



South Parade Primary School Early Years Foundation Stage Curriculum Map



The Educational Programme for 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. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1		Autumn 2	
Cycle 2 -2026-2027	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W		Heroes around us!! People who help us: Police, Doctors and Vets, Bonfire night and Christmas) U of W	
Focus stories	Owl Babies Elmer The Rainbow Fish		Non-fiction books relating to Police, doctors and Vets Dear Santa The Jolly Postman	
Reading Spine books	<u>Nursery</u> Stories from our favourite authors- Julia Donaldson Zog Tiddler	<u>Reception</u> Stories from our favourite authors- Julia Donaldson The Smartest Giant in Town What the ladybird heard next Sharing a shell	<u>Nursery</u> Stories from around the world My Granny went to market World Pizza Augustus and His Smile My world, your world	<u>Reception</u> Stories from around the world My world, your world Wild Handa's Surprise
PSED- As individuals and friends, we will...	<u>In Nursery</u> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Grow in independence, rejecting help ("me do it"). • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Learn to use the toilet with help, and then independently. • Develop their sense of responsibility and membership of a community. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Children will learn to: • Separate from parents and carers. • Access self- registration. • Make new friendships. • Learn the school routines.		<u>In Nursery</u> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Play with one or more other children, extending and elaborating play ideas. • Develop friendships with other children. • Learn to use the toilet with help, and then independently. • Develop their sense of responsibility and membership of a community. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Children will learn to: • Enter school independently • Share with other children. • Develop friendships. • Feel safe in the Nursery environment. • Follow the school's Golden Rules. • Manage clothing to independently go to the toilet.	

- Learn the schools Golden Rules.
- Begin to learn how to help and keep nursery tidy.
- Begin to talk about how they are feeling.

In Reception

- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Children will learn to:

- Separate from parents and carers.
- Take off their coat independently.
- Independently choose their lunch.
- Access self-registration.
- Learn the daily routine of Reception
- Learn the schools Golden Rules.
- Develop friendships.
- Understand the importance of sharing and taking turns.
- Begin to talk about how they are feeling and introduction of the Zones of Regulation.
- To follow instructions and play safely as a group.

In Reception

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.

Children will learn to:

- Enter school independently
- Share with other children.
- Understand the daily routine of Reception.
- Follow the school's Golden Rules.
- Develop confidence in a whole class scenario.
- Understand the importance of following rules/the law outside of school.
- Talk about what makes them unique.

	Spring 1		Spring 2	
Cycle 2 -2026-2027	Wild things! (Animals) U of W		Fantasy Island (Pirates) Literacy, C&L and EAD	
Focus stories	We're going on a bear hunt The Gruffalo Rumble in the Jungle		The Night Pirates Pirates love Underpants The Pirates next door Pirate Pool	
Reading Spine books	<u>Nursery</u> Stories from the past Peepo! - Janet and Allan Ahlberg The Old Toy Room – Twinkl Harry and the Bucketful of Dinosaurs – Ian Whybrow Dinosaur Bones – Bob Barner	<u>Reception</u> Stories from the past Harry and the Bucketful of Dinosaurs – Ian Whybrow Dinosaur Bones – Bob Barner When I was a Child – Andy Stanton	<u>Nursery</u> <u>Mystery and Discovery</u> Whatever Next! – Jill Murphy Izzy Gizmo -Pip Jones Astro Girl – Ken Wilson-Max A Super Sticky Mistake – Alison Donald The Bug Collector – Alex Griffiths	<u>Reception</u> <u>Mystery and Discovery</u> Look Up! – Nathan Byron Izzy Gizmo and the Invention Convention Astro Girl – Ken Wilson-Max A Super Sticky Mistake – Alison Donald The Bug Collector – Alex Griffiths
PSED- As individuals and friends, we will...	<u>In Nursery</u> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly Children will learn to: • Use the toilet independently.		<u>In Nursery</u> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Understand gradually how others might be feeling. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Children will learn to: • With support, understand the importance of sharing and taking turns. • Express how they are feeling and begin to understand the different emotions. • Show care and concern for others.	

	• Work independently in provision and achieve their goals. • Engage in play with other children. • Discuss right and wrong relating to focus stories. • Talk about how the bear felt in the story of 'We're going on a bear hunt.' • Talk about the different expressions of the characters in the story of The Gruffalo.	
	<u>In Reception</u> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. - Personal hygiene. Children will learn to: • Understand how to express their emotions and what strategies they need to moderate how they are feeling. • Understand that others don't always have the same likes and dislikes as they do. • Take off their shoes and socks as part of our PE sessions. • Talk about the feelings in the different parts of the story 'We're going on a bear hunt' • Talk about the different expressions of the characters in the story of The Gruffalo.	<u>In Reception</u> • Build constructive and respectful relationships. • Think about the perspectives of others. Children will learn to: • Play co-operatively with other children. • Play games that involve taking turns. • Understand how to negotiate when playing with others. • Talk about oral hygiene and the pirates teeth

	Summer 1		Summer 2	
Cycle 2- 2026-2027	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W		Under the Sea (Sea creatures) U of W	
Focus stories	Oliver's Vegetables Jack and the Beanstalk The Very Hungry Caterpillar The Enormous Turnip		Tiddler Sharing a shell Barry the fish with fingers	
Stories for end of the day	<u>Nursery</u> Stories of people and differences So Much- Trish Cooke We are all different- Twinkl The Pirate Mum's- Jodie Lancet-Grant	<u>Reception</u> Stories of people and differences I'm not cute- Jonathon Allen Hello Friend!- Rebecca Cobb We are all different- Twinkl The Pirate Mum's- Jodie Lancet-Grant	<u>Nursery</u> Transition Elmer the Patchwork Elephant- David McKee All are welcome- Alexandra Penfold The Dot- Peter H. Reynolds	<u>Reception</u> Transition Rose learns about transition- Mrs Mactivity The Everywhere Bear- Julia Donaldson Ruby's worry- Tom Percival Giraffes Can't Dance
PSED- As individuals and friends, we will...	<u>In Nursery</u> - Safely explore emotions beyond their normal range through play and stories. - Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Children will learn to: - Use a range of emotions to describe how they are feeling.		<u>In Nursery</u> - Safely explore emotions beyond their normal range through play and stories. - Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". - Develop appropriate ways of being assertive. • Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. Children will learn to: - Use a range of emotions to describe how they are feeling.	

	• Talk about healthy eating and the importance of eating a balanced diet through snack time. • Talk about the consequences of stealing and what Jack did was wrong. • Talk about team work for The Enormous Turnip.	• Talk about how they are feeling as they begin the transition to Reception. • Manage their feelings and emotions in new scenarios. • Work co-operatively and learn to take turns. • Work with others to play team games.
	<u>In Reception</u> • Show resilience and perseverance in the face of challenge. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. Children will learn to: • Manage their emotions effectively. • Understand the consequences of their behaviour. • Work as a whole class to support one another. • Talk about healthy eating and the importance of eating a balanced diet. • Talk about the morals of Jack stealing from the giant. • Talk about team work for The Enormous Turnip.	<u>In Reception</u> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • 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. Children will learn to: • Talk about how they are feeling as they begin the transition to Year 1. • Work as a team and support others in team games and sports day. • Work co-operatively in groups that may not be their friendship groups. • Work together towards a shared goal.

The Educational Programme for Communication and Language.

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

	Autumn 1	Autumn 2
Cycle 2- 2026-2027	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W	Heroes around us!! People who help us: Police, Doctors and Vets, Bonfire night and Christmas) U of W
C&L- <u>As communicators, we will...</u>	<u>In Nursery</u> - Start to say how they are feeling, using words as well as actions. - Start to develop conversation, often jumping from topic to topic. - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. - Use the speech sounds p, b, m, w. - Are usually still learning to pronounce: -l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer' - Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. - Generally focus on an activity of their own choice and find it difficult to be directed by an adult. - Listen to other people's talk. - Start to say how they are feeling, using words as well as actions. - Listen to simple stories and understand what is happening, with the help of the pictures. - Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Children will learn to: - Develop language through imaginative play. - Stay focused on an activity of their choosing. - Use language to communicate with children and adults. - Talk to their friends as they play. - Greet each other as part of their morning routine. - Listen to stories daily. - Practise signing Nursery Rhymes. - Communicate their personal needs: toilet, drink etc	<u>In Nursery</u> - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. - Listen to other people's talk. - Start to say how they are feeling, using words as well as actions. - Listen to simple stories and understand what is happening, with the help of the pictures. - Sing a large repertoire of songs. - Listen to simple stories and understand what is happening, with the help of the pictures. - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). - Start a conversation with an adult or a friend and continue it for many turns. Children will learn to: - Join in with daily singing. - Speak to adults and children within the Nursery classroom. - Understand simple questions and understand the importance of answering. - Converse with their friends when in play. - Recall three Nursery Rhymes.

In Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check.

Children will learn to:

- Listen attentively during carpet sessions.
- Use language to share their views in a whole class situation.
- Learn school related vocabulary relating to their daily routine.
- Learn new key vocabulary relating to the topic.
- Communicate their personal needs: toilet, drink etc...

In Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.

Children will learn to:

- Listen to stories and recall key messages.
- Retell stories they are familiar with.
- Converse with adults and children; demonstrating the importance of listening carefully.
- Use new vocabulary confidently.
- Use non-fiction books to find out information.

	Spring 1	Spring 2
Cycle 2- 2026-2027	Wild things! (Animals) U of W	Fantasy Island (Pirates) Literacy, C&L and EAD
C&L- <u>As communicators,</u> <u>we will...</u>	<u>In Nursery</u> • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). • Listen to simple stories and understand what is happening, with the help of the pictures. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Sing a large repertoire of songs. • Start a conversation with an adult or a friend and continue it for many turns. Children will learn to: • Understand and respond to simple questions. • Name the different bears they are learning about. • Use sentences to convey meaning when speaking to adults and children. • Sing a range of familiar songs. • Use language to create role play scenarios in their play. • Use repeated language from stories.	<u>In Nursery</u> • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). • Listen to simple stories and understand what is happening, with the help of the pictures. • Pay attention to more than one thing at a time, which can be difficult. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Children will learn to: • Understand and respond to simple questions. • Use everyday language in their conversations with adults and children. • Understand and respond appropriately to questions. • Sing songs relating to Pirates.

In Reception

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Children will learn to:

- Listen attentively to stories and answer questions relating appropriately.
- Use new vocabulary in the correct context.
- Name the different bears they are learning about.
- Develop social phrases.
- Join in with repeated refrains for stories.
- Communicate with adults and peers in whole class sessions and in small groups.
- Converse with children as they play.

In Reception

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Engage in non-fiction books.
- Use new vocabulary in different contexts.
- Articulate their ideas and thoughts in well-formed sentences. •
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Children will learn to:

- Use language relating to the information they have found in books.
- Use new vocabulary confidently in their play.
- Engage in conversations with adults and children.
- Recall information they have found in books.

	Summer 1	Summer 2
Cycle 2- 2026-2027	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W Link with minibeasts	Under the Sea (Sea creatures) U of W
C&L- <u>As communicators, we will...</u>	<u>In Nursery</u> - Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). - Listen to simple stories and understand what is happening, with the help of the pictures. - Enjoy listening to longer stories and can remember much of what happens. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Children will learn to: - Listen to longer stories. - Engage in story time. - Sing rhymes and riddles. - Sing familiar songs. - Comment upon what they have heard in stories.	<u>In Nursery</u> - Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). - Listen to simple stories and understand what is happening, with the help of the pictures. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. - Use longer sentences of four to six words. - Be able to express a point of view and to debate when - they disagree with an adult or a friend, using words as - well as actions. Children will learn to: - use language in role play scenarios. - Negotiate play using language. - Use language to express likes and dislikes. - Talk about what they have learnt in non-fiction books.

In Reception

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Children will learn to:

- Recite rhymes and short poems.
- Listen attentively in a whole class situation.
- Understand the importance of listening to others and responding appropriately.
- Use rich language in their play.

In Reception

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.

Children will learn to:

- Converse confidently with adults and peers.
- Use tense correctly in speech.
- Use language effectively to clarify their thoughts.

The Educational Programme for 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. 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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2
Cycle 2- 2026-2027	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W	Heroes around us!! People who help us: Police, Doctors and Vets Bonfire night and Christmas) U of W
PD- As healthy movers, we will...	<u>In Nursery</u> • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Walk, run, jump and climb – and start to use the stairs independently • Develop manipulation and control. • Explore different materials and tools. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Explore different materials and tools. • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Children will learn to: • Explore their surroundings and awareness of space. • Take off their own coats. • Use paint brushes/pencils with some control. • Hold a cup to drink water. • Use gross motor skills to access the outdoor provision. • Ride a trike with developing balance.	<u>In Nursery</u> • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Learn to use the toilet with help, and then independently. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Explore different materials and tools. • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Children will learn to: • Move freely when in the outdoor provision. • Ride a trike and develop control. • Develop control of paint brushes and pencils. • Use scissors with adult support to make small snips. • Put on their own coats. • To explore different body parts and how they move. • To move with control and co-ordination, linking, copying and repeating actions.

- Use scissors with adult support.
- To move safely and sensibly in a space with consideration of others.
- To use different travelling actions whilst following a path.

In Reception

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Children will learn to:

- Take off and hang up their own coats.
- Put their own coats on.
- Hold a pencil with some control to make marks.
- Use a knife and fork at lunch time.
- Develop control when using a balance bike in the outdoor provision.
- Hold scissors with some control to cut paper.
- To move around safely in space.
- Negotiate a safe space as part of PE lessons.
- To follow a path and take turns.

In Reception

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - walking - running - skipping
 - crawling - jumping - hopping - climbing
- Combine different movements with ease and fluency.

Children will learn to:

- Zip up their coats.
- Hold a pencil in their dominant hand and form some recognisable letters.
- Hold a knife and fork effectively.
- Use scissors with developing control.
- Use playdough to manipulate the muscles in the children's hands and fingers.
- To copy, repeat and explore actions in response to a theme.
- To explore and remember actions considering level, shape and direction.

	Spring 1	Spring 2
Cycle 2- 2026-2027	Wild things! (Animals) U of W <u>In Nursery</u>	Fantasy Island (Pirates and princesses) Literacy, C&L and EAD <u>In Nursery</u>
PD- As healthy movers, we will...	• Build independently with a range of appropriate resources. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • 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. Children will learn to: • Develop control and movement when using balls. • Hold a pencil with a comfortable grip to make marks. • Use scissors in their independent play. • Move freely in the outdoor area. • Use chalk on the group outside to draw pictures. • Copy and create shapes with your body. • Develop balancing and taking weight on different body parts.	• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Children will learn to: • Balance in different ways. • Hold a pencil to attempt to form letters to represent their name. • Use paint brushes with good control. • Develop rolling a ball to a target. • Develop accuracy when throwing to a target. • Develop bouncing and catching a ball. • Develop dribbling and kicking a ball with your feet. • Balance on equipment to represent the plank for pirates.

In Reception

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing

Children will learn to:

- Hold a pencil with a developed grip to form some letters correctly.
- Take off their shoes and socks independently for PE sessions.
- Use scissors to cut straight, curved and zig zag shapes with good control.
- Use a knife and fork correctly.
- Move freely, negotiating space when outside.
- To create short sequences using shapes, balances and travelling actions.

In Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Children will learn to:

- Hold a pencil in a controlled grip to form most letters correctly.
- Use a bat and ball with developing control.
- Develop rolling and tracking a ball.
- Develop accuracy when throwing to a target.
- Develop dribbling with hands.
- Develop throwing and catching with a partner.
- Develop dribbling a ball with your feet.
- Develop kicking a ball to a target.

	Summer 1	Summer 2
Cycle 2- 2026-2027	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W Link with minibeasts	Under the Sea (Sea creatures) U of W
PD- As healthy movers, we will...	<u>In Nursery</u> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. Children will learn to: • Hold a pencil in their dominant hand. • Build with the wooden blocks in the outdoor area. • Take off and put on their cardigans and jumpers to help self-regulate. • Develop balancing whilst stationary and on the move. • Develop running and stopping. • Develop changing direction. • Develop jumping and landing. • Develop hopping and landing with control. • Explore different ways to travel. • Use gardening equipment with developing control to dig in the garden area. • Use watering cans with developing control to water the flowers and vegetables. • Use ropes on the floor to climb the beanstalk.	<u>In Nursery</u> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Start taking part in some group activities which they make up for themselves, or in teams. Children will learn to: • Hold a pencil in their dominant hand. • Take off and put on their cardigans and jumpers to help self-regulate. • Participate in ball games in a small group situation. • Move their bodies in different way like sea creatures do. • Work safely and develop running and stopping. • Develop throwing and learn how to keep score. • Be able to play games showing an understanding of the different roles within it. • Follow instructions and move safely when playing tagging games.

In Reception

- Progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop overall body-strength, balance, co-ordination and agility.

Children will learn to:

- Take off and put on their cardigans and jumpers to help self regulate.
- Develop balancing.
- Develop running and stopping.
- Develop changing direction.
- Develop jumping and hopping.
- Explore different ways to travel using equipment
- Use gardening equipment with developing control to dig in the garden area.
- Use watering cans with good control to water the flowers and vegetables.
- Use gym floor ladders to pretend to climb the beanstalk.

In Reception

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

Children will learn to:

- Take off and put on their cardigans and jumpers to help self regulate.
- Move like sharks: look at changing speed, changing levels or give children phrases to help inspire moves such as ‘the shark has seen its prey.
- Move in different ways around the playground, which will be the quickest way? Which will be the slowest? Talk about time and Tiddler being late.
- Aim when throwing and practise keeping score.
- Follow instructions and move safely when play tagging games.
- Develop co-ordination and play by the rules.
- Explore striking a ball and keeping score.

The Educational Programme for 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).

	Autumn 1	Autumn 2
Cycle 2- 2026-2027	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W	Heroes around us!! People who help us: Police, Doctors and Vets Bonfire night and Christmas) U of W
Focus stories	Owl Babies Elmer The Rainbow Fish	Non-fiction books relating to Police, doctors and Vets Dear Santa The Jolly Postman
Literacy Nursery-Foundations for Phonics- Little Wandle. Reception- Little Wandle SSP.	<u>In Nursery</u> • Sing songs and say rhymes independently. • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Repeat words and phrases from familiar stories. • Develop play around favourite stories using props. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. Children will learn to: • Sing songs and rhymes. • Share books with adults. • Repeat language from familiar stories. • Draw freely. • Make marks to represent their face for a self portrait. • Recognise the initial letter for their name for self registration. • Begin to make marks to represent meaning. • Listen to familiar stories.	<u>In Nursery</u> • Sing songs and say rhymes independently. • Enjoy sharing books with an adult • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Teach children to hear the same initial sound for words and names of objects. • Use oral blending to blend words aloud with the new sounds the children have learned Children will learn to: • Sing songs and rhymes. • Share books with adults. • Ask questions relating to the stories they hear. • Look at books independently. • Hold a book correctly. • Listen to stories with developing recall. • Use language to make different endings to the story; • Start forming letters to represent their name.

- Listen for sounds in the environment
- Ascribe meaning to write a list to Santa.
- Hear the same initial sound for words and name objects.
- Oral blend words aloud with sounds they have learnt.

In Reception

- 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; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Read individual letters by saying the sounds for them.
- Read some letter groups that each represent one sound and say sounds for them.

Children will learn to:

- Write letters to represent their name.
- Identify initial sounds for words.
- Recognise phonemes.
- Blend cvc words.
- Hold a book correctly and turn pages.
- Talk about what they can see in pictures when reading a story.
- Explain what they think will happen next in a story.
- Answer questions relating to what they have read.

In Reception

- Write some or all of their name.
- Write some letters accurately.
- Read individual letters by saying the sounds for them.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.

Children will learn to:

- Write their name; forming most letters correctly.
- Identify and represent sounds for words in their writing.
- Recognise phonemes.
- Blend cvc words.
- Recognise and read tricky words.
- To handle a book correctly and to be able to talk about what is on each page
- Listen with increasing recall to a story.
- Explain what a non-fiction book is and use effectively.
- Write a list of things they would like for Christmas.
- Write a letter to Santa.
- Write Christmas cards to their friends and family.

	Spring 1	Spring 2
Cycle 2- 2026-2027	Wild things! (Animals) U of W	Fantasy Island (Pirates) Literacy, C&L and EAD
Focus stories	We're going on a bear hunt The Gruffalo Rumble in the Jungle	The Night Pirates Pirates love Underpants The Pirates next door Pirate Pool
Literacy Nursery- Letters and Sounds 7 aspects. Reception- Little Wandle SSP.	<u>In Nursery</u> • Sing songs and say rhymes independently. • Enjoy sharing books with an adult. • Ask questions about the book. Makes comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing • Engage in extended conversations about stories, learning new vocabulary. • 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; writing 'm' for mummy. • Teach children to identify initial sounds of words and names of objects. • Teach children to distinguish different sounds. • Use oral blending to blend words aloud with the new sounds the children have learned	<u>In Nursery</u> • Sing songs and say rhymes independently. • Enjoy sharing books with an adult. • Ask questions about the book. Makes comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing • Write some or all of their name. • Teach children to identify initial sounds of words and names of objects. • Teach children to articulate sounds correctly – including playing with voice sounds. • Use oral blending to blend words aloud with the new sounds the children have learned

Children will learn to:

- Sing a range of songs and rhymes.
- Name the features of a book.
- Respond to stories with developing recall.
- Represent meaning by making marks and trying to make letter shapes.
- Identify initial sounds of words and name objects.
- Distinguish different sounds.
- Oral blend words aloud with sounds they have learnt.

Children will learn to:

- Sing a range of songs and rhymes.
- identify initial sounds of words; reproduce the initial sounds clearly and recognisably; make up their own alliterative phrases.
- recall a list of objects beginning with the same sound.
- select an extended range of words that start with the same sound.
- Write some or all of their name.
- Understand the key features of a book: Front cover, title, back page and blurb.
- Talk about what we have read.
- Hold a book and how to turn pages.
- Look at non-fiction books.
- Oral blend words aloud with sounds they have learnt and develop the skill to do this with some support.
- Read books relating to pirates.

In Reception

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Form lower-case and capital letters correctly.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read a few common exception words matched to the school's phonic programme.

Children will learn to:

- Hold a book correctly and turn pages, tracking the words.
- Form letters correctly in their writing.
- Form short captions.
- Apply their phonics in their writing.
- Use their phonics skills to decode and read sentences.
- Read a few common exception words in books.
- Write a list of things they can take on a bear hunt.
- Sequence stories.

In Reception

- Form lower-case and capital letters correctly.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Children will learn to:

- Write short sentences, using words with 3 or 4 sounds.
- Reread what they have written.
- Read books with developing prosody.
- Retell familiar stories.
- Engage in role play relating to familiar stories.
- Write wanted posters

	Summer 1	Summer 2
Cycle 2- 2026-2027	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W	Under the Sea (Sea creatures) U of W
Focus stories	Oliver's Vegetables Jack and the Beanstalk The Very Hungry Caterpillar The Enormous Turnip	Tiddler Sharing a shell Barry the fish with fingers
Literacy Nursery- Introduction to initial letter sounds following Little Wandle. Reception- Little Wandle SSP	<u>In Nursery</u> - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name. - 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 - Teach children to identify initial sounds of words and objects. - Use oral blending to blend words aloud with the new sounds the children have learned - Writes some letters accurately Children will learn to: - Identify rhyme and rhythm in Nursery rhymes. - Identify initial sounds of words and objects. - distinguish between the sounds in vocal sounds. - Oral blend words aloud with sounds they have learnt and develop the skill to do this independently. - recognise their own and each other's voices, including a recorded voice. - use appropriate vocabulary to talk about different voice and speech sounds.	<u>In Nursery</u> - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name. - Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word - Teach children to identify the final sounds of words and objects. - Use oral blending to blend words aloud with the new sounds the children have learned - Write some letters accurately. Children will learn to: - Identify rhyme and rhythm in Nursery rhymes. - Identify final sounds of words and objects - Recognise and identify initial letter sounds. - Identify objects that begin with the same letter sound. - blend phonemes and recognise the whole word; say the word and identify the object; blend words that begin with the same initial phoneme. - Oral blend words aloud with sounds they have learnt and develop the skill to do this independently. - Write some letters. - Use letters to represent their name, identifying the initial letter sound.

	• Recognise and identify initial letter sounds. • Write some letters. • Make marks in their independent play to represent meanings. • Recall key events in stories.	• To be able to handle a book correctly, turning pages from left to right
	<u>In Reception</u> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. Children will learn to: • To be able to write their first name with letters formed correctly • To be able to track (point, say and follow) words in books • Write sentences independently. • Form letters correctly. • Understand different functions of writing. • Read sentences with prosody. • Show an understanding of what they have read. • Read high frequency words. • Write instructions for recipes.	<u>In Reception</u> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. Children will learn to: • Write sentences independently. • Form letters correctly. • Understand different functions of writing. • Apply their phonics independently in their writing. • Read sentences with prosody. • Answer questions relating to what they have read. • Show an interest in a range of fiction and non-fiction books. • Write postcards to their friends.

The Educational Programme for Mathematics.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and ten-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.

	Autumn 1	Autumn 2
Cycle 2- 2026-2027	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W	Heroes around us!! People who help us: Police, Doctors and Vets Bonfire night and Christmas) U of W
Maths Master the curriculum is followed in Nursery. NCETM and WRM are followed for Reception.	<u>In Nursery</u> • Take part in finger rhymes. • React to changes of amounts in a group of up to three items. • Compare amounts, saying ‘lots’, ‘more’ or ‘same’. • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. • Notice patterns and arrange things in patterns. • Make comparisons between objects relating to size, length, weight and capacity. Children will learn to: • Join in with number rhymes. • Join in with counting. • Complete inset jigsaw puzzles. • Sort for colours: red, blue and yellow • Sort for colours: green, purple and mix of colours. • Match objects for colours. • Match objects with the same features. • Match number shapes and shapes • Match shapes • Match handprints –big and small • Sort for colour, size and shape • Comment upon what they notice when sorting objects.	<u>In Nursery</u> • Take part in finger rhymes. • React to changes of amounts in a group of up to three items. • Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ • Build with a range of resources. • Notice patterns and arrange things in patterns. • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’) • Extend and create ABAB patterns – stick, leaf, stick, leaf Children will learn to: • Join in with number rhymes. • Join in with counting. • Recognise numerals up to 2. • Subitising to 2. • Rote count. • Subitise dice patterns to 2. • Subitise random patterns. • Extend AB and ABC Colour patterns • Extend AB and ABC Outdoor Patterns • Create AB Movement Patterns

In Reception

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 3 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Children will learn to:

- subitise within 3
- represent quantities on their fingers in different ways.
- hear and join in with the counting sequence to 5, including using songs and rhymes
- practise counting each object, action or sound once and only once.
- understand how numbers are made
- represent numerals to 3
- match and sort objects
- compare amounts
- compare, size, weight and capacity
- explore patterns

In Reception

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts
- 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'.

Children will learn to:

- subitise amounts to 5.
- hear and join in with the counting sequence to 10
- identify when a small collection is rearranged or the quantity changed.
- use positional language to describe patterns of 5.
- compare 2 sets of objects and say which is 'more than' or 'fewer than'
- tag each object with 1 number word (1:1 correspondence)
- see that they have 5 fingers on one hand.
- make collections of 5 in different ways.
- use a die frame to represent 5.
- say when they have an equal number
- hear the language of 'whole' and 'parts'.
- use their fingers to represent quantities to 5 and to begin to represent quantities to 10
- match different representations of quantities to 5 with amounts shown on their fingers.
- Name 2D shapes with up to 4 sides
- Talk about the characteristics of 2D shapes
- Show an awareness of time

	Spring 1	Spring 2
Cycle 2- 2026-2027	Wild things! (Animals) U of W	Fantasy Island (Pirates) Literacy, C&L and EAD
Maths	<u>In Nursery</u> • Take part in finger rhymes with numbers. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • 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'. Children will learn to: • Join in with number rhymes. • Recognise numerals up to 5. • Subitising amounts. • Recognise up to 5 sided shapes and link with the corresponding numeral. • Show an awareness of the composition of numerals to 5. • 1:1 count.	<u>In Nursery</u> • Take part in finger rhymes with numbers. • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Make comparisons between objects relating to size, length, weight and capacity. Children will learn to: • Join in with number rhymes. • Recognise number 6 • Use a 10 frame • Explore height & length, using the language tall and short/Long and short/ tall/long and short • Use language and everyday experiences to explore weight. • Use language and everyday experiences to explore capacity.

In Reception

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- Compare length, weight and capacity.

Children will learn to:

- show numbers to 5 using their fingers
- see that 5 can be partitioned into 4 and 1.
- recognise and order the numerals 1–5
- begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.
- use dice to link subitised amounts with 1-to-1 counting actions.
- recognise die patterns to 6
- link die patterns to numbers shown on their fingers
- use die patterns to play track games.
- represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.
- find ways to partition a set of 5.
- use 'more than' and 'fewer than' to describe quantities
- compare the mass of objects
- use the language of weight
- explore capacity in the environment
- use the language of capacity
- investigate length and height
- show an understanding of the concept of time

In Reception

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.

Children will learn to:

- practise counting aloud
- investigate the '1 more/1 less' pattern of the base-10 counting system
- work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.
- represent 8 as '5 and 3 more'
- reason about which numbers are 'more than' others.
- use skills of conceptual subitising to describe parts of a whole set
- visualise arrangements and use gestures to describe the numbers within a whole set.
- explain their understanding of the composition of 7.
- identify when a double is shown and explain why.
- Investigate double patterns
- use objects to make doubles patterns and describe what they can see.
- use positional language to describe spatial arrangements of objects
- Name 3D shapes and talk about their key features
- Show an awareness of spatial awareness
- Explore ABB, AAB, AABB and AABBB patterns
- Continue and copy patterns
- Explore patterns in everyday situations

	Summer 1	Summer 2
Cycle 2- 2026-2027	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W	Under the Sea (Sea creatures) U of W
Maths	<u>In Nursery</u> • Take part in finger rhymes with numbers. • Compare quantities using language: 'more than', 'fewer than'. • 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.. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. Children will learn to: • Join in with number rhymes. • Use the language more than/fewer than when comparing amounts • Understand one more than and one less than. • Name 2D shapes with up to 6 sides. • Extend AB patterns in a variety of contexts. • Notice and correct an error in a repeating pattern. • Name simple 3D shapes.	<u>In Nursery</u> • Take part in finger rhymes with numbers. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. Children will learn to: • Join in with number rhymes. • Show an awareness of the composition of numerals to 5. • Show an awareness of night and day • Order events in their day at nursery • Order events that happen at day/night • Show an understanding of positional language

In Reception

- Verbally count beyond 20, recognising the pattern of the counting system.
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- 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.
- 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.

Children will learn to:

- count things that cannot be seen – sounds, actions and periods of time
- discuss and practise strategies for counting larger sets.
- visualise, make and describe spatial arrangements of 6.
- subitise doubles amounts shown on 10-frames.
- consolidate their use of finger patterns to represent the composition of 5.
- identify a missing part of 5.
- identify when a set of objects has 5/NOT 5

In Reception

- Verbally count beyond 20, recognising the pattern of the counting system.
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek
- Select, rotate and manipulate shapes in order 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.
- 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.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Children will learn to:

- subitise numbers up to 5 represented by finger patterns
- orientate a rekenrek correctly and push a number of beads with one finger.
- subitise numbers up to 5 using linear dot patterns
- subitise numbers up to 5 using standard and non-standard dot patterns
- use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek.
- use their fingers to make and describe doubles facts

	• identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2. • recap that 10 can be composed of 5 and 5 • explore ways in which 10 can be composed of 2 parts • identify pairs of numbers that make 10 in unstructured arrangements • identify a missing part of 10 in structured arrangements. • join in with a backward count from 5 to 1 • identify whether numbers are before or after 5 on the number track • begin to understand the rules for simple linear track games. • represent the composition of 10 using dice frames and finger patterns. • identify when 10 is shown using structured arrangements of objects. • Build and identify numbers to 20 (and beyond) • Count on and back beyond 10 • Match arrangements of shapes and using positional language to describe where the shapes are in relation to each other. • Show an understanding of the first, then and now structure when adding and taking away • Experiment with shapes and how they fit together	• explore and represent the composition of 5 on die frames • explore the commutativity of addition facts. • use what they know about the number sequence to work out missing numbers to 10 • use rekenreks to explore and make '5 and a bit' numbers to 10. • Share amounts equally • Group objects • Understand the concept of odd and even • Engage in extended problem solving and critical thinking skills • Explore and investigate patterns between numbers and shapes • Make maps to represent places
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The Educational Programme for Understanding of the World.

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

	Autumn 1	Autumn 2
Cycle 2 (2026-2027)	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W	Heroes around us!! People who help us: Police, Doctors and Vets Bonfire night and Christmas) U of W
UofW	<u>In Nursery</u> - Explore materials with different properties. - Explore natural materials, indoors and outside. - Make connections between the features of their family and other families. - Notice differences between people. - Use all their senses in hands-on exploration of natural materials. - Begin to make sense of their own life-story and family's history. Children will learn to: - Explore natural materials, indoors and out. - Notice differences between people and celebrate our uniqueness. - Talk about who is in their family. - Understand changes since they were a baby. - Look at photos of when they were a baby. - Develop themselves as a part of our school family. - Explore sensory materials inside and out. - Talk about the weather as part of the daily routine. - Celebrate festivals and events: Birthday's and Diwali.	<u>In Nursery</u> - Explore materials with different properties. - Explore natural materials, indoors and outside. - Notice differences between people. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Show interest in different occupations. Children will learn to: - Explore natural materials, indoors and out. - Notice differences between people and celebrate our uniqueness. - Understand the importance of the different job roles: Police, Vet and Doctor. - Talk about the roles of the Police, Vet and Doctors. - Relate their own experiences to that of stories. - Talk about what they can see and hear when outside. - Celebrate festivals and events: Birthday's, Bonfire Night and Christmas.
	<u>In Reception</u> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. Children will learn to: - Talk about themselves as part of their family. - Talk about our school family. - Talk about the community they live in.	<u>In Reception</u> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. Children will learn to: - Talk about the role of the Police, Vet and Doctors. - Talk about the jobs of people they know. - Share their beliefs and learn of different beliefs.

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| | <ul style="list-style-type: none">• Discuss differences from when they were born and now.• Celebrate festivals and events: Birthday's and Diwali. | <ul style="list-style-type: none">• Celebrate festivals and events: Birthday's, Bonfire Night and Christmas. |
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	Spring 1	Spring 2
Cycle 2- 2026-2027	Wild things! (Animals) U of W	Fantasy Island (Pirates) Literacy, C&L and EAD
UofW	<u>In Nursery</u> - Explore how things work. - Begin to understand the need to respect and care for the natural environment and all living things. - Use all their senses in hands-on exploration of natural materials. - Talk about the differences between materials and changes they notice. Children will learn to: - Name bears and talk about where they live. - Talk about the differences between bears. - Talk about the habitats the bears live in. - Talk about changes in weather. - Celebrate festivals and events: Birthday's and Chinese New Year.	<u>In Nursery</u> - Explore and respond to different natural phenomena. - Talk about the differences between materials and changes they notice. - Continue developing positive attitudes about the differences between people. Children will learn to: - Explore and respond to things that naturally happen in the environment. - Talk about different materials and how they change. - Show an awareness of who Pirates were and where they lived. - Celebrate festivals and events: Birthday's and Easter.
	<u>In Reception</u> - Understand the effect of changing seasons on the natural world around them. Children will learn to: - Talk about the different types of bears. - Talk about where the bears live. - Talk about what the bears like to eat. - Talk about the changes in weather in the story of 'We're going on a bear hunt' - To experiment with changes in materials: magic snow relating to 'We're going on a bear hunt' - Celebrate festivals and events: Birthday's and Chinese New Year.	<u>In Reception</u> - Understand the effect of changing seasons on the natural world around them. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. Children will learn to: - Talk about different materials and how they change. - Experiment with floating and sinking when making pirate ships. - Talk about who famous Pirates were and where they lived - Celebrate festivals and events: Birthday's and Easter.

	Summer 1	Summer 2
Year 1 (2024-2025)	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W	Under the Sea (Sea creatures) U of W
UofW	<u>In Nursery</u> - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. Children will learn to: - Plant seeds in the outdoor area. - Grow their own seed and watch it grow. - Understand the life cycle of a plant. - Celebrate festivals and events: Birthday's.	<u>In Nursery</u> - Explore and talk about different forces they can feel. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children will learn to: - Talk about what the different forces we have around us. - Talk about where sea creatures live around the world. - Talk about the difference in temperatures in different countries. - Celebrate festivals and events: Birthday's.
	<u>In Reception</u> - Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past. - Draw information from a simple map. Children will learn to: - Talk about changes in the seasons. - Observe changes in the plants and flowers in the outdoor provision. - Plant seeds in the outdoor area. - Grow their own seed. - Talk about the lifecycle of a plant. - Experiment with sunflowers. - Celebrate festivals and events: Birthday's.	<u>In Reception</u> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. Children will learn to: - Talk about the natural world around them. - Use language to describe what they can see, hear and feel outside. - Talk about changes in the environment. - Talk about where sea creatures live around the world. - Use a map to explore where different sea creatures live. - Talk about the difference in temperatures in different countries. - Celebrate festivals and events: Birthday's.

The Educational Programme for 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. 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.

	Autumn 1	Autumn 2
Cycle 2- 2026-2027	All about Me! (Getting to know me, family, friends and aspirations) PSED, C&L and U of W	Heroes around us!! People who help us: Police, Doctors and Vets Bonfire night and Christmas) U of W
EAD Linked with Access Art	<u>In Nursery</u> Movement Maps • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing.	<u>In Nursery</u> Prop Making for Toys • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Remember and sing entire songs. Children will learn to: • Explore voice sounds • Join in with songs • Explore how to use paint. • Explore different musical instruments. • Create props for their toys. • Paint pictures relating to Police, doctors and vets. • Learn and sing simple nursery rhymes. • Recite 3 simple nursery rhymes.

Children will learn to:

- Explore voice sounds
- Join in with songs
- Explore different musical instruments.
- Explore how to use paint.
- Draw circles to represent their faces.
- Make marks and give meaning.
- Mix colours using the paint.
- Make marks relating to movements.
- Paint a self portrait.

In Reception
Movement Maps

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Children will learn to:

- Draw self portraits.
- Use different media to draw self portraits.
- Mix colours using the paint.
- Make marks relating to movements.
- Mark make in an imaginative and expressive way linking to music.

In Reception
Prop Making for Toys

- Develop storylines in their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Listen attentively, move to and talk about music, expressing their feelings and responses

Children will learn to:

- Create props for their toys.
- Make props relating to the Doctors, Police and Vets.
- Use their imaginations to create role play scenarios.

	Spring 1	Spring 2
Cycle 2- 2026-2027	Wild things! (Animals) U of W	Fantasy Island (Pirates) Literacy, C&L and EAD
EAD	<u>In Nursery</u> Collaging with Wax Crayon Rubbings • Explore different materials, using all their senses to investigate them. • Make simple models which express their ideas. • Use their imagination as they consider what they can do with different materials. • Explore colour and colour-mixing. • Join different materials and explore different textures. • Listen with increased attention to sounds. • Remember and sing entire songs. • Explore materials freely, to develop their ideas about how to use them and what to make. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Respond to what they have heard, expressing their thoughts and feelings. Children will learn to: • Explore textures through wax crayon rubbings. • Explore natural resources through wax crayon rubbings. • Sing entire songs. • Represent things from books through their drawings and paintings.	<u>In Nursery</u> Transforming Objects • Explore different materials, using all their senses to investigate them. • Make simple models which express their ideas. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • • Respond to what they have heard, expressing their thoughts and feelings. • Sing the pitch of a tone sung by another person ('pitch match'). Children will learn to: • Play musical instruments with some control for pitch. • Sing familiar songs in tune. • transform objects with paint. • use box modelling to make our own pirate ships • learn pirate songs

In Reception

Collaging with Wax Crayon Rubbings

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Watch and talk about dance and performance art, expressing their feelings and responses.

Children will learn to:

- explore a range of different textures found in nature and around the building through wax crayon rubbings.
- Imitate dance movements relating to emotions and feelings.

In Reception

Transforming Objects

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

Children will learn to:

- transform objects with paint and pattern
- Play musical instruments with some control for pitch.
- Sing familiar songs in tune.
- Perform songs in front of the whole class.
- Design what they want to make before creating their own models.
- use box modelling to make our own pirate ships
- learn pirate songs

	Summer 1	Summer 2
Cycle 2- 2026-2027	Roots, shoots and muddy boots! (Growing, planting, fruit and vegetables) PD and U of W	Under the Sea (Sea creatures) U of W
EAD	<u>In Nursery</u> World in a Matchbox • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Join different materials and explore different textures. • Sing the pitch of a tone sung by another person ('pitch match'). Children will learn to: • work on a small scale making models in boxes.	<u>In Nursery</u> Observational and Imaginative Drawing • Play instruments with increasing control to express their feelings and ideas. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. Children will learn to: • Experiment with clay. • Play a range of musical instruments and show awareness of how to change the melody. • Engage in observational drawings; looking closely at the key features. • Create their own songs.

In Reception

World in a Matchbox

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Watch and talk about dance and performance art, expressing their feelings and responses.

Children will learn to:

- work on a small scale making models in boxes.

In Reception

Observational and Imaginative Drawing

Clay Play

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

Children will learn to:

- Experiment with clay.
- Make models with clay.
- Perform to an audience as part of SP Fest.
- Play a range of musical instruments and show awareness of how to change the melody.
- Engage in observational drawings; looking closely at the key features and representing them using art pencils.