



Temple Sowerby CE School Class One Long Term Plan 2026-2027

At Temple Sowerby we believe all children deserve the best start in life and should have a safe, inviting and nurturing environment to come into each day. We believe each child and their family should be respected and valued as unique individuals and as members of our school community.

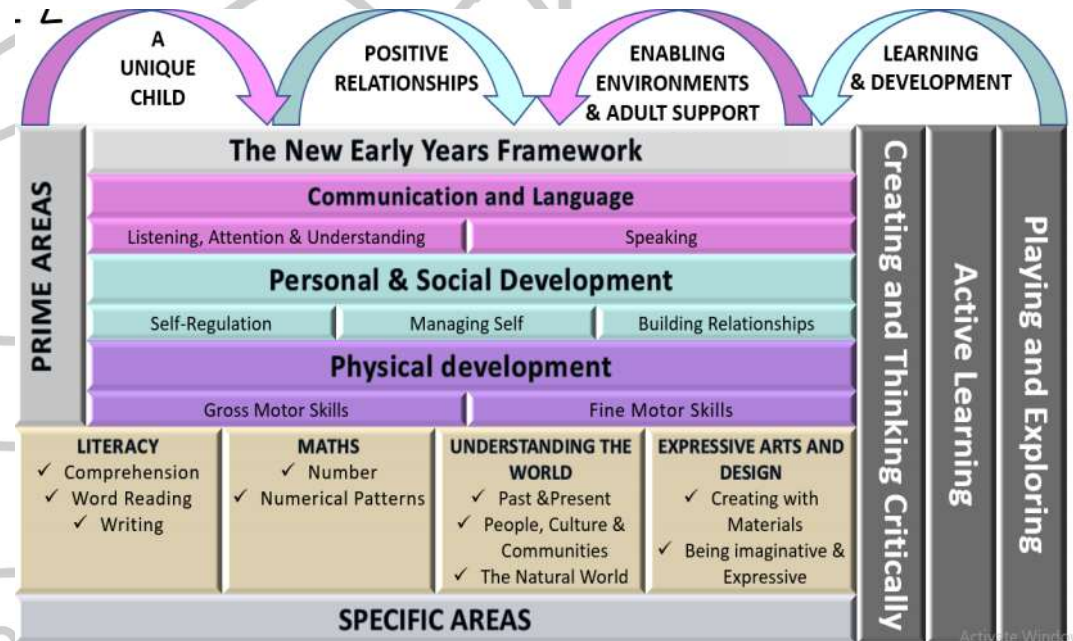
We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As EYFS practitioners and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the statutory framework for group and school-based providers (effective 1 September 2026), Development Matters, National Curriculum & children's interests.

We encourage children to become increasingly independent in everyday tasks and within their learning. We are committed to encouraging children to develop the confidence, self-awareness and social skills they need to become successful and resilient learners and valued members of our school community.

We recognise that children arrive at our school having had a range of different life experiences, and we aim to address any inequalities so that children are not limited by their social or economic circumstances and are able to thrive and achieve future success.

We also recognise the rural nature of our environment and contextual issues such as rural isolation, limited employment opportunities and lower incomes that may impact on our children's future prospects. We seek to help our children both understand and celebrate their local environment, whilst increasing their knowledge of the wider world and the opportunities it can bring.

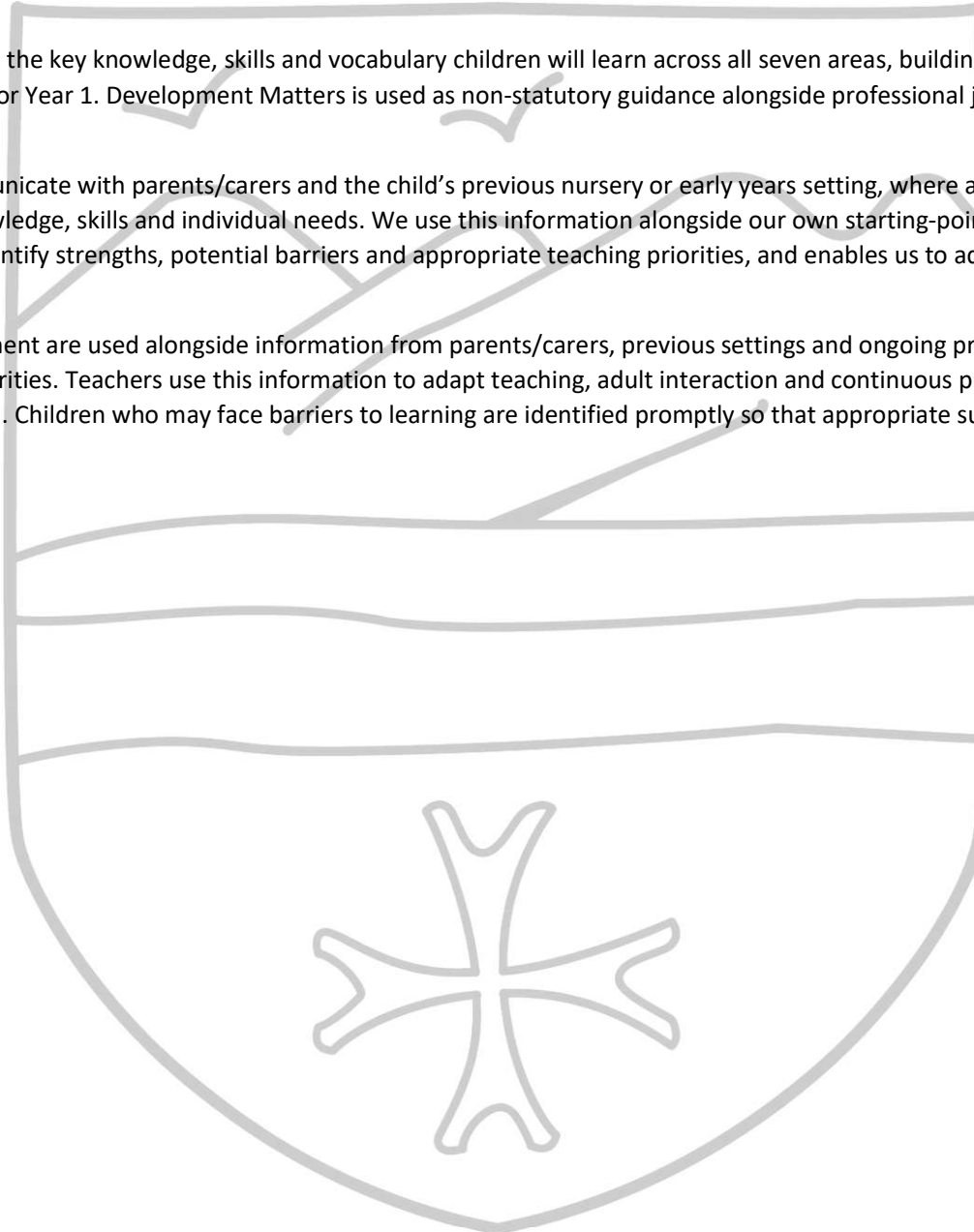




Our curriculum identifies and sequences the key knowledge, skills and vocabulary children will learn across all seven areas, building from individual starting points towards the Early Learning Goals and readiness for Year 1. Development Matters is used as non-statutory guidance alongside professional judgement, not as a tick-list or tracking system.

Before children start with us, we communicate with parents/carers and the child's previous nursery or early years setting, where applicable, to build a rounded picture of each child's interests, experiences, knowledge, skills and individual needs. We use this information alongside our own starting-point observations/assessments once the child joins us. Together, this helps us identify strengths, potential barriers and appropriate teaching priorities, and enables us to adapt teaching and provision from the outset.

Findings from the starting-point assessment are used alongside information from parents/carers, previous settings and ongoing practitioner knowledge to identify individual and cohort strengths and priorities. Teachers use this information to adapt teaching, adult interaction and continuous provision while maintaining the ambition and sequence of the planned curriculum. Children who may face barriers to learning are identified promptly so that appropriate support and adaptation can be put in place.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>Themes provide meaningful contexts, but the planned knowledge and progression remain the curriculum entitlement; children's interests enrich rather than replace this sequence.</i>	Toys Autumn My favourite toys Toys at home and school Old and new toys Toys from the past Toys around the world What are toys made from? How do toys move? Designing and making toys Toys in stories Imaginative play Sharing and taking turns Caring for our toys Keeping toys safe Special toys and memories	Where we live (All about me) Christmas My home My family Different types of homes My local area Our community People who help us My journey to school Road safety Homes around the world Maps and places Caring for our environment Places that are special to me Christmas story Christmas traditions Christmas decorations Christmas songs Giving and sharing	Castles (Princes and Princesses) Castles and palaces Kings and queens Princes and princesses Life in a castle Knights and soldiers Royal celebrations Castle feasts Defending the castle Castle life: past and present Designing and building castles Fairy tales and traditional stories Royal clothes and crowns	The Seasons Easter The four seasons Signs of spring Summer time Autumn changes Winter weather Weather and temperature Changing trees and plants Animals through the seasons Seasonal clothing Seasonal food Day and night How the seasons change Easter story Easter traditions Easter eggs New life and spring Easter celebrations	Explorers Famous explorers Exploring our world Land, sea and air Journeys and adventures Maps and navigation Hot and cold places Animals and habitats Explorers and their equipment Space explorers Underwater exploration Daring discoveries Becoming an explorer	In the city Our city City buildings Busy streets Transport in the city People who help us Shops and restaurants Parks and green spaces City sounds City at night Maps and directions Keeping our city clean Staying safe in the city
Possible Texts and 'old favourites'	The Teddy Robber Adventures of Beekle: The Unimaginary Friend Toys in Space	The House That Once Was A House in the Woods The Three Little Pigs	The Paper Bag Princess The Knight Who Wouldn't Fight	The Thing About Spring Summer Is Here! Autumn Winter	The Journey Home The Journey Me and My Fear Man on the Moon Whatever Next!	The Jolly Postman Last Stop on Market Street Madeline



	The Velveteen Rabbit Kipper's Toybox The Toy Shop The Doll's House The Toys' Night Out	This Is Our House The Jolly Postman A Squash and a Squeeze We're Going on a Bear Hunt The Street Beneath My Feet Home	The Princess and the Wizard The Kiss That Missed The Paper Dolls The Singing Mermaid Cinderella Jack and the Beanstalk Rapunzel The Castle the King Built	The Storm Whale in Winter After the Storm Maisy's Wonderful Weather Book Brenda's Boring Summer Holiday	Look Inside Space The Last Wolf	Maisy Goes to the City The Everywhere Bear A Bus Called Heaven Look Inside London Busy People: Bus Driver
Top 5 reads — displayed in the reading area every half term to promote -storytelling -love of reading -story language and repeated refrains	Colour monster starts school Dogger Old Bear Traction Man Lost in the toy museum	The Same but Different Too Tiger Came for Tea Peepo The Everywhere Bear The Snowman	The Princess and The Pea Zog George and the Dragon How to catch a dragon	Tree: Seasons come, seasons go The leaf thief The tiny seed Stickman The Little House	We're Going on a Bear Hunt The Way Back Home The Snail and The Whale Grandad's Island The Great Explorer	Naughty bus Hundred Decker Bus Katie In London The Queen's Hat The town mouse and the country mouse
'Wow' moments / Enrichment Weeks 'Understanding the world'	Autumn Trail – Village walk Harvest Festival Birthdays Halloween What do I want to be when I grow up? Diwali	Guy Fawkes / Bonfire Night Christmas Time / Nativity Black History Month Remembrance Day Road Safety Children in Need	Chinese New Year Lent Story Telling Week Random Acts of Kindness Day Valentine's Day Internet Safety Day	British Science week Nature scavenger hunt at Acorn Bank Planting seeds Mother's Day Easter Egg Hunt Holi	Post a letter/Postcards Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Walk to school week	Father's Day Heathy Eating Week World Environment Day



Anti- Bullying Week
Hanukah

Let's go on Safari - An
animal a day!

Passover

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. *Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.*

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Temple Sowerby Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. **PLAY** is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Values Collective Worship / Sharing time These mirror the principles and values of our school	KINDNESS See CW Planning	HOPE See CW Planning	RESPONSIBILITY See CW Planning	COMMUNITY See CW Planning	RESILIENCE See CW Planning	COURAGE See CW Planning
Assessment Opportunities Ongoing formative assessment is based on practitioners knowing children well. There is no requirement to collect or retain physical evidence for each judgement. Any "checkpoints" below are school review points, not statutory Development	Observations via Tapestry Knowledge of children Analyse Nursery Assessments Reception Baseline Assessment (RBA) within the first 6 weeks of starting Reception (statutory). RBA outcomes are not used to guide teaching or as a diagnostic assessment. School formative review point: consider what	Observations via Tapestry Knowledge of children School formative review point: consider what children know/can do and adapt teaching. Baseline analysis Pupil progress meetings Parents evening	Observations via Tapestry Knowledge of children Cluster moderation Internal moderations EYFSP moderation through professional dialogue/internal, cluster or peer-to-peer moderation as appropriate.	Observations via Tapestry Knowledge of children School formative review point: consider what children know/can do and adapt teaching. Pupil progress meetings Parents evening info	Observations via Tapestry Knowledge of children Cluster moderation School formative review point: consider what children know/can do and adapt teaching. Pupil progress meetings Complete the statutory EYFS Profile against all 17 ELGs (Expected/Emerging) by 30 June; use	Observations via Tapestry Knowledge of children School formative review point: consider what children know/can do and adapt teaching. Pupil progress meetings Complete the statutory EYFS Profile against all 17 ELGs (Expected/Emerging) by 30 June; use



Matters tracking points.	children know/can do and adapt teaching. School starting point assessment					professional judgement and share outcomes to support transition to Year 1.
Parental Involvement	New starters meeting Intro to tapestry Home / School Agreement Harvest Assembly Reading diary	Nativity Parents Evening/ Phonics workshop Tapestry Reading dairy	Stay and Read morning Tapestry Reading diary	Parents Evening Tapestry Reading diary	Stay and Read morning Tapestry Reading diary	Reading diary Tapestry End of Year report



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Toys	Where we live	Castles (princes and princesses)	The Seasons	Explorers	In the city
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, story-telling 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.					
Whole EYFS Focus - C&L is developed throughout the year through: -high quality interactions SHREC Oracy, -daily group discussions -phonics sessions -PSHE times -stories -Singing -speech and language interventions	Objectives 3-4 years To listen to simple stories and understand what is happening. To understand simple questions about 'who', 'what' and 'where'. To identify familiar objects and properties. To understand simple instructions like 'Where's your hat?' To understand action words by pointing to the right picture in the book. Start to develop a conversation, jumping from topic to topic. Start to say how they are feeling, using words as well as actions. To link 5 words together. To use pronouns – 'me', 'him', 'she'. To use prepositions – 'in', 'on', 'under' To follow instructions with three key words. Reception Join in with appropriate group activities. To follow simple, routines instructions.	Objectives 3-4 years Enjoy listening to longer stories and can remember much of what happens. Develop their communication Reception To use some active listening skills; face the speaker, body still, paying attention. To follow simple instructions well. To respond to a peers request and replies. Learn (and use) new words from familiar texts. To answer "How" questions. Offer their ideas in small group contexts. Use full sentences, sometimes with encouragement, to express complete ideas. Ask questions when they don't understand instructions. To use simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story.	Objectives 3-4 years Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Reception To conduct simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. To answer "Why" questions, perhaps with adult support. To speak in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning. Use newly learnt vocabulary in different contexts. To use a range of connectives to extend their sentences and to connect ideas.	Objectives 3-4 years Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Use longer sentences of four to six words Reception To link listening to learning/understanding. To offer small explanations that demonstrate their understanding on a topic/story. - Ask questions in a variety of contexts. To use speech to organise simple activities To use more detail in conversation. Year One Participate confidently in partner, group and whole-class discussions. Build on or respond to the ideas of others. Express opinions and give simple reasons to support their views.	Objectives 3-4 years To speak in simple sentences, which communicate their needs. Ask simple questions (e.g. Where is Mummy?) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Reception Listen attentively and respond during larger group situations. Sustain concentration in more challenging contexts. Express their views on a topic/storyline with reference to the content. Respond to how/why questions succinctly. Show awareness of the listener. Explaining and justifying a viewpoint. Use a range of vocabulary in lively and appropriate ways. Year One Sustain attention during longer discussions and activities.	Objectives 3-4 years Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. To use vocabulary focussing on their interests and familiar experiences. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Reception To develop sustained attentive listening during stories and discussions and respond with increasingly relevant questions, comments and actions. To comment on what they have heard and practise asking questions to check and deepen their understanding. To sustain increasingly extended back-and-forth conversations with adults and peers, listening and



To play a simple, motivating game for a few minutes. To speak in simple sentences, which communicate their needs and their interests. To use vocabulary focussing on their interests and familiar experiences. Ask simple questions.	Recite familiar rhymes/poems and join in with repeated refrains from stories.	Overcome problems/conflicts and provide little explanations.	Use past, present and future language when talking about experiences and events.	Explain ideas, thoughts and experiences with increasing detail. Use a growing range of vocabulary across different subjects and contexts. Ask relevant questions to find out more and deepen understanding.	responding to what others say. To contribute ideas in one-to-one, small-group and whole-class discussions and increasingly use recently introduced vocabulary. To give simple explanations and predictions, drawing on vocabulary introduced through stories, non-fiction, rhymes and poems. To express ideas, feelings and experiences in increasingly complete sentences, developing use of past, present and future language and conjunctions with modelling and support.
Year One Listen attentively and respond appropriately in whole-class and small-group discussions. Follow two- and three-part instructions independently. Speak clearly in full sentences to express needs, ideas and experiences. Ask and answer questions about familiar topics and texts.	Year One Maintain back-and-forth conversations with adults and peers. Retell familiar stories in sequence using appropriate vocabulary. Explain ideas and events using because, and and but. Begin to ask relevant questions to clarify understanding.	Year One Listen carefully to longer stories, information and explanations. Recall key information and respond to questions about what they have heard. Use new vocabulary from stories, lessons and discussions. Give simple explanations for why things happen.	Possible activities Two-part instructions through daily routines “Get your coat and sit on the carpet” games Simon Says Listening and action games Story time and story discussions Sentence-building activities Picture description Show and Tell Talk partners Role play and small-world play “What are they doing?” discussions Question and answer games Vocabulary games using objects and pictures Describe and explain familiar experiences Reception – Activities Listening and responding during phonics and story time Following multi-step instructions “Simon Says” and listening games Ask questions about unfamiliar words Word of the day Vocabulary through stories and continuous provision Story sequencing and retelling Show and Tell Class and small-group discussions Question of the day Talk partners Role play to organise simple activities Planning activities together Problem-solving discussions	Possible activities Re-read some books so Talk through stories Story discussions and “Why?” questions Show and Tell Talk partners Asking simple questions Picture and object discussions Role play and small-world play Expressing needs and making requests “What do you think?” discussions Story sequencing and retelling Poetry basket Songs, rhymes and repeated refrains Feelings and opinion discussions Vocabulary games Reception – Activities Listening and responding during whole-class story time Sustained listening activities Talk through stories and story discussions “How?” and “Why?” questions Expressing and explaining opinions “What do you think?” and “What makes you think that?” discussions Book talk and picture discussions Story retelling using props and story maps	Year One Listen and respond thoughtfully to others, including asking follow-up questions. Speak confidently and clearly in a range of contexts. Give explanations and justify ideas using appropriate vocabulary and conjunctions. Retell, discuss and respond to stories, poems and non-fiction using increasingly precise language.
Possible activities Routines, patterns and use of continuous provision Making friends Children talking about familiar experiences Storytelling and story props Picture books and story sequencing Show and Tell Poetry basket Nursery rhymes and action songs Rhyming and alliteration Singing and repetitive songs Small-world play Role play and home corner “What’s in the bag?” games Treasure hunts and “Find it” games Feelings check-in Puppet conversations Action games Simon Says Positional language games Obstacle courses Picture/sentence cards	Possible activities Listening and responding to longer stories Story sequencing and retelling Story props and puppets Predicting what happens next Repeated refrains and actions Following instructions through games and routines “Simon Says” Class discussion Talk partners Careful listening games Listening walks Show and Tell Poetry basket Nursery rhymes and action songs Introducing new vocabulary through stories and play “What happened?” and “Who/What/Where?” questions Small-group conversations Role play linked to familiar stories Sharing experiences and ideas Listening and responding to stories Story sequencing and retelling	Possible activities Talk through stories Listen to and discuss longer stories Retell stories using images, props and story language Story sequencing Show and Tell Poetry basket Introduce and revisit new vocabulary Describe pictures, objects and experiences Talk about familiar events in detail Ask and answer simple questions “How?” and “Why?” questions Talk partners Role play and small-world play Story-based drama and acting Songs, rhymes and repeated refrains Vocabulary through continuous provision Reception – Activities Listen to and discuss stories to build familiarity and understanding Retell stories using images, props and story language Story mapping and sequencing	Possible activities Describe and explain familiar experiences Reception – Activities Listening and responding during phonics and story time Following multi-step instructions “Simon Says” and listening games Ask questions about unfamiliar words Word of the day Vocabulary through stories and continuous provision Story sequencing and retelling Show and Tell Class and small-group discussions Question of the day Talk partners Role play to organise simple activities Planning activities together Problem-solving discussions	Possible activities Re-read some books so Talk through stories Story discussions and “Why?” questions Show and Tell Talk partners Asking simple questions Picture and object discussions Role play and small-world play Expressing needs and making requests “What do you think?” discussions Story sequencing and retelling Poetry basket Songs, rhymes and repeated refrains Feelings and opinion discussions Vocabulary games Reception – Activities Listening and responding during whole-class story time Sustained listening activities Talk through stories and story discussions “How?” and “Why?” questions Expressing and explaining opinions “What do you think?” and “What makes you think that?” discussions Book talk and picture discussions Story retelling using props and story maps	Possible activities Singing a wide range of songs Nursery rhymes and action rhymes Poetry basket Talk through familiar books Storytelling and retelling Story props and puppets Favourite book sharing Show and Tell Talking about interests and familiar experiences Talk partners



	Talk partners Routines, patterns and use of continuous provision Making friends and turn-taking games Circle time Show and Tell Children talking about experiences that are familiar to them What are your passions / goals / dreams? Question of the day Mystery bag / guessing games Board games Singing, rhymes and action songs Group games Feelings check-in "Would you rather?" conversations Picture prompts and discussion "I can..." / "I would like..." sentence activities Classroom helper activities	Predicting and explaining what might happen Following instructions "Simon Says" and listening games Class discussions Small-group discussions Careful listening activities Responding to peers Rhymes, poems and repeated refrains New vocabulary through stories and continuous provision Word of the day "How?" question activities Asking for clarification during activities Story role play and drama Using story vocabulary in play Sentence-building activities using and and but Sharing ideas and giving reasons	Ask "How?" and "Why?" questions Question of the day Talk partners and back-and-forth conversations Whole-class story discussions Phonics listening and responding activities Introduce and revisit new vocabulary throughout the day Vocabulary in continuous provision Describe events and experiences in detail Use new vocabulary across different areas of learning Sentence-building using and, but, because, so Role play and drama Problem-solving and conflict-resolution scenarios "What would you do if...?" discussions Explain their ideas and choices Ask questions to clarify understanding	Describe events and experiences in detail "How do you know?" and "Why?" questions Children explaining their ideas and choices	Debate-style discussions using simple choices Problem-solving scenarios Role play and drama Vocabulary games and word of the day Using new vocabulary across continuous provision "Agree or disagree?" activities Explaining and justifying choices Listening games that require sustained attention	"I agree / I disagree" discussions Expressing opinions and making choices Role play and small-world play "What do you think?" questions Singing games and call-and-response songs Vocabulary through stories and continuous provision Reception – Activities Story discussions and book talk Listening and responding during whole-class stories Small-group discussions Talk partners and back-and-forth conversations Nursery rhymes, poems and songs Asking questions to clarify understanding "How?" and "Why?" questions Predicting what might happen next Story retelling using props, pictures and story maps Discussing characters' feelings, actions and choices Explaining ideas using new vocabulary Role play and drama Expressing opinions and giving reasons "Would you rather...?" discussions Past, present and future talk Using and, but, because, so to connect ideas Talking about personal experiences Using new vocabulary from stories, non-fiction and poems across continuous provision
--	---	---	--	--	--	---



Vocabulary

Children are taught new vocabulary through a range of strategies as mentioned above, they also have a daily poetry basket time during registration, stories at the end of the day and as part of our continuous provision area language and via SHREC.

Poetry basket
Chop Chop
Pointy Hat
Five Little Pumpkins
Wise Old Owl
Falling Apples
A Basket of Apples

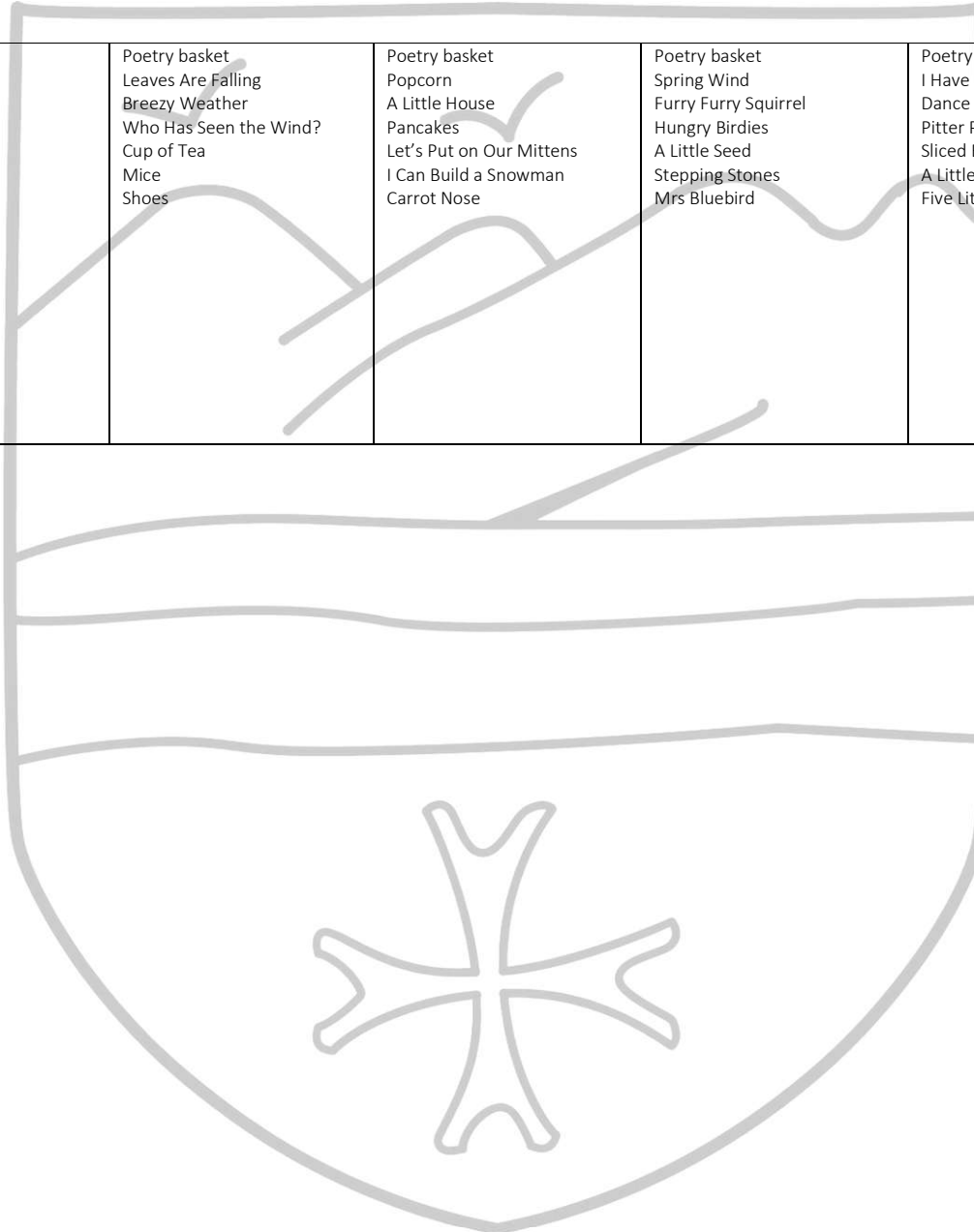
Poetry basket
Leaves Are Falling
Breezy Weather
Who Has Seen the Wind?
Cup of Tea
Mice
Shoes

Poetry basket
Popcorn
A Little House
Pancakes
Let's Put on Our Mittens
I Can Build a Snowman
Carrot Nose

Poetry basket
Spring Wind
Furry Furry Squirrel
Hungry Birdies
A Little Seed
Stepping Stones
Mrs Bluebird

Poetry basket
I Have a Little Frog
Dance
Pitter Patter
Sliced Bread
A Little Shell
Five Little Peas

Poetry basket
The Fox
Monkey Babies
Thunderstorm
Five Little Owls
If I Were So Very Small
Under a Stone





Personal, Social and Emotional 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. We teach self-regulation, relationships and independence deliberately through routines, modelling, play and direct teaching. 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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Managing Self

Self-Regulation

Building Relationships

Objectives 3-4 years Begin to show 'effortful control'. To manage their emotions. To talk about their emotions e.g. 'sad', 'happy' or 'upset'. Learning to use the toilet with help. Feel confident to explore the environment with a familiar adult. Play with increasing confidence on their own, and with other children. Reception To express feelings and emotions through words and actions. To understand simple classroom routines and expectations. To respond to adult guidance and reassurance when upset or frustrated. To manage transitions between activities with support. To show independence in basic self-care tasks such as washing hands and tidying up. To follow simple rules and boundaries with reminders. To try new activities with encouragement. To understand the concept of safety and care for belongings. To form positive relationships with familiar adults. To play alongside peers, showing interest in others' activities.	Objectives 3-4 years Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Learning to use the toilet independently. To wash their hands independently. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Reception To identify basic emotions. To use words to describe feelings. To manage frustration with adult support. To follow routines more independently. To show growing independence in dressing and toileting. To understand and follow simple classroom rules. To take responsibility for personal belongings. To try new challenges with confidence. - Engages in cooperative play with peers.	3-4 years Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Can put their coat on independently. Play with one or more other children, extending and elaborating play ideas. Reception Recognises and names a wider range of emotions. Begins to manage emotions independently in familiar situations. Understands how actions affect others. Dresses independently and manages personal hygiene confidently. Follows rules and routines consistently. Maintains friendships and resolves minor conflicts with support. Works collaboratively in small groups. Year One Recognise and discuss a wider range of emotions.	3-4 years Do not always need an adult to remind them of a rule. Talk with others to solve conflicts. Begin to talk about the importance of oral health. Help to find solutions to conflicts and rivalries. Reception Demonstrates resilience when faced with small challenges. Understands the importance of healthy choices (e.g. food, exercise). Begins to take pride in achievements and efforts. Shows empathy and understanding of others' feelings. Communicates needs and ideas clearly with peers. Year One Manage frustrations and setbacks with increasing resilience. Make positive choices about behaviour and explain the consequences of choices. Develop confidence in expressing their needs, opinions and boundaries. Build and maintain positive friendships.	3-4 years Develop appropriate ways of being assertive. - - Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be able to use the toilet independently. Can talk about the importance of oral health. Play alongside new peers and 'with' familiar peers. Show interest in their new peers. Reception Demonstrates confidence and independence in classroom routines. Manages transitions calmly and positively. Independently manages self-care and dressing. Understands and follows rules without reminders. Demonstrates responsibility for belongings and classroom tasks. Makes healthy choices and understands consequences of actions. Year One Demonstrate increasing independence in managing personal needs and belongings.	3-4 years Begin to understand how others might be feeling. Can talk about the importance of hand washing. Begin to understand how others might be feeling. Reception To deepen understanding of their own feelings and those of others and discuss appropriate ways to respond. To develop secure, positive relationships with peers and adults through cooperative play, conversation and shared experiences. To build confidence when contributing to group discussions and taking an active role in collaborative play. To develop strategies for cooperating, negotiating and resolving minor conflicts with increasing independence. To develop empathy and respect by considering other people's feelings, needs and viewpoints. To develop and use strategies for managing feelings, behaviour and attention across a range of familiar situations. Year One
--	--	---	--	--	---



To share resources with support and encouragement. To respond to others' emotions with simple empathy. Year One Follow classroom routines and expectations with increasing independence. Talk about their feelings and recognise feelings in others. Develop positive relationships with peers and adults. Take turns, share resources and play cooperatively. Possible activities Feelings songs and emotion cards Naming and matching emotions Stories about feelings and friendships Puppet play and role play Familiar adult-led exploration of the environment Free play and continuous provision Parallel play and playing alongside others Sharing and turn-taking games Simple board games Tidying-up routines Handwashing and self-care routines Visual timetable and transition songs Classroom jobs and responsibilities Simple class rules and boundaries Calm-down and breathing activities "What would you do?" scenarios Friendship games and partner activities Cooperative games and team challenges Talking about how characters feel in stories	To take turns and share with minimal support. To show kindness and concern for others. - Builds friendships through shared interests. Year One Manage emotions with increasing independence and use appropriate strategies to self-regulate. Resolve simple disagreements with adult support. Show increasing confidence when joining new activities and experiences. Understand the importance of rules and why they help others. Possible activities Choosing activities and resources during continuous provision Tidying and caring for classroom resources Classroom helper jobs Simple responsibilities such as watering plants or feeding class pets Handwashing and self-care routines Toileting and dressing routines Welcoming visitors and talking to unfamiliar adults in a safe setting Trying new activities with adult encouragement Feelings cards and emotion matching Stories about emotions and friendships Talking about feelings during circle time Calm-down strategies and breathing activities	Explain what may help them feel calm, safe or ready to learn. Show empathy and respond appropriately to others' feelings. Work cooperatively towards a shared goal. Possible activities Emotion cards and matching games Feelings check-ins Stories about different emotions Talking about how characters feel Role play and puppets to explore emotions Calm-down strategies and breathing activities "What would help?" scenarios Circle-time discussions about feelings Class rules and discussions about why rules matter Role play for being assertive and using kind words Friendship and conflict-resolution scenarios Turn-taking and sharing games Cooperative construction challenges Partner and small-group projects Team games with a shared goal Small-world play and collaborative role play Dressing and self-care routines Coat and shoe challenges Personal hygiene routines "How can we help?" kindness activities Discussing how actions affect others Friendship games and activities	Possible activities Stories about friendship, resilience and overcoming challenges Emotion cards and feelings check-ins Talking about problems and finding solutions Puppet scenarios for conflict resolution Role play for expressing needs and boundaries "What could we do?" problem-solving activities Turn-taking and cooperative games Friendship games and partner activities Small-group challenges and team tasks Healthy food tasting and discussions Healthy/unhealthy choice sorting games Exercise and movement activities Toothbrushing and oral health activities Healthy habits role play "I am proud of..." sharing Celebrating effort and achievements Growth mindset and "have a go" activities Discussing consequences of choices Stories exploring characters' choices and feelings Kindness challenges Peer compliments and appreciation activities Building or creating something collaboratively Reflecting on how challenges were overcome	Use strategies to solve problems and manage conflict. Recognise their own strengths and areas they are developing. Show perseverance when activities become challenging. Possible activities Feelings check-ins and emotion cards Stories about friendships, emotions and conflict Puppet role play for solving disagreements Role play for being assertive and using kind words "What could we do?" problem-solving scenarios Turn-taking and cooperative games Making new friends activities and partner games Getting-to-know-you games Free play and continuous provision Toileting and self-care routines Dressing and coat/shoe challenges Handwashing and personal hygiene routines Toothbrushing and oral health activities Healthy food sorting and tasting Movement and exercise activities Visual timetables and transition songs Independent classroom jobs Caring for belongings and classroom resources Class rules and responsibility discussions "What would happen if..." consequence scenarios	Reflect on their experiences, behaviour and relationships. Demonstrate respect for different views, backgrounds and experiences. Make sensible and safe choices in different situations. Show increasing resilience, independence and responsibility in school life. Possible activities Feelings check-ins and emotion cards Stories exploring feelings and empathy Talking about how characters might feel Puppet role play and friendship scenarios Handwashing demonstrations and routines Healthy hygiene discussions Circle-time discussions Partner and small-group activities Cooperative games and team challenges Turn-taking and sharing games Friendship-building activities "How would you feel if..." scenarios Problem-solving and conflict-resolution role play Kindness challenges Helping and caring for others activities Group projects with shared responsibilities Discussing different families, cultures and experiences Books celebrating similarities and differences "What makes us unique?" activities
---	---	---	---	---	---



	Problem-solving and resolving disagreements Choosing and trying a new activity Caring for classroom resources and belongings Circle-time discussions Feelings check-ins Celebrating achievements and effort Independent challenges and “have a go” activities Reflecting on how we worked and played together	Visual timetables and independent routines Managing belongings and organising personal items Class rules and “why do we have rules?” discussions Cooperative games and team challenges Turn-taking and sharing games Partner activities and friendship games Role play about kindness and helping others “What could you do?” problem-solving scenarios Stories and puppets about resolving disagreements Friendship groups based on shared interests New challenges and “have a go” activities Reflecting on successes and challenges Celebrating effort, kindness and independence	Group problem-solving challenges Reflecting on teamwork and how we worked together		Independence challenges Small-group team challenges “Have a go” and perseverance activities Building and construction challenges Puzzles and problem-solving activities Celebrating individual strengths and achievements “Something I’m proud of” discussions Reflecting on challenges and what helped us succeed	Class discussions about rules and respectful behaviour Safe/unsafe choice sorting activities “What would you do?” scenarios Reflection journals or talking circles Celebrating achievements and personal strengths Independent classroom jobs and responsibilities Perseverance challenges and team problem-solving End-of-day reflection on behaviour, choices and relationships
--	---	---	--	--	--	---



Physical Development	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. We provide frequent, progressive gross- and fine-motor practice indoors and outdoors; develop the physical foundations for writing. 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.					
Gross Motor Skills	Objectives 3-4 years To run confidently. To kick a ball. To jump with both feet off the ground at the same time. To catch a large ball. To pedal a tricycle. Reception To enjoy running and beginning to travel with more speed and control. To stop or attempts to avoid obstacles when running. To explore and uses climbing equipment, with a little adult support at challenging parts. Year One Develop running, stopping and changing direction with control. Develop balance and coordination through simple movement activities. Use space safely when moving around others. Possible activities Running races and relay games Stop-and-go running games Obstacle courses Running around cones and markers Follow-the-leader movement games Traffic light games Beanbag balance challenges	Objectives 3-4 years Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Reception To run with more fluency, avoiding obstacles. To explore and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it. Year One Develop jumping and landing safely using two feet. Practise hopping and moving in different ways with increasing control. Develop throwing and catching with increasing accuracy.	Objectives 3-4 years Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Reception To move confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. To use climbing equipment with confidence and enjoyment. Demonstrates good posture when working on table-top activities. Year One Combine movements such as running, jumping, hopping and skipping. Develop agility through changes of speed and direction. Improve balance and coordination when using apparatus. Possible activities Follow-the-leader movement sequences Move to music using different movements Dance and rhythm games Running, jumping, hopping and skipping circuits	Objectives 3-4 years Start taking part in some group activities which they make up for themselves, or in teams. Reception Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag. Year One Develop throwing, catching, kicking and aiming skills. Begin to apply movement skills in simple games. Work cooperatively with others during physical activities. Possible activities Partner throwing and catching games Beanbag and ball target games Rolling and kicking balls to partners Throwing into hoops, buckets or targets Simple kicking games and football activities Catching games using large soft balls Relay races in small teams Simple team games with rules Passing balls around a group Parachute games	Objectives 3-4 years Match their developing physical skills to tasks and activities in the setting. Reception To show some strength and power when jumping, throwing etc. Links series of movements. Engages in energetic physical activity. Year One Develop agility, balance and coordination through increasingly challenging activities. Link movements together to create simple sequences. Develop confidence in team games and simple tactics. Possible activities Obstacle courses with increasing challenges Balance beam and stepping-stone activities Jumping, hopping and balancing circuits Agility games with changes of speed and direction Link movements together to create sequences Follow-the-leader movement sequences Dance and movement routines	Objectives 3-4 years Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Reception To refine spatial awareness and practise moving safely around obstacles and other people in increasingly complex movement activities. To develop strength, balance and coordination through varied indoor and outdoor physical challenges. To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Year One Apply running, jumping, throwing and catching skills in a range of activities. Perform simple movement sequences with increasing control. Demonstrate safe, cooperative and confident participation in physical activity. Recognise the importance of regular physical activity and making healthy choices.



	Balance beams and stepping stones Hopping and jumping games Jumping over low obstacles Climbing frames and climbing challenges Ball kicking games Large-ball throwing and catching Partner ball games Rolling and stopping balls Target games using beanbags or balls Parachute games Tricycle and balance-bike activities Movement trails Animal movement games Musical statues and movement-to-music "Find a space" games Team relay activities Simple invasion games focusing on moving safely into space	Possible activities Jumping over low obstacles and landing safely Hopscotch and hopping games Follow-the-leader movement games Balance and one-leg pose challenges Obstacle courses Throwing beanbags/balls at targets Partner throwing and catching Rolling and catching balls Catching large balls and beanbags Simple relay races Parachute games Ball games focusing on throwing, catching and aiming	Obstacle courses with changes of speed and direction Stop/start and direction-change games Climbing and balancing circuits Balance beam and stepping-stone activities Apparatus circuits to develop balance and coordination Animal movement games Musical statues with different poses Movement sequences using hoops, ribbons or scarves	Obstacle courses in pairs or teams Cooperative challenges and team races Aim-and-score games using balls or beanbags	Relay races in teams Simple team games with rules Passing and moving games Target games using balls or beanbags Cooperative physical challenges Small-sided games to practise simple tactics	Possible activities Obstacle courses combining running, jumping and balancing Running and jumping games Throwing and catching activities Simple relay races Movement sequences using different actions Dance and movement routines Team obstacle challenges Partner and group games Carrying and moving equipment safely Cooperative activities using large equipment "Find a safe space" movement games Outdoor activities promoting exercise and healthy choices Discussions about exercise, healthy food and keeping active
Fine Motor Skills	Objectives 3 – 4 years To explore different materials and tools. Develop manipulation and control, for example tearing paper. Reception To use a spoon or fork to eat independently. To use mark-making tools such as paintbrushes, pens and chalk. To attempt to write their name in a way that they can recognise To develop a dominant hand. To cut straight lines with scissors/snippers. To draw circles, horizontal/vertical lines. Year One	Objectives 3 – 4 years Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Reception To use a spoon or fork to eat with increased control and independence. To form the pre-writing shapes. To form all the letters of their names correctly. To form recognisable letters for the full alphabet. To use an effective pencil grip To use scissors to cut out a simple shape independently	Objectives 3 – 4 years Start to eat independently and learning how to use a knife and fork. Reception To use a knife and fork, attempting to cut soft foods. To use scissors with effective hand-positioning and with control. Year One Develop consistency and fluency in letter formation. Develop with increasing control and appropriate pencil pressure. Develop accuracy when drawing, colouring, cutting and completing detailed tasks. Possible activities	Objectives 3 – 4 years Show a preference for a dominant hand. Reception To form all letters of the alphabet with correct formation. Adds detail to drawings, e.g. eyelashes or windows on a house. Year One Use a range of tools confidently and safely. Develop precision through fine-motor challenges, puzzles and construction. Develop the stamina needed for longer handwriting and practical tasks. Possible activities	Objectives 3 – 4 years Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception Begin to use a knife and fork together to cut food. To draw detailed pictures. To do/undo buttons and zips. Year One Develop fluent and accurate handwriting. Maintain control and accuracy when completing detailed tasks.	Objectives 3 – 4 years Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Reception To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To use a range of small tools, including scissors, paintbrushes and cutlery. To show accuracy and care when drawing Year One Demonstrate increasing fluency, control and accuracy in handwriting.



	Develop a comfortable and effective pencil grip and sitting position. Form lower-case letters with increasing control and accuracy. Develop hand strength and dexterity through a range of small-tool activities. Possible activities Pencil grip and handwriting practice Name writing and tracing Letter formation in sand, flour or paint Dough and playdough strengthening activities Threading beads and lacing cards Tweezers and peg activities Cutting along lines and shapes Drawing, colouring and pattern-making Using rulers, stencils and templates Small construction and joining activities Fine-motor trays with buttons, beads and counters Using paintbrushes, chalk and other mark-making tools	To draw simple pictures which can be recognised Year One Form letters and numbers accurately, starting and finishing in the correct place. Develop control when using scissors, rulers, paintbrushes and other small tools. Develop hand-eye coordination through drawing, threading, construction and manipulation activities. Possible activities Letter and number formation practice Name writing and tracing Writing in sand, flour or paint Cutting along lines and around shapes Drawing and colouring pictures Pattern and shape copying Using rulers and stencils Threading beads and lacing Tweezers, pegs and pegboards Playdough and modelling activities Construction and joining activities Painting with different-sized brushes Fine-motor trays with small objects	Letter formation and handwriting practice Name writing and sentence copying Pencil pressure and control activities Drawing detailed pictures and patterns Colouring within lines Cutting around detailed shapes Mazes, tracing and dot-to-dot activities Playdough and modelling activities Threading and lacing activities Tweezers, pegs and small-object challenges Using knives and forks during snack/lunch Fine-motor challenges using small tools Pattern-making and copying activities Precision construction activities	Letter formation and handwriting practice Detailed drawing and colouring Puzzles and jigsaws Lego and small construction activities Threading and lacing Tweezers and peg activities Cutting detailed shapes Playdough and modelling Using rulers, stencils and templates Fine-motor challenge stations Longer writing and drawing activities Small-tool activities such as painting and joining Pattern copying and sequencing Timed fine-motor challenges	Use appropriate tools independently for different purposes. Possible activities Handwriting practice and sentence writing Detailed drawing and colouring Cutting and sticking detailed pictures Using rulers, stencils and templates Fine-motor challenge stations Using different tools for different tasks Independent dressing and undressing practice Practising buttons, zips and fastenings Knife and fork practice during meals Playdough and modelling activities Threading, lacing and weaving Puzzles and construction activities Healthy food and toothbrushing activities Fine-motor tasks to build stamina and control	Select and use appropriate tools independently. Apply fine-motor control across different curriculum activities. Possible activities Handwriting and pencil-control activities Letter formation and sentence writing Drawing and colouring with increasing detail Cutting and sticking activities Painting with different brushes Using scissors, rulers and stencils Fine-motor challenge stations Threading, lacing and weaving Tweezers, pegs and small-object activities Construction and modelling activities Puzzles and jigsaws Using cutlery independently at snack/lunch Practising self-care routines such as handwashing and toothbrushing Fine-motor activities linked to different subjects
--	---	---	---	--	--	---



Literacy	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). We have developed a sequenced curriculum which builds on the children's knowledge and skills. We follow a systematic synthetic phonics programme, Little Wandle from pre-school to Year Two. We have a language rich setting where adults have high quality interactions, with awareness of the key vocabulary to provide comprehension and a strong reading culture to build cumulatively towards fluent early reading and writing.					
Comprehension -Developing a passion for reading	3-4 Enjoys sharing books with an adult. Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play. Notices some print, such as the first letter of their name, a bus or door number or a familiar logo. Reception Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car" Year One Secure Phase 3/4 sounds and blend confidently. Read Phase 4 words and books accurately. Read some common exception words. Talk about and retell stories that have been read aloud. Possible activities Little Wandle phonics teaching Matching words to pictures Story sequencing activities Retell stories using puppets and props Story maps and storyboards Small-world storytelling	3-4 Name the characters from a familiar story. Reception Answer simple questions about what they have had read to them. Recall some familiar poems. Tell simple versions of familiar stories. Read LW phase 2 sounds taught quickly and confidently Word blend CVC words using learnt sounds. Year One Begin Phase 5 and learn new alternative graphemes. Read unfamiliar words by applying phonics. Read decodable books with increasing accuracy and confidence. Answer simple questions about what they have read. Possible activities Little Wandle phonics teaching Alternative grapheme sorting activities Phonics blending and segmenting games Read unfamiliar words using phonics Decodable book reading	3-4 Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events. Reception Retell a range of familiar stories and poems. Answer some questions about known stories. Read a few common exception words from Little Wandle. Year One Continue to develop Phase 5 knowledge. Read longer and unfamiliar words accurately. Read sentences and books with increasing fluency. Retell key events and discuss characters and settings. Possible activities Little Wandle phonics teaching Alternative grapheme sorting activities Longer word blending and segmenting	3-4 Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Reception Recall some familiar authors e.g. Julia Donaldson Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Year One Apply Phase 5 sounds confidently when reading. Read decodable books fluently and with expression. Read common exception words automatically. Answer questions and explain ideas using evidence from the text. Possible activities Little Wandle phonics teaching alternative grapheme sorting activities	3-4 Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Reception Retell familiar stories with good detail. Answer a range of questions about a story they have read. Read words consistent with their phonic knowledge by sound-blending. 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. Year One Little Wandle phonics teaching Read unfamiliar and nonsense words using phonics.	3-4 Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Reception To secure taught letter-sound correspondences and apply an increasing range of graphemes and digraphs during reading and spelling. To build fluency by reading decodable words, sentences and books matched to taught phonics, including taught common exception words. To develop and apply new vocabulary from stories, non-fiction, rhymes and poems in discussion, retelling and role-play. Year One Secure Phase 5 knowledge and continue to build fluency. Read longer texts with increasing independence. Show understanding by answering questions, making simple inferences and explaining ideas. Develop reading stamina, vocabulary and a love of reading.



	Discuss characters, settings and events Predict what might happen next Ask and answer questions about stories Name writing and labelling pictures Create captions for drawings Role-play familiar stories Spot familiar words and print around the classroom	Paired reading activities CVC and Phase 5 word-building Word and picture matching Phonics bingo and sound hunts Read and match simple sentences to pictures Story sequencing activities Story character and setting discussions Question cards about texts Retell stories using puppets or props Recite and perform familiar poems Predict what happens next in a story	Read unfamiliar words using phonics Paired and independent reading Read decodable books with increasing fluency Common exception word games Story sequencing and retelling Story maps and storyboards Character and setting discussions Question cards about stories Predict what happens next Retell stories using puppets and props Book-handling and print-awareness activities Familiar poem reciting and performance	Phonics blending and segmenting games Read decodable books with expression Paired and repeated reading Common exception word games Author and book discussions Rhyme matching and rhyming games Syllable clapping activities Initial sound matching games Find-the-sound activities in books Question cards about texts Find evidence in the text Character and setting discussions Predict and explain what happens next Retell stories using story maps or props	Develop greater fluency, accuracy and expression. Discuss vocabulary, characters, events and information. Possible activities Phase 5 revision and sound games Phonics blending and segmenting activities Real and nonsense word reading Phonics screening-style games Repeated and paired reading Reading aloud with expression Story retelling using story maps Retell stories using puppets and props Predict what happens next Character and event discussions Vocabulary matching and sorting Question cards about stories Find information in the text Rhyme and syllable games Initial sound activities Role-play familiar stories Book talk and discussion activities	Possible activities Little Wandle phonics teaching Longer word blending and segmenting Read decodable books regularly Paired and repeated reading Common exception word games Longer text reading for fluency and stamina Story and information text discussions Question cards about what has been read “Find the evidence” activities Make simple predictions and inferences Vocabulary matching and sorting Word hunts in books Daily independent reading Book reviews and favourite book discussions Reading challenges and book choice activities
Word Reading/Phonics	N – Environmental sounds; body percussion; distinguishing sounds; listening carefully; joining in with repeated sounds and phrases. Begin developing vocabulary and confidence in speaking. No sounds – focus on Rhyme time and settling children into your setting’s routines. R - GPCs (phase 2) s a t p l n m d g o c k c k e u r h b f l words – is l the 1 - GPCs /ai/ /ow/ /oi/ /ea/ words - the to into I no go of he she we	N – Explore rhyme; join in with nursery rhymes; recognise words that rhyme; experiment with voice sounds; begin noticing initial sounds. s a t p i n m (tuning into sounds; awareness of sound in general) R - GPCs (phase 2) ff ll ss j v w x y z zz qu ch sh th ng nk words - pull full as and has his her go no to into she he of we me be Word blending with known phonemes	N – Hear and produce alliterative phrases; identify the initial sound in words; play sound-talk games; develop awareness that words can begin with the same sound. d g o c k e (tuning into sounds; awareness of sound in general) R - GPCs (phase 3) ai ee igh oa oo oo ar or ur ow oi ear air er words - was you they my by all are sure pure Word blending with known phonemes	N – Hear words broken into sounds and blend them orally; e.g. c-a-t → cat; develop listening memory; continue rhyme and initial-sound work. u r h b f l (tuning into sounds; awareness of sound in general) R - GPCs Review Phase 3 words - Review all taught so far Word blending with known phonemes	N - Secure oral blending; identify initial sounds confidently; distinguish between different sounds; apply skills during games, stories and continuous provision. j v w y z qu ch (tuning into sounds; awareness of sound in general) R - GPCs Short vowels with adjacent consonants words - said so have like some come love do were here little	N – Consolidate rhyme, alliteration, initial sounds, oral blending and syllables; recognise the picture cards associated with Phase 2 GPCs; build confidence with listening and speaking. ck x sh th ng nk (tuning into sounds; awareness of sound in general) R - GPCs Phase 3 long vowel graphemes with adjacent consonants words - Review all taught so far



	me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	1 - GPCs /ur/ /igh/ /oo/ /yoo/ /yoo/ /oa/ /igh/ /ai/ /ee/ /ai/ /igh/ /oa/ /oo/ /yoo/ /ee/ /oo/ /yoo/ ew /ee/ /or/ words - their people oh your Mr Mrs Ms could would should our house mouse water want	1 - GPCs /ee/ /e/ /w/ /oa/ /igh/ /oa/ /j/ /r/ /l/ /s/ /v/ /u/ /z/ /s/ /ee/ /oo/ words - any many again who whole where two school call different thought through friend work	1 - GPCs /ur/ /oo/ /air/ /or/ /ch/ /ar/ /or/ schwa /o/ /air/ /ur/ /r/ /s/ /c/ /sh/ /z/ words - once laugh because eye	says there when what one out today Word blending with known phonemes 1 - GPCs review all previously taught words – review all previously taught	Word blending with known phonemes 1 - GPCs /ai/ /n/ /m/ /ear/ /zh/ /j/ /i/ /j/ /sh/ /or/ words - busy beautiful pretty hour move improve parents shoe
Writing	3-4 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' Make marks to represent their name. Reception Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Year One Say a sentence before writing it. Write simple sentences using phonics. Use capital letters, finger spaces and full stops. Form letters correctly. Possible activities Handwriting and pencil-control activities	3-4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Reception Write recognisable letters Spell words by identifying the sounds and then writing the sound with letter/s. Year One Write a sequence of simple sentences. Use and to join ideas. Use capital letters, full stops, question marks and exclamation marks. Spell words using taught phonics and common exception words. Possible activities Write simple sentences from picture prompts Sentence-building with "and" Story sequencing and sentence writing Phonics-based spelling activities Common exception word practice Capital letter and punctuation games Question and exclamation sentence activities	3-4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Reception Write recognisable letters, most of which are correctly formed. Year One Plan and write a short story with a beginning, middle and end. Write sentences in the correct order. Add detail using describing words. Reread writing to check it makes sense. Possible activities Story planning using pictures or story maps Beginning, middle and end sequencing Write a short story from a picture prompt Sentence ordering activities Story retelling and rewriting Describing characters and settings Add adjectives to simple sentences Shared writing with the teacher Independent story writing	3-4 Write some or all of their name. Reception Write some phonetically plausible words to show meaning e.g. Mummy at home, my big dog. Year One Write for different purposes, such as stories, instructions and recounts. Choose words that suit the writing. Use different sentence types. Check spelling and punctuation. Possible activities Story writing from picture prompts Write simple instructions, e.g. how to make something Write recounts of trips or experiences Create shopping lists, menus and signs Write captions for pictures Choose describing words for characters and settings Statement, question and exclamation sentence activities Sentence-building games Phonics spelling activities Editing and checking writing Partner proofreading Role-play writing activities	3-4 Discuss the marks they make, e.g. "this is a car" Reception Show understanding of the composition of a sentence e.g. full stop, finger spaces Year One Plan and write a short piece independently. Write several linked sentences. Use vocabulary from books and learning. Reread and make simple improvements. Possible activities Plan writing using pictures or story maps Write several sentences about a picture Story writing with a beginning, middle and end Use vocabulary from familiar books Sentence-building activities Capital letter, finger space and full-stop games Write descriptions of characters and settings Independent writing journals Reread writing with a partner "Improve my sentence" activities Add interesting words to simple sentences	3-4 Attempt to write their name in a way that they or others can recognise. Reception To segment spoken words and increasingly select taught graphemes to represent the sounds they hear when writing. To compose and write increasingly clear phrases and simple sentences, using taught phonics and developing sentence structure. Year One Write independently for different purposes. Write a clear sequence of sentences. Use phonics, spelling and punctuation accurately. Reread, check and improve writing independently. Possible activities Name writing and tracing Phonics-based spelling activities Write simple captions for pictures Write simple phrases and sentences Story writing from picture prompts



	Letter formation and sentence writing Drawing and colouring with increasing detail Cutting and sticking activities Painting with different brushes Using scissors, rulers and stencils Fine-motor challenge stations Threading, lacing and weaving Tweezers, pegs and small-object activities Construction and modelling activities Puzzles and jigsaws Using cutlery independently at snack/lunch Practising self-care routines such as handwashing and toothbrushing Fine-motor activities linked to different subjects	Sentence matching and ordering Caption writing for pictures Shopping lists, menus and signs Writing simple stories Dictated sentences using taught phonics Word-building with magnetic letters Independent writing in role-play areas Sentence editing – checking capitals, spaces and punctuation	Reread and check writing with a partner “Does it make sense?” editing activities Story writing linked to familiar books Create captions and speech bubbles Letter formation and handwriting practice	Write for real purposes around the classroom Independent writing journals	Shared and independent writing tasks	Write for different purposes, e.g. stories, lists and instructions Sentence sequencing activities Dictated sentence writing Capital letter and punctuation games Independent writing journals Reread writing to check it makes sense Partner proofreading and editing Improve sentences by adding detail Independent writing challenges
--	---	---	--	--	--------------------------------------	---



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 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.

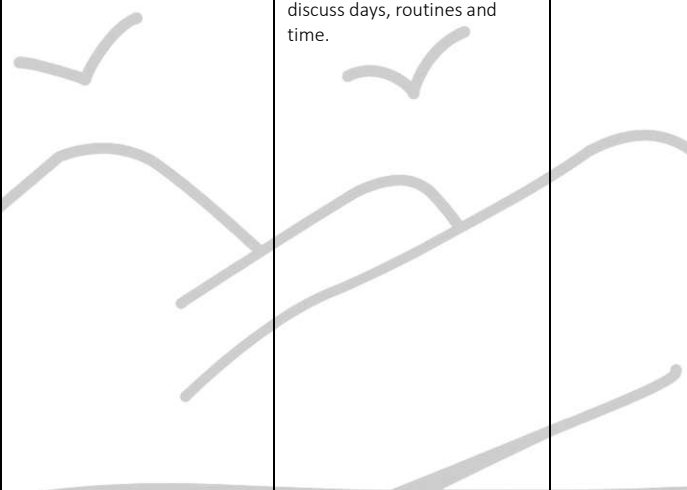
We ensure secure depth and fluency in early number alongside rich experience of pattern, shape, space and measure; revisit key knowledge cumulatively.

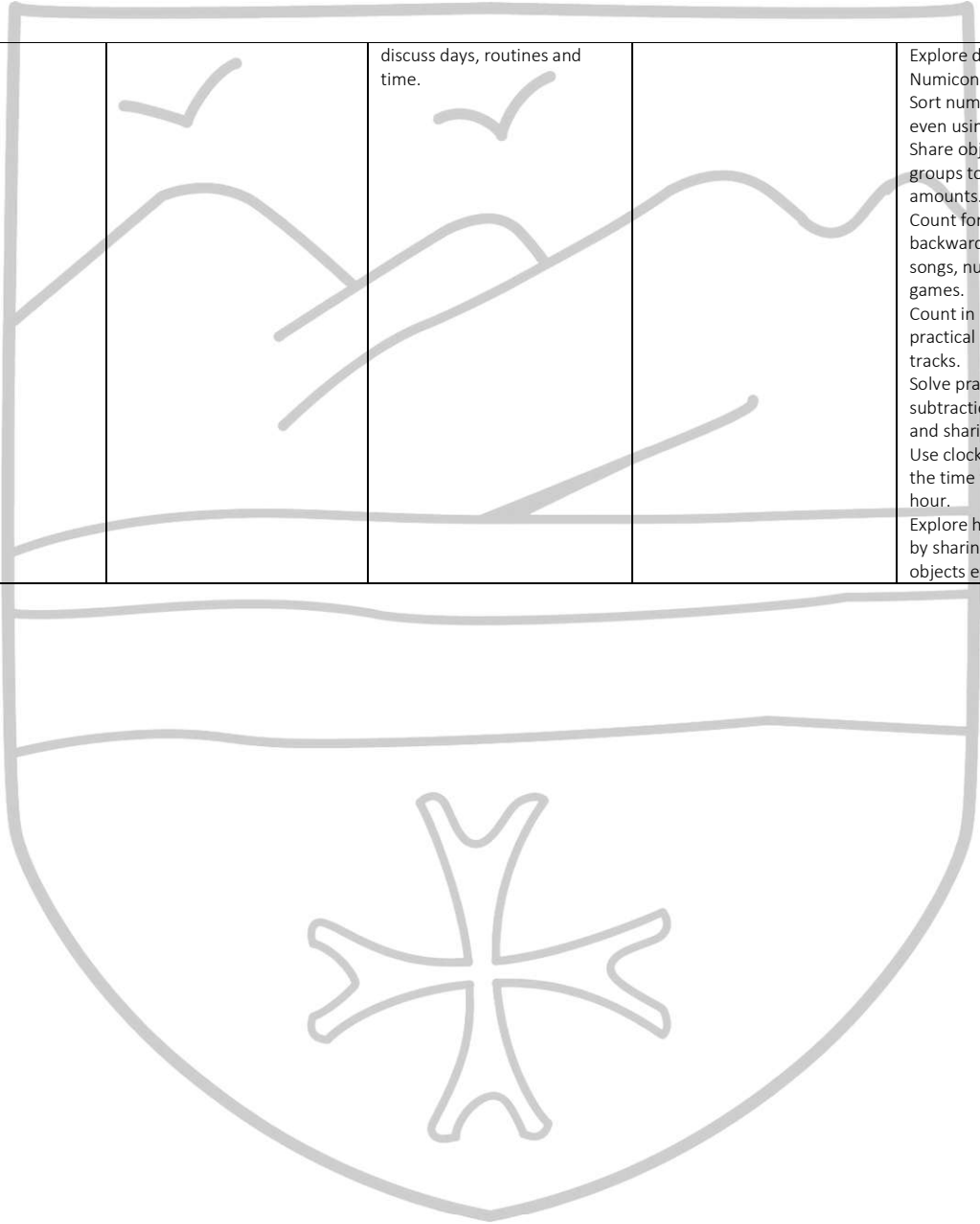
Nursery Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Reception Count objects, actions and sounds Count beyond ten. Subitise Link the number symbol (numeral) with its cardinal number value. Year One Count forwards and backwards within 20. Read, write and represent numbers to 20. Compare and order numbers and quantities. Explore addition and subtraction within 10. Recognise and describe common 2D and 3D shapes. Possible activities Counting songs and rhymes beyond 5 and 10.	Nursery Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. Reception Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Year One Develop understanding of numbers to 20. Add and subtract within 20. Understand and use number bonds. Begin to solve simple addition and subtraction problems. Explore position, direction and simple patterns. Possible activities	Nursery Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Reception Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity. Talk about time. Year One	Nursery Experiment with their own symbols and marks as well as numerals Say one number for each item in order: 1,2,3,4,5. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Reception Automatically recall number bonds for numbers 0–5 and some to 10. Have a deep understanding of number to 10, including the composition of each number. Continue, copy and create repeating patterns. Year One Count, read and write numbers to 100. Understand place value within 100. Add and subtract numbers within 20 confidently.	Nursery Experiment with their own symbols and marks as well as numerals. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Reception: Automatically recall number bonds for numbers 0–5 and some to 10. 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. Have a deep understanding of number to 10, including the composition of each number. Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Verbally count beyond 20, recognising the pattern of the counting system;	Nursery Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Compare quantities using language: 'more than', 'fewer than'. Reception Compare length, weight and capacity. Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compare numbers. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Year One Secure number and place value to 100.
---	---	---	---	--	--



	Count objects, actions, jumps, claps and sounds. Counting collections of objects and matching to numerals. Number hunts around the classroom/outdoors. Subitising games using dot cards, dice and fingers. Show a number using objects, fingers or ten frames. Match numerals to the correct quantity. Count forwards and backwards along a number line. Order numbers 1–20 and identify missing numbers. Compare groups using more, fewer and equal. Order quantities from smallest to greatest. Practical addition and subtraction using cubes, counters and toys. Number stories using real-life objects. Shape hunts for 2D and 3D shapes around the environment. Sort, name and describe shapes by their properties.	Count small groups of objects and say how many altogether. Show numbers using fingers, counters and cubes up to 5. Compare groups using more, fewer and equal. Compare objects by size, length, weight and capacity. Use number cards to compare numbers and quantities. Explore one more and one less using counters and a number line. Make numbers to 10 using ten frames, cubes and Numicon. Find different ways to make the same number. Practise number bonds using counters, cubes and part-whole models. Add and subtract practically using objects within 20. Solve simple addition and subtraction stories. Play number-line games counting forwards and backwards. Follow positional instructions using in, under, beside, behind and between. Create and continue repeating patterns with colours, shapes and objects.	Count, read and write numbers to 50. Understand tens and ones. Compare and order numbers to 50. Add and subtract using practical resources and representations. Recognise and use the language of length and height. Possible activities Shape hunts around the classroom and outdoors. Sort 2D and 3D shapes by their properties. Build models using blocks, cubes and 3D shapes. Use shapes to make pictures, patterns and larger shapes. Rotate and manipulate shapes to fit puzzles and patterns. Combine shapes to make new shapes and objects. Compare objects using longer, shorter, taller, heavier, lighter, full and empty. Measure objects using cubes, blocks, rulers and other informal units. Explore capacity using water, sand and containers. Explore tens and ones using Numicon, cubes and place-value equipment. Build and represent numbers to 50 using tens and ones. Compare and order numbers using number cards and number lines. Practise addition and subtraction using practical resources. Measure and compare height and length using everyday objects. Sequence daily events using first, next, then and finally and	Measure and compare length, height, mass and capacity. Recognise and use coins and notes. Possible activities Explore and make marks, symbols and numerals using different materials. Count objects, actions and sounds, matching one number to each item. Go on pattern hunts around the classroom and outdoors. Create and continue ABAB patterns using objects, colours and shapes. Spot and correct mistakes in repeating patterns. Copy and create more complex repeating patterns. Practise number bonds to 5 and 10 using counters and ten frames. Make numbers to 10 in different ways using cubes, Numicon and objects. Count, read and write numbers to 100 using number lines and number cards. Explore tens and ones using base-ten equipment and place-value charts. Practise addition and subtraction within 20 using practical resources. Measure and compare length, height, mass and capacity using everyday objects. Explore coins and notes through role-play shops and buying/selling games. Match prices to coins and find different ways to make the same amount. Play number and measurement games using real-life contexts.	Have a deep understanding of number to 10, including the composition of each number. 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Year One Count in 2s, 5s and 10s. Develop fluency with addition and subtraction. Solve one-step problems involving all four operations. Tell the time to the hour and half hour. Recognise and describe halves and quarters. Possible activities Make marks, symbols and numerals using chalk, paint, sand and magnetic numbers. Count objects to 5, matching one number to each object. Count a group and say how many there are altogether. Show numbers to 5 using fingers, counters and objects. Practise number bonds to 5 and 10 using ten frames and counters. Explore different ways to make numbers to 10 using part-part-whole models. Play quick subitising games using dot cards, dice and fingers.	Apply addition and subtraction strategies confidently. Solve problems involving number, measure and money. Use multiplication and division through grouping and sharing. Consolidate key Year 1 skills and explain mathematical thinking. Possible activities Compare objects using longer, shorter, taller, heavier, lighter, full and empty. Measure length, height, weight and capacity using practical equipment. Follow positional instructions using in, on, under, behind, in front of and between. Create and follow simple routes around the classroom or outdoor area. Use maps and positional language to describe routes and locations. Compare groups using more, fewer, greater than, less than and equal. Compare numbers and quantities up to 10 using objects, ten frames and number lines. Rotate, combine and manipulate shapes to complete puzzles and pictures. Build models using 2D and 3D shapes. Practise place value to 100 using tens and ones equipment. Solve practical addition and subtraction problems using different strategies.
--	---	--	---	--	--	---



			discuss days, routines and time.	Explore doubles using cubes, Numicon and objects. Sort numbers into odd and even using pairs of objects. Share objects equally between groups to explore equal amounts. Count forwards and backwards beyond 20 using songs, number lines and games. Count in 2s, 5s and 10s using practical objects and number tracks. Solve practical addition, subtraction, multiplication and sharing problems. Use clocks to practise telling the time to the hour and half hour. Explore halves and quarters by sharing food, shapes and objects equally.	Solve real-life problems involving number, measure and money. Practise multiplication through grouping and division through sharing. Use maths games and challenges to revisit key Year 1 skills. Encourage children to explain how they worked it out and compare different methods.
--	--	--	----------------------------------	---	--





Understanding the world RE / Festivals

Understanding the world involves guiding children to make sense of their physical world and their community. We identify and sequence the key knowledge and vocabulary children need about people, communities, the past and the natural world, broadening experience beyond the immediate locality. 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.

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. We plan experiences that represent the diversity of modern Britain accurately and respectfully, including different families, cultures, faiths and non-religious worldviews.

3-4 Begin to make sense of their own life-story and family's history Notice differences between people. Explore materials with different properties. Explore natural materials, inside and out. Repeat actions that have an effect. Reception Discuss who is in their family and show some sense of their own history. Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations. Talk about differences between materials and changes they notice in simple terms. Talk about forces they feel. Show understanding that we need to care for living things.	3-4 Begin to make sense of their own life-story and family's history. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Reception Discuss past and upcoming events within their own family. Understand that the past is the time "before now". Share their experiences of local features of our community. Know the church is special to Christians. Make simple drawings of natural objects. Year One	3-4 Begin to make sense of their own life-story and family's history Explore how things work. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Reception Discuss images of the past and contrast them in discussion. Have some basic knowledge of community celebrations. Share their knowledge of different countries and compare/contrast them in discussion. Offer simple, logical explanations for what they have observed. Drawings show closer observation of details they have observed. Use modelled, topical vocabulary in discussion. Year One	3-4 Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Plant seeds and care for growing plants. Reception Listen to, respond and ask questions about fiction & non-fiction books about characters from the past. Look at maps of our school/area and discuss the features they notice. Make their own maps. Compare different environments to their own. Year One See separate subject planning documents Possible activities Go on a seasonal walk and notice changes in trees, plants, weather and daylight.	3-4 Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London". Know that they may come from a different country from other children and understand that these are different places. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves". Understand the past through pictures they have seen. Reception Talk about the lives of people around them and their roles in their lives. Year One	3-4 Notice similarities and differences between people, reflecting on differences positively. Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Reception To broaden knowledge of familiar and less familiar occupations and discuss how people contribute to the local community and wider society. To compare aspects of life in the past and present using personal experiences, photographs, objects, stories and non-fiction. To develop understanding of the past by discussing settings, characters and events in carefully chosen stories and accounts. To describe and represent features of their immediate
--	---	---	---	---	---



Use their senses to explore natural materials and describe what they observe. Year One See separate subject planning documents Possible activities Bring in and talk about favourite toys from home. Sort toys by old/new, material, size and type. Compare toys from the past and present. Explore photographs of toys from different generations. Create a simple toy timeline. Investigate what toys are made from. Test different materials for strength, flexibility and waterproofing. Explore how toys move using pushes, pulls, wheels and levers. Design and make a simple toy using recycled materials. Interview grandparents or family members about toys they played with. Discuss how toys and games have changed over time. Draw and label a favourite toy. Use maps or pictures to explore where different toys are made. Play with and describe toys using historical vocabulary such as old, new, past and present.	See separate subject planning documents Possible activities Walk around the local area and identify familiar places. Take photographs of local buildings, shops, parks and landmarks. Create a simple map of the school and local area. Use positional language to describe where places are. Identify local features such as roads, houses, shops and green spaces. Talk about places children visit with their families. Compare photographs of the local area from the past and present. Discuss how the local area has changed over time. Explore different jobs and occupations in the local community. Visit or learn about local places such as a church, library, shop or park. Collect and sort natural materials found locally. Make observational drawings of local buildings, plants and natural objects. Create a class display showing "Our Local Area" using drawings, photographs and maps. Talk about what makes their local area special. Hannukah Bonfire Night Christmas	See separate subject planning documents Possible activities Explore photographs and pictures of castles from the past. Compare castles with modern homes and buildings. Identify and label castle features such as towers, walls, gates, moat and drawbridge. Build castles using blocks, boxes and construction materials. Explore how drawbridges, doors and other simple mechanisms work. Create a simple castle map with towers, gates and a moat. Role-play life in a castle as kings, queens, princes, princesses and knights. Explore clothing, food and daily life in castles through pictures and artefacts. Sequence simple events from a traditional castle story. Discuss how castles were used and why they were built. Investigate materials that could be used to build a strong castle. Test different construction materials for strength and stability. Draw and label a castle from observation. Learn about a significant castle or historical figure connected to castles. Discuss how we can look after and protect historical buildings today. Chinese New Year Lent	Make a seasonal observation chart using drawings, photos and weather symbols. Read fiction and non-fiction books about the seasons and discuss what happens in each one. Ask and answer questions about people who work outdoors, e.g. gardeners, farmers, weather forecasters and park keepers. Plant seeds and observe how plants change across the seasons. Create a seasons timeline showing spring, summer, autumn and winter. Look at photographs of the same place in different seasons and compare what has changed. Compare seasonal environments in different countries using photographs and maps. Make simple maps of the school grounds showing seasonal features, such as trees, flowers, puddles and sunny/shaded areas. Create a four-seasons collage using natural materials, colours and pictures. Sort clothing, activities and objects into the four seasons and explain choices. Explore seasonal weather through wind, rain, ice, sunshine and temperature. Use stories and pictures about characters from the past to discuss how people experienced different seasons. Make a class seasonal weather diary and look for patterns and changes over time.	See separate subject planning documents Possible activities Create a family tree using drawings, photographs or pictures of family members. Make a "When I was little" timeline with baby, toddler and now photographs. Talk about where families come from and locate countries on a globe or map. Share photos, objects, foods or music from different countries and cultures. Compare homes, clothing, food and celebrations from different places. Invite parents/carers or community members to talk about their jobs and roles. Role-play different occupations such as doctors, teachers, builders, firefighters and shopkeepers. Talk about the important people who help us in our community. Look at old and new photographs of the local area and discuss what has changed. Explore old household objects, toys or photographs and discuss what they tell us about the past. Investigate forces by pushing, pulling, stretching, rolling and lifting objects. Explore magnets, water and elastic bands to see how forces affect objects. Go on a nature walk and collect natural materials to feel, smell, look at and describe.	environment using observation, discussion, stories, non-fiction and simple maps. To explore and discuss similarities and differences between a range of religious and cultural communities represented in Britain. To compare aspects of everyday life in this country with life in contrasting countries using stories, non-fiction, photographs and maps. To observe the natural world closely and record increasingly detailed observations of plants, animals and seasonal features through talk and drawing. To compare the local natural environment with contrasting environments using first-hand experience, photographs, stories and non-fiction. To investigate and discuss observable processes and changes in the natural world, including seasonal change and simple changes of state. Possible activities Go on a local city walk and identify buildings, roads, parks, shops and transport. Make a simple city map showing familiar places and landmarks. Look at old and new photographs of the city and discuss what has changed. Compare city life in the past and now, including transport, homes and shops. Role-play different city occupations, such as bus
---	--	---	--	---	---



				Easter, Holi, Passover	Sort natural materials by weight, texture, colour, size or appearance. Create an “Our Families and Community” display showing families, places, jobs and important people.	driver, doctor, shopkeeper, builder and police officer. Create a city role-play area with shops, buses, houses, offices and a hospital. Compare different homes and buildings found in cities and other places. Look at photographs of cities in different countries and compare buildings, transport, clothing and daily life. Explore different religious and cultural communities through stories, celebrations, food, music and places of worship. Observe city wildlife and plants, such as birds, trees, flowers and insects, and make observational drawings. Discuss how people can care for living things in a city, including planting, watering and protecting wildlife. Investigate materials used in the city, such as brick, glass, metal, wood and concrete, and compare their properties. Explore heat, cold, ice and water through simple investigations linked to city life. Create a city collage or model using recycled materials, discussing how buildings and structures are made. Compare a busy city environment with a contrasting rural or coastal environment using photographs, stories and maps.
--	--	--	--	------------------------	--	---



Expressive Arts and Design

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. We teach and revisit techniques, materials, songs, music, stories and imaginative processes so children build knowledge and creative confidence over time. 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Continuous provision includes
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion

3-4
Make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. Join in with songs and rhymes, making some sounds. Explores a range of instruments and play them in different ways. Use objects as representations in pretend play

Reception

Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use objects as representations in pretend play. Use blocks/construction toys to build "small worlds". Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences. Develop storylines through small-world or role-play.

Year One

Explore and experiment with different types of lines, including spirals, curves and waves. Use drawing materials with increasing control to create repeated lines and patterns.

3-4
Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs. Take part in simple, pretend play often based on familiar experiences. Take part in simple pretend play, using an object to represent something else even though they are not similar.

Reception

Use a variety of media independently. Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome. Use colours for a purpose. Suggest a movement to match a piece of music. Keep a beat using a musical instrument or body percussion. Perform familiar songs/rhymes in small groups.

3-4
Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Develop storylines through small-world or role-play. Sing the pitch of a tone sung by another person ('pitch match').

Reception

Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal. Discuss changes or patterns they hear when listening to music. Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Create more complex narratives in their pretend play, building on the contributions of their peers.

Year One

3-4
Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Reception

Produce more detailed representations and discuss the features they have included. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose. Begin exploring how we can change a song/rhyme to create a desired effect. Organise themselves into collaborative creative opportunities.

Year One

Observe and draw playground structures, focusing on shape, line, form and space. Develop ideas through drawing, painting, collage and construction.

3-4
Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme. Create their own songs, or improvise a song around one they know.

Reception

Use a range of tools and materials. Explain the purpose for their creation. Make simple evaluations of their creation.

Year One

Observe birds and identify their key features, shapes, colours and textures. Develop observational drawing skills using photographs and real-life observation. Experiment with materials to represent feathers, wings, beaks and other features.

3-4
Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Reception

To experiment with a widening range of materials, tools and techniques, developing control and making purposeful choices about colour, texture, form and function. To talk about creative choices and describe the materials, techniques and processes used to make their work. To select and adapt props and materials to develop characters, settings and ideas in imaginative role-play. To develop, adapt and retell increasingly detailed narratives collaboratively through storytelling, small-world play and role-play. To build a repertoire of familiar rhymes and songs and sing them with increasing confidence, memory and control.



Observe natural forms and use them as inspiration for drawings. Explore how pressure and different tools can change the quality of a line. Talk about their own work using simple artistic vocabulary such as line, shape, pattern and texture. Look at and respond to the work of artists, identifying features they notice. Possible activities Create spiral, wavy, curved and zigzag lines using pencils, crayons and chalk. Experiment with drawing lines using different pressures and tools. Make repeated line patterns and explore different textures. Draw spirals and patterns inspired by shells, plants and flowers. Create observational drawings of natural objects. Explore line-making using sticks, feathers, cotton buds and brushes. Use paint to create thick, thin, light and dark lines. Experiment with continuous-line drawings without taking the pencil off the paper. Create collaborative large-scale line drawings. Look at artists who use line and discuss what children notice. Use natural objects to make marks, patterns and textures. Talk about artwork using words such as line, shape, pattern and texture. Explore how changing tools and pressure changes the marks made. Create a final artwork combining different types of lines and pattern	Participate in collaborative, creative activities, sometimes initiated by an adult. Retell parts of familiar stories through use of puppets, toys, masks or small-world. Year One Explore how images can show movement. Experiment with simple mechanisms such as sliders, wheels and moving parts. Combine drawing, collage and construction materials to create a moving picture. Develop ideas through drawing and simple planning before making. Select appropriate materials and tools for a particular purpose. Evaluate their finished work and suggest how it could be improved. Possible activities Look at pictures of movement and discuss how movement is shown. Draw people, animals or objects in different positions to show movement. Create simple slider mechanisms to make characters move. Explore wheels, axles and other simple moving parts. Make moving pictures using paper, card, split pins and collage materials. Experiment with different ways to make parts move. Sketch and plan a moving picture before making it. Choose suitable materials and tools for their design.	Explore printing using different objects, textures and materials. Create repeated patterns using simple printing techniques. Experiment with colour, shape, texture and pattern. Design and create a simple printing block/stamp. Repeat, rotate and arrange printed shapes to create a composition. Describe similarities and differences between their own prints and the work of artists/designers. Possible activities Explore printing with sponges, leaves, fruit, blocks and everyday objects. Experiment with different textures and surfaces to create prints. Make simple printing stamps using card, foam or recycled materials. Print different shapes and experiment with colour combinations. Create repeated patterns using stamps and printing blocks. Explore AB, ABC and more complex printed patterns. Rotate and repeat shapes to create different designs. Layer prints to create a larger composition. Design a simple print pattern before creating the final piece. Compare prints made with different materials and tools. Look at examples of printed artwork and identify patterns, shapes and textures.	Use a range of materials to create a 3D playground model. Explore how structures can be made stable and joined securely. Select materials according to their properties and intended purpose. Talk about and evaluate their design and suggest improvements. Possible activities Visit or observe a playground and identify different structures. Make observational drawings of playground equipment. Draw playgrounds using different lines, shapes and forms. Sketch ideas for a playground model before making it. Build playground structures using blocks, cardboard and recycled materials. Experiment with different ways to make structures stable. Join materials using tape, glue, split pins and other joining techniques. Create slides, swings, climbing frames and other playground equipment. Select materials based on their strength, texture and suitability. Combine drawing, painting, collage and construction in playground designs. Work in groups to design and build a model playground. Test structures and make changes to improve stability. Discuss what worked well and what could be improved.	Use cutting, joining, folding and construction techniques to create a 3D bird. Make creative choices about colour, texture and materials. Explain their artistic choices and respond to the work of other artists. Possible activities Observe birds in the school grounds or using photographs and videos. Identify and discuss birds' shapes, colours, patterns and textures. Make observational drawings of birds, focusing on details. Experiment with drawing different feathers, wings, beaks and feet. Explore colour mixing to create different bird colours and shades. Use paint, pencils, collage and natural materials to represent feathers and textures. Experiment with different materials to create bird wings and bodies. Cut, fold and join materials to create a 3D bird. Explore different joining techniques such as glue, tape and tabs. Design a bird before making it, choosing suitable materials. Look at artists' representations of birds and discuss what they notice. Explain why particular colours, textures and materials were chosen. Work collaboratively to create a display of 3D birds.	To take part confidently in shared performances of songs, rhymes, poems and stories and develop the ability to move in response to pulse and rhythm. Year One Observe and draw fruits and vegetables, noticing shape, colour, pattern and texture. Experiment with colour mixing to create observed colours. Explore painting, drawing, collage and printing techniques. Create artwork inspired by fruit and vegetables using a range of media. Develop and communicate ideas through sketches and discussion. Evaluate their finished artwork, identifying what they like and what they could change. Possible activities Observe real fruits and vegetables, focusing on shape, colour, pattern and texture. Make observational drawings using pencils, crayons and pastels. Explore colour mixing to match the colours of different fruits and vegetables. Paint fruits and vegetables using a range of brushes and techniques. Create fruit and vegetable collages using paper and recycled materials. Experiment with printing using cut fruit and vegetables.
--	--	--	---	--	---



		Work in pairs to design and create a moving picture. Test moving mechanisms and make adjustments where needed. Add drawing, painting and collage to finished moving pictures. Talk about what works well and what could be improved. Evaluate their finished moving picture against their original plan. Share and demonstrate their moving pictures to the class.	Discuss similarities and differences between their own prints and artists' work. Work collaboratively to create a large printed artwork. Evaluate their prints and discuss what they would change or improve.	Present their playground design and explain their choices.	Evaluate their finished bird and suggest one improvement.	Explore patterns and textures through printing and mark-making. Create imaginative artwork inspired by fruit and vegetables. Make sketches and discuss ideas before creating a final piece. Explore different media and choose suitable materials for their artwork. Create a collaborative fruit and vegetable still-life display. Look at artists' work featuring food and discuss colours, shapes and techniques. Share their artwork and explain how they created it. Evaluate their finished work, identifying what they like and what they could improve.
--	--	---	--	---	--	--



EARLY LEARNING GOALS – FOR THE END OF THE YEAR – HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
ELG: Listening, Attention and Understanding 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 ELG: Speaking 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.	ELG: Self-Regulation 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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self 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. ELG: Building Relationships 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.	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing 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.	ELG: Number 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. ELG: Numerical Patterns 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.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.