the key elements of being effective listeners and demonstrate these. ➤ know the importance of maintaining focus for longer periods of time.	Spring 2 ➤ speak in simple sentences. ➤ refer to themselves as the first person. ➤ join in with back and forth interactions with others. ➤ respond to a simple question such as 'what do you think?'	Summer 1 ➤ use sentences of at; least 4, 5 or 6 words. ➤ join words in spoken sentences. ➤ begin to speak in future and past tense. ➤ answer simple 'why' questions. ➤ use language to share feelings, experiences and thoughts.	Summer 2 ➤ know a wide range of rhymes, some of which can be recited. ➤ talk about books and stories they are familiar with. ➤ retell a short familiar story with confidence. ➤ start and continue a conversation with an adult and other children. ➤ answer 'what?' 'why?' and 'where?' questions.
Reception Children will	Autumn 1 ➤ engage well in story times. ➤ retell familiar stories, sometimes using exact repetition of phrases.	Autumn 2 ➤ use social phrases appropriately. ➤ Begin to talk about a range of texts including fiction and non-fiction books.	Spring 1 ➤ know how to engage in story times for an extended period of time. ➤ know how to talk about and describe	Spring 2 ➤ discuss and make comments on their own observations. ➤ ask relevant questions. ➤ elaborate on their own ideas, thoughts and opinions.	Summer 1 ➤ initiate a conversation with others and continue it for many turns, paying attention to what is being said.	Summer 2 ➤ know how to use talk to organise their own play. ➤ listen to and talk about selected non-fiction to develop a deep familiarity

	➤ use a wide range of vocabulary in relevant contexts.	➤ know how to appropriately share their own ideas and thoughts with others. ➤ use their imagination to invent their own stories based on a story they know. ➤ compare different events and celebrations and talk about the similarities and differences.	familiar texts in detail.	➤ compare different events and celebrations and discuss the similarities and differences.	➤ express their own point of view using talk. ➤ engage with non-fiction books. ➤ listen to and talk about stories to build familiarity and understanding.	with new knowledge and vocabulary. ➤ retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ confidently use new vocabulary in different contexts.
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Early Learning Goals

- Listen attentively and respond to what they hear with relevant questions comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Personal, Social and Emotional Development Programme of Education

Personal, Social and Emotional Development (PSED) is essential for children to lead healthy, happy lives and forms the foundation for cognitive growth. Secure attachments and positive relationships shape a child's social world and underpin their personal development. Warm, supportive interactions with adults help children understand their own feelings and those of others. They are guided to manage emotions, develop a positive sense of self, set simple goals, build confidence, persist when challenged, wait patiently, and focus attention when needed. Through adult modelling and guidance, children learn to care for their bodies, make healthy

choices, and manage personal needs independently. Supported interactions with peers teach them how to form friendships, cooperate, and resolve conflicts calmly. These skills create a strong platform for success in school and beyond.

Two-year-old children will:	In the first term		In the second term		In the third term	
	➤ separate from parent/carer with support from a key person. ➤ build key person relationships, supporting children when separating from a Parent/Carer through the transitional period. ➤ show an interest in play supported by adults ➤ notice others around them. ➤ react to stimulus to help calm emotions and feelings. ➤ interact within the environment demonstrating some interests.		➤ begin to find their own unique way of managing transitions. ➤ begin to show confidence within their play. ➤ play alongside their peers and develop friendships. ➤ wait and take a turn e.g. rolling a ball or a car sometimes with support from an adult. ➤ begin to show an awareness of themselves using various props and resources.		➤ have developed a sense of assurance for example - developing relationships with other adults and peers. ➤ show independence with their play and making choices. ➤ have established friendships with peers. ➤ begin to demonstrate taking a turn independently. ➤ explore emotions and feelings through stories and their play. ➤ show awareness of class rules with support ➤ find ways of managing transitions.	
Nursery Children will:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	➤ find ways of managing transitions ➤ know how to wash and dry their hands and how to use the toilets with adult support ➤ know how to be in the company of other children ➤ know how to settle to some activities for a short period of time. ➤ know class expectations and	➤ know how to take turns with others, with adult support. ➤ find out about about different feelings – happy, sad, angry and worried. ➤ begin to understand the words ‘yours’ and ‘mine.’	➤ know why it is important to brush teeth. ➤ wash and dry hands with increasing independence. ➤ know how to play alongside other children. ➤ know how to pretend play. ➤ be confident to try new experiences e.g. going to the pond, or having school visitors.	➤ maintain focus for longer periods of time. ➤ know how to talk about their feelings ➤ know class expectations and follow them, with support. ➤ find solutions to conflicts and rivalries with support. ➤ enjoy the responsibility of carrying out helpful	➤ be independent in meeting their own care needs e.g. using the toilet, brushing teeth, washing and drying hands. ➤ know how to play with other children and extend play ideas. ➤ take part in pretend play (being a mummy or a daddy). ➤ show some understanding of	➤ know how to talk to others and find solutions to solves conflicts. ➤ know class expectations, know why they are important and follow them. ➤ Understand Wilkinson Primary School motto and follow it with support.

	with support, understand why they are important e.g. class agreement and rules.		➤ select and use activities and resources with increasing independence.	jobs for their teacher e.g. giving out milk at snack time.	how other children may be feeling. ➤ show awareness that people are all different.	
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Reception Children will know:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	➤ the difference between simple emotions e.g. happy and sad and how these are displayed in different ways. ➤ how to manage their feelings and what they can do in situations they find challenging with adult support. ➤ how to manage their personal needs with support. ➤ how to seek support from adults when needed. ➤ what makes a good friend. ➤ the class agreement and Wilkinson Primary School motto.	➤ how to talk about their own feelings. ➤ what is expected of them in and outside the classroom. ➤ the importance of trying new activities ➤ how to initiate and develop relationships with peers and members of staff. ➤ a greater understanding of our school mission ASPIRE -Succeed focus.	➤ how to begin to keep themselves safe and healthy. ➤ that others have feelings and how their actions can impact these. ➤ we have British values and begin to build an awareness of these through everyday practise. ➤ a greater understanding of our school mission ASPIRE -Potential focus.	➤ that everyone is entitled to their own thoughts, views, and opinions and this is ok. ➤ how to manage their own behaviour. ➤ how to have a positive opinion of themselves and understand they have a valuable part to play in everyday life. ➤ a greater understanding of our school mission ASPIRE - Independence focus.	➤ how to set themselves simple, achievable goals. ➤ how to persevere with something they are finding challenging. ➤ it is necessary to have to wait for something or someone. ➤ a range of strategies, such as using the timer to share resources which will enable them to solve conflicts independently. ➤ a greater understanding of our school mission ASPIRE -Resilience focus.	➤ how to be empathetic and sensitive to the needs and feelings of other around them. ➤ how to articulate their feelings and begin to understand why they feel this way and what they can do to self-regulate. ➤ how to be confident to try new activities in new situations. ➤ what they need to do to build new secure relationships. ➤ The importance of transition into Year One. ➤ a greater understanding of our school mission ASPIRE -Excellence focus.

	➤ a greater understanding of our school mission ASPIRE -Achieve focus.					
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Early Learning Goals

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several actions
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Physical Development Programme of Education

Physical activity plays a vital role in children's overall development, supporting happy, healthy, and active lives. Gross and fine motor skills develop progressively throughout early childhood, beginning with sensory exploration and building strength, coordination, and spatial awareness through activities such as tummy time, crawling, and playful movement with objects and adults. By offering games and opportunities for indoor and outdoor play, adults help children develop core strength, stability, balance, coordination, agility, and spatial awareness. These gross motor skills form the foundation for physical health and emotional well-being. Fine motor development, which supports hand-eye coordination and later literacy, is strengthened through repeated, varied experiences—such as small-world play, puzzles, arts and crafts, and using small tools—with guidance and feedback from adults. These experiences build proficiency, control, and confidence.

Two-year-old children will:	In the first term ➤ develop an awareness of nappy time routines. ➤ sit with peers at the snack table. ➤ sit and walk independently. ➤ begin to sit on a small tricycle and use their feet to push it along. ➤ show an interest in exploring materials and tools with support from an adult. ➤ develop gross motor skills in both the indoor and outdoor environments.		In the second term ➤ begin to show an interest in toilet training. ➤ sit with peers at the snack table, trying different tastes and textures. ➤ begin to gain more control over their bodies through both indoor and outdoor play. ➤ develop fine manipulative skills through using different objects and tools. ➤ develop hand-eye co-ordination through scooping/ pouring and filling activities. ➤ use a range of large resources to build and balance. ➤ explore a range textures. ➤ run safely on whole foot. ➤ use climbing equipment with support. ➤ respond to music during Dough Disco.		In the third term ➤ begin to be independent with their self-help skills such as washing their own hands, using the toilet or putting their arms in their coat. ➤ follow snack time routines, making choices independently. ➤ use large equipment such as bikes and scooters ➤ be able to hold tools and objects using a palmer grasp comfortably. ➤ gain confidence to use climbing and physical apparatus. ➤ develop a grip to move beads on a bead frame. ➤ mirror the actions of an adult to support gross motor development Dough Disco. ➤ To begin to participate in swimming lessons.	
Nursery Children will know:	Autumn 1 ➤ the importance of becoming independent. ➤ how to mark make with a variety of tools and media. ➤ how to catch a large ball. ➤ how to run safely and be able to stop. ➤ how to take part in activities as a group	Autumn 2 ➤ how to join in with ring games. ➤ how to put on their coat with support ➤ how to imitate the actions of an adult to support gross motor development Dough Disco. ➤ to move in response to music. ➤ how to move in diverse ways e.g.	Spring 1 ➤ how to put on a coat and attempt to do up a zip with encouragement. ➤ how to hold scissors correctly with support. ➤ how to ride a tricycle. ➤ how to move in diverse ways independently. ➤ how to use large movement muscles	Spring 2 ➤ how to use large movement muscles to mark make with purpose Squiggle Whilst You Wiggle. Creating some pre-writing shapes with some accuracy. ➤ how to take part in group activities e.g. parachute games. ➤ how to balance on stepping stones and	Summer 1 ➤ how to put on a coat, get dressed and undressed and do up a zip independently. ➤ how to ride a scooter. ➤ how to negotiate space when running. ➤ how to stand on one leg for up to 3 seconds.	Summer 2 ➤ how to hold a pencil and use it with increasing control. ➤ how to write some letters and draw simple pictures Drawing Club. ➤ how to hold scissors correctly and use them independently to snip and cut.

	with support e.g. ring games. ➤ how to join in with gross motor group time Dough Disco. ➤ how to construct with larger blocks. ➤ develop a pincer grip e.g. tearing paper.	running, walking, crawling, jumping and moving on tip toes. ➤ how to use climbing equipment with support. ➤ how to use a variety of tools e.g. paint brushes, rolling pins, hammers.	to wave flags or streamers Squiggle Whilst You Wiggle. ➤ how to control a pen or pencil by colouring pictures and making marks for a purpose. ➤ identify their different body parts.	balance beams with some precision and thoughts of safety. ➤ how to throw, catch and kick a large ball. ➤ how to manage bulky items with support e.g. moving boxes at tidy-up time. ➤ To make healthy choices about food and drink	➤ how to work with others to manage bulky items (large scale construction). ➤ how to develop fine control when using mark making tools to create pre-writing shapes Pen Disco. ➤ they can begin to demonstrate a preferred/dominant hand or foot when using tools. ➤ To begin to participate in swimming lessons.	➤ they can demonstrate greater control when using tools, toys and equipment. ➤ To begin to participate in swimming lessons.
Reception Children will know:	Autumn 1 ➤ how to move and stop safely in different spaces. ➤ how to move in different ways and travel in different directions with control. ➤ how to use a pincer grip/tripod grip effectively in	Autumn 2 ➤ how to hold scissors correctly and cut along a line. ➤ that pencils need to be held with a developing/tri-pod grip during mark making, to support letter formation. ➤ how to form some letters correctly.	Spring 1 ➤ how to ride a scooter and tricycle and be able to stop safely. ➤ how to negotiate obstacles whilst moving a variety of ways. ➤ the importance of exercising and developing their core muscles skills to enable them to	Spring 2 ➤ how to explore and experiment with a wider range of equipment and use them with more control. ➤ how to recognise the changes that occur in their bodies when exercising.	Summer 1 ➤ how to refine a range of balls skills and use them appropriately e.g. throwing, catching, kicking, bating, aiming. ➤ what skills are needed to enable them to be able to handle a bike and	Summer 2 ➤ how to participate in sporting events. ➤ how to show good agility, balance, and co-ordination. ➤ how to combine different movements with ease and fluency. ➤ how to use relevant vocabulary when observing changes in self and others

	preparation for writing fluency. ➤ how to use tools safely and effectively with support. ➤ to get changed for PE with developing independence.	➤ how to use a knife and fork to aid them when eating. ➤ to get changed for PE with developing independence.	access a range of skills such as catching, writing, climbing. ➤ how to use climbing equipment and obstacles in the outdoor environment and hall. ➤ how to safely get on and off a balance bike. ➤ to get changed for PE with increasing independence.	➤ how to plan and create large scale constructions. ➤ how to use a knife and fork appropriately to cut food during mealtimes. ➤ how to use the balance bike handlebars to steer in different directions. ➤ to get changed for PE with increasing independence.	begin to ride it safely. ➤ how to use a sequence of movements with some change in levels, direction, or speed. ➤ to get changed for PE with independence. ➤ To begin to participate in swimming lessons .	during exercise e.g. explaining that their heart is pumping faster. ➤ to get changed for PE with independence. ➤ To begin to participate in swimming lessons .
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Early Learning Goals

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

SPECIFIC AREAS

Literacy Programme of Education

Developing a lifelong love of reading is essential for every child. Reading involves two key dimensions: language comprehension and word reading. Language comprehension—critical for both reading and writing—begins at birth and grows when adults engage children in conversations about the world around them, share books (stories and non-fiction), and enjoy rhymes, poems, and songs together. Skilled word reading, introduced later, combines quick decoding of unfamiliar words

and rapid recognition of familiar ones. Writing builds on these skills and includes transcription (spelling and handwriting) and composition (expressing ideas and structuring them in speech before writing).

Two-year-old children will:	In the first term ➤ experience a range of rhymes and songs. ➤ explore looking at books with support from an adult ➤ enjoy looking at class made books related to themselves and their families. ➤ use a basic picture scene or book to find information following a prompt e.g. where is the dog? ➤ make large scale marks to support core strength. ➤ show an interest in mark making freely. ➤ hold a tool with a palmer grip.	In the second term ➤ choose books that interest them independently. ➤ begin to understand how to handle books carefully, turning pages sometimes several at once. ➤ begin to answer questions about a picture in a book following a prompt e.g. what is the duck doing? ➤ notice their name alongside their photograph. ➤ begin to notice and make comments about marks that they make. ➤ listen to short rhymes/stories in the school library. ➤ to develop vocabulary using real objects when playing Knock Knock, What's in the Box?	In the third term ➤ have a selection of favourite stories. ➤ understand that stories have an end, and join in saying 'the end'. ➤ begin to join in with key phrases when sharing familiar books with adults. ➤ recognise some familiar logos related to their interests. ➤ draw freely using a range of mark making tools. ➤ choose a book with encouragement in the school library. ➤ develop vocabulary using pictures when playing Knock Knock, What's in the Box?
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Nursery Children will know:	Autumn 1 ➤ there are different ways to make marks. ➤ how to join in with familiar rhymes. ➤ instruments and voices make different sounds. ➤ how to 'tune in' to a variety of sounds/stories,	Autumn 2 ➤ how to handle a book correctly and turn the pages. ➤ some stories or rhymes will have new words (vocabulary) in them. ➤ they can distinguish between sounds within the	Spring 1 ➤ that they can make marks to represent meaning. ➤ that written text has a meaning. ➤ they can comment about the books they enjoy, using the images to help them.	Spring 2 ➤ that some words 'rhyme'. ➤ how to use new vocabulary during the school day, modelled by adults if needed. ➤ how to join in with Squiggle Whilst You Wiggle to build upon gross and fine motor development	Summer 1 ➤ they can use some of their print and letter knowledge in their early writing. ➤ some words have the same initial sound. ➤ the names of different parts of a book e.g. front cover, spine, blurb.	Summer 2 ➤ how to write some or all of their name. ➤ how to form some letters accurately when encouraged by an adult. ➤ some Set1 sounds of the RML programme.. ➤ understand that stories have a beginning a middle
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	with support from familiar adults. ➤ print has meaning, such as recognising familiar logos. ➤ how to join in with Dough Disco to build upon gross motor and fine motor control.	environment e.g. a bird singing, a fire alarm ringing. ➤ who 'Fred the Frog' is and begin to tune into Fred Talk (oral blending) through simple, repetitive games e.g. Silly Soup.	➤ how to sequence a simple event/nursery rhyme. ➤ they can make comments about the pictures from a familiar story. ➤ they can 'tune in' to simple Fred Talk instructions e.g. get your c-oa-t (oral blending). ➤ they can join in with Squiggle Whilst You Wiggle focus on dancing with Flippy Flappers.	imitating some pre-writing shapes on paper. ➤ they can comment about/ascribe meaning to the marks that they make. ➤ they can make reference to pictures from a familiar story to explain what is happening.	➤ they can develop play around a favourite story. ➤ how to use new vocabulary in different situations. ➤ they can join in with Pen Disco to build upon gross and fine motor development imitating some pre-writing shapes. ➤ they can make marks to represent their name and/or maths symbols. ➤ they can make comments about the pictures from a familiar story. ➤ they can ask questions and seek answers about stories they have heard.	and an end and join in saying 'the end' how to join in with Drawing Club – nursery rhyme focus input. ➤ How to orally blend words with adult support. ➤ the initial sound of their name. ➤ they can change characters in traditional stories.
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Reception Children will know:	Autumn 1 ➤ how to hold a book, the correct way up and turn pages. ➤ that text is read from left to right and from top to bottom ➤ how to talk about and retell stories they know, and which are their favourites stories/books and why. ➤ how to read individual letters by saying the sounds for them. ➤ how to form taught letters correctly (with support and modelling where required). ➤ how to write some or all of their name. ➤ to continue to join in with Squiggle Whilst You Wiggle to build upon gross and fine motor development. ➤ most Set1 single sounds of the RML programme.	Autumn 2 ➤ how to talk about a book they have chosen to read & explain why they have chosen it. ➤ how to blend sounds to read some simple words. ➤ how to segment sounds to be able to write some simple CVC words. ➤ how to talk about the characters, settings, authors, illustrators in books ➤ the progression of Drawing Club – using animations and texts as a focus to expand vocabulary and creating codes ➤ Name writing focus during ‘Basic Skills’ session.	Spring 1 ➤ how to read some letter groups that each represent one sound and say, read and write sounds to represent them. ➤ how to read some tricky words. ➤ how stories are structured. ➤ what a sentence is and their key features such as capital letters and full stops. ➤ how to segment and blend, to read and write simple words and captions. ➤ how to write for different purposes and to communicate meaning. ➤ Drawing Club – using animations and texts as a focus to expand vocabulary create codes and use imagination to create Adventure Times. ➤ Handwriting focus during ‘Basic Skills’ session.	Spring 2 ➤ how to read simple phrases and sentences made up of words with known letter–sound correspondences. ➤ that tricky words, are words to remember. ➤ how to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ➤ how to read some simple captions and sentences and understand what they have read – answering appropriate questions. ➤ how to write to share ideas and thoughts. ➤ how to write simple labels, words, lists and sentences. ➤ Drawing Club – using animations and texts as a focus to expand vocabulary create codes and use	Summer 1 Literacy focus session ➤ how to develop the use of adjectives with support. ➤ what conjunctions are and to begin to use them with support. ➤ how to sound out more complex words in independent reading and writing. ➤ how to begin to write captions and simple sentences with growing accuracy and independence. ➤ Handwriting focus.	Summer 2 Literacy focus session ➤ how to write captions and sentences with growing accuracy including punctuation with reminders from adults. ➤ how to use adjectives with growing confidence. ➤ how to re-read what they have written to check that it makes sense. ➤ Handwriting focus.
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	➤ how to blend simple CVC words. ➤ how to join in with Drawing Club creating pictures and codes.			imagination to create Adventure Times. ➤ Handwriting focus during 'Basic Skills' session.		
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Early Learning Goals

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Mathematics Programme of Education

A strong foundation in number is essential for children to build the skills needed to succeed in mathematics. Children should develop confidence in counting and gain a deep understanding of numbers to 10, including their relationships and patterns. Frequent, varied opportunities—such as using manipulatives like pebbles and ten frames—help children apply this knowledge and build a secure base of mathematical vocabulary and understanding. Our curriculum also provides rich experiences to develop spatial reasoning across areas such as shape, space, and measures. We encourage positive attitudes towards maths by fostering curiosity, pattern-spotting, and problem-solving, while creating an environment where children feel confident to ‘have a go,’ share ideas, and learn from mistakes.

Two-year-old children will:	In the first term	In the second term	In the third term
	➤ combine objects such as stacking blocks and cups. ➤ put objects inside others and take them out again. ➤ begin to take part in finger rhymes with numbers. ➤ explore and use shape sorters and puzzles. ➤ develop their concept of size using ‘big’ and ‘small’.	➤ begin to compare sizes, bigger and smaller. ➤ use number language in their play, beginning to sequence some numbers orally 0-5. ➤ complete a 3-piece inset puzzle. ➤ demonstrate matching and sorting skills within their play. ➤ notice and comment on patterns including stripes and spots etc. ➤ begin to name some primary colours. ➤ begin to fill and empty containers. ➤ remember where objects belong.	➤ begin to use the language of weight in everyday contexts. ➤ explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness. ➤ begin to use language ‘full’ and ‘empty’ when filling and emptying containers with adult encouragement. ➤ use objects to make simple arrangements. ➤ use associated language e.g. ‘that is the same’. ➤ begin to count objects in everyday contexts such as counting snack to check there is enough. ➤ begin to notice the colours seen in patterns. ➤ begin to compare amounts using gesture/pointing for ‘more’ and ‘less’ ➤ Ten Town Characters to be introduced through play.

Nursery Children will:	Autumn 1 New Beginnings ➤ Join in with number rhymes and songs. ➤ Play with shapes and space-completing puzzles. ➤ How to say some number names in sequence. ➤ Begin to explore 2d shapes. ➤ Understand the new routine and develop an awareness of what comes next. ➤ to use language 'full' and 'empty' when filling and emptying containers.	Autumn 2 More than, fewer than, same ➤ collect objects and compare amounts. ➤ make simple comparisons of amounts. ➤ look for collections of large and small amounts. ➤ compare and talk about large and small amounts. ➤ make large and small collections. ➤ make collections the same ➤ represent number on fingers when joining in with number rhymes. Explore and build with shapes and objects ➤ explore and play with shapes. ➤ show interest in simple differences between shapes.	Spring 1 I see 1, 2, 3 ➤ notice images in books. ➤ respond to "I see 1, 2, 3." ➤ recognise "I see 1, 2, 3." ➤ copy "I see 1, 2, 3." ➤ point to 1, 2, 3. ➤ recognise 1, 2, 3 in well-known tales. Join in with repeats ➤ join in with repeated actions in songs. ➤ join in with repeats in songs and stories. ➤ sing some refrains independently. ➤ have a sense of daily routines. ➤ say what happens next. ➤ make arrangements in art. Explore position and space	Spring 2 Explore Position and Routes ➤ Explore shape resources. ➤ Explore more complex inset jigsaws. ➤ Talk about simple positions. ➤ Move into simple positions. ➤ Move through positions. ➤ Look for collections of large and small. Explore patterns ➤ Explain simple pattern arrangements. ➤ Make roads and bridges with intent. ➤ Choose blocks to copy simple creations. ➤ Make simple line patterns with objects. ➤ Make simple pattern arrangements.	Summer 1 Lead on own repeats ➤ Join in fully with sequences and songs. ➤ Sing rhymes independently. ➤ Lead sequences and songs. ➤ Read on in familiar repeating stories. ➤ Copy art-based simple patterns. ➤ Explore own line and repeating pattern in art. Start to puzzle ➤ Complete shape-match puzzles. ➤ Complete simple jigsaws. ➤ Match objects to pictures. ➤ Match objects to shadows. ➤ Explore objects and small world from different positions. ➤ Make simple routes in small world with lines and curves.	Summer 2 Show me 5 ➤ Sing rhymes to 5 and join in with movements. ➤ Move props to 5. ➤ Move props back from 5. ➤ Begin to count 5 objects with one-to-one correspondence. ➤ Match numerals to quantity when acting out songs. My own pattern ➤ Continue AB patterns. ➤ Create their own AB patterns. ➤ Notice an error in a pattern. ➤ Build constructions with simple enclosures. ➤ Copy simple repeated constructions. ➤ Begin to sequence some events.
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		➤ put shapes and blocks into position. ➤ select shapes for a reason. ➤ begin to explore and describe natural shapes and objects. ➤ find and collect objects for a purpose. Explore repeats ➤ listen to repeats in songs and stories. ➤ start to join in with repeats from stories. ➤ clap along to songs. ➤ make a line pattern with own sequences. ➤ choose blocks to build roads and towers. Hear and say number names ➤ hear some number names. ➤ join in saying some number names.	➤ respond to simple language of position. ➤ arrange blocks in a chosen position. ➤ select shapes for a space. ➤ recognise when 2 objects are the same shape. ➤ explore and describe shapes and objects. ➤ sort shapes and objects into simple categories. Show me 1, 2, 3 ➤ Copy fingers to show 1. ➤ Copy fingers to show 2. ➤ Copy fingers to show 3. ➤ Show 1 finger when seeing 1 item in stories. ➤ Show 1,2,3 on fingers when asked. Move and label 1, 2, 3	➤ Show an interest in patterns and shape. Take and give 1, 2, 3 ➤ Choose a group to count. ➤ Take out 2 from a group. ➤ Take out 3 from a group. ➤ Give others 2 items. ➤ Give others 3 items. ➤ Count 3 objects with 1:1 correspondence. Match, talk, push and pull ➤ Match simple shapes. ➤ Push some shapes and blocks together. ➤ Make simple arrangements. ➤ Talk about arrangements. ➤ Follow simple routes outside. ➤ Follow toys around a simple route.	Making patterns together ➤ Sing their own songs independently. ➤ Clap in time to a beat. ➤ Make and talk about movement patterns. ➤ Talk about objects in patterns and arrangements. ➤ Copy AB patterns with support. ➤ Continue AB patterns with support. Make games and actions ➤ Match dot patterns. ➤ Be introduced to subitising games. ➤ Play subitising games. ➤ Copy sets of sounds.	Stop at 1, 2, 3, 4, 5 ➤ Count out up to 5 objects from a larger group. ➤ Explore counting to 5 in different ways. ➤ Verbally count to a given number. ➤ Label objects with numerals. ➤ Independently show fingers to 5. ➤ Begin to make marks to represent quantities. Match, sort, compare ➤ Compare up to 5 different objects. ➤ Compare by matching. ➤ Make the same set by matching. ➤ Match by type. ➤ Recognise attributes of objects. ➤ Begin to sort some objects to a type. Ten Town number formation 0-5
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		➤ model saying number names in order ➤ practise saying number names in order ➤ join in stable order counting forward ➤ join in stable order counting backward Begin to order number names ➤ model saying 1, 2 and 3 in play ➤ copy the sequence of 1, 2 and 3 ➤ copy fingers to represent 1, 2 and 3 ➤ begin to count actions ➤ say number names in order ➤ begin to recognise that anything can be counted Ten Town Characters to be introduced through play	➤ Make actions when saying counting words. ➤ Move fingers when saying counting words. ➤ Count out up to 3 objects from rhymes. ➤ Notice number symbols as labels. ➤ Label amounts as 1 and not 1. ➤ Look for collections of large. Explore Position and Routes ➤ Explore shape resources. ➤ Explore more complex inset jigsaws. ➤ Talk about simple positions. ➤ Move into simple positions. ➤ Move through positions. ➤ Look for collections of large and small.	Talk about dots ➤ Become familiar with dot patterns. ➤ Say when there is 1 dot. ➤ Say when there are 2 dots. ➤ Recognise 1 and 2 in different arrangements. ➤ Say when there are 3 dots. ➤ Recognise 1, 2 and 3 in different arrangements. Compare and sort collections ➤ Notice when two collections are the same. ➤ Make collections of small objects the same. ➤ Make collections of large objects the same. ➤ Recognise two collections are the same using large and small objects.	➤ Listen to and represent sounds with fingers. ➤ Listen to and represent sounds with resources. Ten Town number recognition 0-5 supported with Number Blocks.	Ten Town and Number Blocks.
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			Ten Town Characters and Number Blocks to be introduced through play. Ten Town Characters and Number Blocks to be introduced through play.	➤ Make collections the same using large and small objects. ➤ Sort and talk about their own collections.		
Reception Children will:	Autumn 1 Match, sort and compare ➤ match objects. ➤ match picture and objects. ➤ identify a set. ➤ sort objects to a type. ➤ explore sorting techniques. ➤ create sorting rules. ➤ compare amounts. Talk about measure and patterns ➤ compare size. ➤ compare mass. ➤ compare capacity.	Autumn 2 Circle and triangles ➤ identify and name circles and triangles. ➤ compare circles and triangles. ➤ explore shapes in the environment. ➤ describe position. 1,2,3,4,5 ➤ find 4 and 5. ➤ subitise 4 and 5. ➤ represent 4 and 5. ➤ 1 more. ➤ 1 less. ➤ composition of 4 and 5. ➤ composition of 1-5.	Spring 1 Alive in 5 ➤ introduce zero. ➤ find 0 to 5. ➤ subitise 0 to 5. ➤ represent 0 to 5. ➤ 1 more. ➤ 1 less. ➤ conceptual subitising to 5. Mass and capacity ➤ compare mass. ➤ find a balance. ➤ explore capacity. ➤ compare compacity. Growing 6, 7, 8 ➤ find 6, 7 and 8.	Spring 2 Building 9 and 10 ➤ find 9 and 10. ➤ compare numbers to 10. ➤ represent 9 and 10. ➤ conceptual subitising to 10. ➤ 1 more. ➤ 1 less. ➤ composition to 10. ➤ bonds to 10 (2 parts). ➤ make arrangements of 10. ➤ bonds to 10 (3 parts). ➤ doubles to 10 (find double).	Summer 1 To 20 and beyond ➤ build numbers beyond 10 (10-13). ➤ continue patterns beyond 10 (10-13). ➤ build numbers beyond 10 (14-20). ➤ continue patterns beyond 10 (14-20). ➤ verbal counting beyond 20. ➤ verbal counting patterns. How many now? ➤ add more. ➤ how many did I add? ➤ take away.	Summer 2 Sharing and grouping ➤ explore sharing. ➤ sharing. ➤ explore grouping. ➤ grouping. ➤ even and odd sharing. ➤ play with and build doubles. Visualise, build and map ➤ identify units of repeating patterns. ➤ create own pattern rules. ➤ explore own pattern rules.

➤ explore simple patterns. ➤ copy and continue simple patterns. ➤ create simple patterns. It's me 1,2,3 ➤ Find 1,2 and 3. ➤ Represent 1, 2 and 3. ➤ 1more. ➤ 1 less. ➤ composition of 1, 2 and 3.	Shapes with 4 sides ➤ identify and name shapes with 3 sides. ➤ combine shapes with 4 sides. ➤ shapes in the environment. ➤ my day and night.	➤ represent 6, 7 and 8. ➤ 1 more. ➤ 1 less. ➤ composition of 6, 7 and 8. ➤ make pairs. ➤ odd and even. ➤ double to 8 (find a double). ➤ combine 2 groups. ➤ conceptual subitising. Length, height and time ➤ explore length. ➤ compare length. ➤ explore height. ➤ compare height. ➤ talk about time. ➤ order and sequence time.	Explore 3-D shapes ➤ recognise and name 3-D shapes. ➤ find 2-D shapes within 3-D shapes. ➤ use 3-D shapes for tasks. ➤ 3-D shapes in the environment. ➤ identify more complex patterns. ➤ copy and continue patterns. ➤ patterns in the environment.	➤ how many did I take away? Manipulate, compose and decompose ➤ Select shapes for a purpose. ➤ Rotate shapes. ➤ Manipulate shapes. ➤ Explain shape arrangements.	➤ replicate and build scenes using construction. ➤ visualise from different positions. ➤ describe positions. ➤ give instructions to build. ➤ explore mapping. ➤ represent maps with models. ➤ create own maps from familiar places. ➤ create own maps and plans from story situations. Make connections ➤ deepen understanding. ➤ patterns and relationships. Consolidation
Autumn Term Mastering Number Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within	Spring Mastering Number Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and	Summer Mastering Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.			

5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- identify when a set can be subitised and when counting is needed.
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
- spot smaller numbers 'hiding' inside larger numbers.
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.
- compare sets of objects by matching.
- begin to develop the language of 'whole' when talking about objects which have parts.

connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.
- begin to identify missing parts for numbers within 5.
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.
- focus on equal and unequal groups when comparing numbers.
- understand that two equal groups can be called a 'double' and connect this to finger patterns.
- sort odd and even numbers according to their 'shape'.
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.
- order numbers and play track games.
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds.
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10.
- compare quantities and numbers, including sets of objects which have different attributes.
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 2 is a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10.
- continue to identify when sets can be subitised and when counting is necessary.
- develop conceptual subitising skills including when using a Rekenrek.

Early Learning Goals

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding The World Programme of Education

Understanding the world means helping children make sense of their physical environment and the communities they belong to. Their knowledge and awareness grow through a wide range of experiences—such as visiting parks, libraries, and museums, and meeting key members of society like police officers, nurses, and firefighters. Listening to a rich variety of stories, non-fiction texts, rhymes, and poems further deepens their understanding of our culturally, socially, technologically, and ecologically diverse world. These experiences not only build essential knowledge but also expand vocabulary, supporting comprehension across all areas of learning and laying strong foundations for future reading success.

Two-year-old children will:	In the first term ➤ to play and explore in their natural environment. ➤ to begin to respond using comments, nonverbal gestures and movements. ➤ to begin to explore seasonal changes ➤ explore sounds such as those linked to Bonfire Night and Diwali. ➤ to play with a variety of wheeled toys, exploring pushing and pulling. ➤ recognise their family and key people during key person time. ➤ understand that Christmas is a special celebration. ➤ settle into their new environment and begin to understand where things are located, in the classroom. ➤ to learn about the basic routines of the day using a visual timetable. ➤ to notice pictures of themselves.	In the second term ➤ explore senses and the name of body parts. ➤ explore light and colours through sensory play. ➤ continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons. ➤ Observe changes of state through ice/ water and using their senses to explore. ➤ exploring the natural world, focusing on digging and planting seeds. ➤ use senses to explore different natural objects/ materials. ➤ begin to imitate their own family and cultures through pretend play. ➤ understand that Easter is a special celebration. ➤ To recognise themselves in class photos and make comments. ➤ To access the Interactive Whiteboard with adult support.	In the third term ➤ observe and notice flowers and plants growing using their senses. ➤ use descriptive terms such as ‘hot’ and ‘cold’. ➤ create simple dens with adult support and begin to understand shade and keeping cool. ➤ begin to have their own friends. ➤ recognise familiar places and logos through looking at photos. ➤ share information about family days out or experiences at home ➤ understand the routines of the day with less prompts. ➤ To recognise themselves and friends and talk about what they have done ➤ To access the Interactive Whiteboard and other technology with adult support
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Nursery Children will:	Autumn 1 ➤ recognise themselves and begin to make comments about their features (hair colour, eye colour). ➤ say who lives with them at home. ➤ comment about how birthdays and other events can be celebrated. ➤ name important people to them using photos as reference. ➤ begin to notice some differences between themselves and others. ➤ name some familiar animals. ➤ begin to understand there are different occupations within society. ➤ To recognise themselves and friends and talk	Autumn 2 ➤ explore and talk about new environments with support. ➤ outside play and exploration of the small forest area. ➤ make comments and observe the weather each day. ➤ discover a range of cultural festivals and celebrations. ➤ learn about autumn and the changes in October and November. ➤ begin to be aware that there are different countries in the world. ➤ begin to discover similarities and differences between where they live and where someone else lives. ➤ how different areas in school	Spring 1 ➤ begin to talk about differences between materials and textures. ➤ learn about winter and the weather in the months of January and February. ➤ discover a range of cultural festivals and celebrations, e.g. Valentine's Day and Chinese New Year and how people celebrate these events. ➤ identify less familiar animals and begin to categorise them. ➤ experience cooking at school. ➤ begin to develop our school vegetable patch. ➤ begin to develop an awareness of internet safety. ➤ recognise themselves and	Spring 2 ➤ explore properties of different and similar materials. ➤ learn about spring and the weather in March and April. ➤ Visit the school pond, pond dipping ➤ discover a range of cultural festivals and celebrations, e.g. Pancake Day, Mother's Day and Easter and how people celebrate these events. ➤ learn that astronauts landed on the moon and describe difference between space and earth. ➤ talk about the things they notice and observe within the school environment.	Summer 1 ➤ learn that our country is ruled by a monarch. (King Charles) – make and send a birthday card to King Charles 20th June. ➤ learn that we live in the United Kingdom. ➤ talk about what they see, hear, touch and taste using a wide vocabulary. ➤ begin to make sense of their own family history. ➤ continue developing positive attitudes about the differences between people. ➤ know that there are different countries in the world. ➤ recognise themselves and friends in class	Summer 2 ➤ show an interest in different occupations. ➤ discover the wider world through maps, globes and Google Earth. ➤ learn about summer and the weather in the months of June and July.
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	about past experiences. ➤ To join in with the days of the week song.	have similarities and differences. ➤ To use technology safely, supported by an adult	friends and reflect on the activity/learning experience including how it made them feel.	➤ begin to show some understanding of what a map is. ➤ notice how the state of food changes when heated or frozen. ➤ learn how to plant seeds and care for growing plants. ➤ learn the life cycle of plants mini-beasts and animals, with support. ➤ learn how to care for all living things and the environment, with support.	photos recalling prior learning. ➤ to understand past and present e.g. talk about what happened last weekend, or yesterday. ➤ to recycle waste with support.	
Reception children will learn:	Autumn 1 ➤ about their families and will be able to talk about members of their family and how they are related to them. ➤ to talk about the key features of their immediate environment.	Autumn 2 ➤ how to draw on past experiences e.g. Christmas, birthday and other special celebrations ➤ that there are many countries around the world ➤ the signs of autumn.	Spring 1 ➤ to recognise differences and similarities between our environment and those of others. ➤ that different cultures and people around the world celebrate in different ways.	Spring 2 ➤ to explore the natural world around them, making observations and drawing pictures of mini-beasts, animals and plants. ➤ to talk about past and present events including	Summer 1 ➤ we live in England which is part of the United Kingdom. ➤ to compare where we live to busy cities or quiet villages. ➤ the name of some important landmarks.	Summer 2 ➤ the roles and responsibilities of key people in the local community. ➤ Community visitors. ➤ to talk about holidays they have been on or special days out they have had, showing

	➤ to identify different seasons and types of weather. ➤ the names of different parts of their bodies. ➤ what Harvest means, why crops are harvested and why this time of year is celebrated by Christians. ➤ the history behind different events Black History Month. ➤ to recycle waste correctly with support.	➤ how to use their senses to describe the weather. ➤ that people around the world have different religions and faiths ➤ the Christmas story and why it is important to Christians. ➤ how to create a simple map with key features. ➤ the history behind different events Bonfire Night etc. ➤ to talk about the features of their own environment locally. ➤ that different cultures and people around the world celebrate in different ways. ➤ to understand past and present e.g. talk about what happened last weekend, or yesterday.	➤ how to keep ourselves safe when using the internet. ➤ how to use iPad to access the internet. ➤ there are different planets in our solar system. ➤ how to create and follow simple maps. ➤ to recycle waste.	what they have done so far this school year and what they would like to do before the end of the year (in the future). ➤ to show respect and care for the natural environment. ➤ to make simple observations about cause and effect. ➤ to re-visit changing seasons. ➤ to talk about their previous experiences and compare these to new ones. ➤ the properties of different materials which would be best for a given job through experimenting and talking about their findings. ➤ what animals need to be cared for and looked after.	➤ to comment on images of familiar situations in the past. ➤ to understand that some places are special to members of their community. ➤ to recognise some similarities and differences between life in this country and other countries. ➤ to recognise some environments that are different from the ones in which they live. ➤ to plan and follow a recipe.	understanding of the past. ➤ to identify the four seasons and how the weather typically presents during these times. ➤ there is a cycle of seasons. ➤ use new and ambitious vocabulary to share their findings, thoughts and opinions. ➤ understand the effect of the changing seasons on the natural world around them.
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Key Vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, vocabulary Muslim, Islam, Mohammed, Allah, Qu'ran, mosque
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend, family tree, relative, relative names
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons, left, right
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth, tadpole, froglet, frog, caterpillar, egg, butterfly, cocoon, chrysalis, planets, astronaut, rocket
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design Programme of Education

Developing children's artistic and cultural awareness is key to fostering imagination and creativity. Regular opportunities to engage with the arts allow children to explore and experiment with a wide range of media and materials. The quality and variety of what they see, hear, and experience are crucial for building understanding, self-expression, vocabulary, and communication through the arts. Depth, repetition, and frequency of these experiences help children interpret and appreciate what they observe and hear. Introduce children to new musical worlds by inviting musicians to perform and discuss their music. Encourage attentive listening, and talk about patterns and changes as pieces develop to deepen their appreciation and understanding.

Two-year-old children will:	In the first term		
	➤ explore different materials using their senses.	➤ manipulate and play with different materials exploring textures.	➤ use their imagination to begin to combine materials to make simple models.
	➤ begin to show an interest in early mark making.	➤ make early marks using various tools and equipment.	➤ intentionally make marks in different ways.
	➤ explore sounds using musical instruments and sound makers.	➤ begin to explore tone, pitch and volume.	➤ express their ideas when mark making and sometimes comment about them.
	➤ use their voices to make sounds.	➤ join in singing songs and rhymes copying actions.	➤ explore different rhythms and beats using their bodies appropriately.
	➤ start to develop imaginative play by exploring resources within the provision.	➤ dance in response to music.	➤ develop imaginative play from their own learning experiences, stories and rhymes.
		➤ begin to use resources imaginatively, using resources in different ways, e.g. using a block as a phone.	

Nursery children will know:	Autumn 1 ➤ how to listen to rhymes and music and begin to join in. ➤ how to engage in simple pretend play, using everyday objects. ➤ the names of primary colours. ➤ how to explore musical instruments and understand that they make different sounds. ➤ to use construction materials to build and balance. ➤ to use tools for a purpose glue sticks and hammers.	Autumn 2 ➤ how to play with others in simple pretend play sometimes with adult support. ➤ how to make simple structures with 3D blocks. ➤ some names for musical instruments. ➤ how to perform some rhymes and songs. ➤ how to perform a simple repetitive dance routine. ➤ how to explore the introduction of variety of artistic effects marbling. ➤ to begin to use tools for a purpose e.g. rolling pins and cutters.	Spring 1 ➤ how to begin to develop stories with small world props. ➤ how to recite and perform simple rhymes or stories. ➤ how to make imaginative small worlds. ➤ how to explore the introduction of variety of artistic effects bubble painting. ➤ to use tools with some safely and control and for a purpose scissors. ➤ to use a range of construction materials to build vertically, horizontally and create enclosures.	Spring 2 ➤ how to develop their own ideas and decide which materials to use to express themselves. ➤ how to draw faces and other objects with increasing detail. ➤ how to explore colours and experiment with colour mixing. ➤ how to explore the introduction of variety of artistic effects watercolours. ➤ to use cooking tools safely for a purpose.	Summer 1 ➤ how to choose materials independently to create pictures and artwork. ➤ how to join in with class singing, dancing and performing. ➤ how to join different materials and explore different textures, with support. ➤ to explore the introduction of variety of artistic effects clay sculptures. ➤ to use tools for a purpose clay tools.	Summer 2 ➤ how to revisit previously taught artistic genres e.g., marbling, bubble painting, watercolour, clay sculptures. ➤ how to respond to music that they have heard, expressing their thoughts and feelings. ➤ to master the use of a range of tools safely and effectively for a purpose.
Reception children will know:	Autumn 1 ➤ how to create simple representations of people and objects using different	Autumn 2 ➤ Artwork inspired by ‘Colourful squares and rectangles’ - Artist Study Piet Mondrian.	Spring 1 ➤ Artwork inspired by ‘Starry Night’ Artist Study Van Gough.	Spring 2 ➤ how to use a variety of media to create different effects and use these	Summer 1 ➤ Artwork inspired by ‘Nature Sculptures’ Artist Study Andy Goldsworthy.	Summer 2 ➤ how to watch performances and be a good audience member, expressing their

	techniques and mediums. ➤ how to use the role play area to draw upon life experiences. ➤ how to explore and experiment with colour and colour mixing.	➤ how use painting techniques from artists to inspire their own work. ➤ how to perform and sing in front of an audience. ➤ how to talk about and compare different types of music. ➤ how to engage with music, songs, and dance from around the world.	➤ how to move to musical stimuli in a variety of ways. ➤ how to develop storylines and add these into their role play. ➤ how to talk about and add texture/ effects to their work.	independently in their work. ➤ how to explore and play a range of instruments.	➤ how to work collaboratively with others to share ideas, develop and act out roles in role play. ➤ how to construct with a purpose and use joining techniques effectively.	feelings and responses. ➤ how to lead a performance with words, poems and song. ➤ the roles of composers and artists.
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Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint
	Music	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Design Technology	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic,

Early Learning Goals

- Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories
- Invent, adapt, and recount narratives and stories with peers and their teacher
- Sing a range of well know nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music

Skills and knowledge introduced in any area of learning are not confined to the term in which they are planned. They are continually reinforced, developed, and extended throughout a child's time in EYFS.