

	attention, for example, by using their name. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Use longer sentences of four to six words.	resources during tidy-up time, matching physical blocks to silhouettes while repeating the shape names out loud. Literacy and Storytelling – Daily Story Engagement • Sustained Engagement: Timetable a dedicated storytime at least once a day using a core text list of high-quality picture books with repetitive structures, rhythm, and rhyme to support auditory memory. • Interactive Reading: Engage children actively by pausing before rhyming words to let them predict the text. Draw attention to print tracking from left to right, point out standard book orientation, and encourage children to handle pages carefully one at a time. Targeted Communication Support – Establishing a Baseline • Screening and Gaps: Monitor early speech sound production during the initial settling weeks, focusing on the correct use of early speech sounds such as p, b, m, and w. Keep a structured record of children who rely purely on gestures or single words to communicate their basic needs. • Intervention: Identify children who display a significant gap between their comprehension and spoken language, or who cannot follow a simple instruction. Put immediate daily speech interventions in place, using small-group sensory play and intensive interaction to close language gaps rapidly before they widen							
Personal, social and emotional development	Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children,	Getting to know you.	Getting to know you.	Marvellous Me! Unique Identity: Children will learn to recognise they are unique, explore diversity, and share personal perspectives. Body Awareness: The unit covers naming body parts.	Marvellous Me! Unique Identity: Children will learn to recognise they are unique, explore diversity, and share personal perspectives. Body Awareness: The unit covers naming body parts.	I’m Special Children will learn to speak positively about themselves, name different feelings and their causes, and identify adults who can provide support. Critical Thinking: The curriculum emphasises developing critical thinking through open-ended questioning, which allows	I’m Special Children will learn to speak positively about themselves, name different feelings and their causes, and identify adults who can provide support. Critical Thinking: The curriculum emphasises developing critical thinking through open-ended questioning, which allows	People who are special to me Recognise that individuals are unique. Describe various feelings and use this to manage relationships. Understand that while families differ, they share commonalities such as providing love, security, and stability.	People who are special to me Recognise that individuals are unique. Describe various feelings and use this to manage relationships. Understand that while families differ, they share commonalities such as providing love, security, and stability.

	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. Increasingly follow rules, understanding why they					children to examine their thoughts, evaluate evidence, and understand perspectives.	children to examine their thoughts, evaluate evidence, and understand perspectives.	Identify their special people and those who keep them safe.	Identify their special people and those who keep them safe.
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Physical development				LESSON 1 Theme: Witches and Wizards To move safely and sensibly in a space with consideration of others.	LESSON 2 Theme: Pirates To develop moving safely and stopping with control.	LESSON 3 Theme: Mythical Creatures To use equipment safely and responsibly.	LESSON 4 Theme: To the Castle To use different travelling actions whilst following a path.	LESSON 5 Theme: Superheroes To work with others co-operatively and play as a group.	LESSON 6 Theme: Monsters To follow, copy and lead a partner.
Fine motor		Core Grounding & Hand Priming Activities: Submerge fingers, hands, and wrists in deep trays of wet cornflour or jelly, using single-handed sweeping actions to spread the material. Extract small counting objects hidden inside thick, resistant playdough or clay using a whole-hand palmar	Vertical Surfaces & Large Muscle Mark-Making Activities: Use large, chunky chalks or fat markers on wall-mounted chalkboards or easels to draw large continuous circles using large-muscle movements. Stick large pieces of coloured paper onto vertical windows using wet sponges and	Malleable Resistance & Grip Strength Activities: Pound, pull, squeeze, and flatten dense potter's clay or firm playdough on flat tables using a singular hand. Hide large glass pebbles inside dough balls and squeeze the dough with one hand to extract them. Key Skills Gained: Isolating	Tearing, Ripping & Two-Handed Manipulation Activities: Rip strips of thick corrugated card, wallpaper, and tissue paper to stick onto junk-modelling structures. Use large plastic tweezers to pinch and sort large pom-poms into sorting cups. Key Skills Gained: Improving	Trigger Isolation & Multi-Finger Control Activities: Use small pipette droppers to suck up coloured water and squeeze it onto paper towels or cotton pads. Press and squeeze firm mechanical wind-up toys to watch them move across flat carpets. *Key Skills Gained: Developing finger digit isolation,	Hand-Over-Hand Tools & Grasp Transitions Activities: Use large, blunt safety scissors or loop scissors to make simple snips into thick playdough worms or wide card strips. Use wide-handled wooden spoons to scoop, stir, and pour dry lentils or chickpeas between wide containers. Key Skills	Fine Motor: Threading & Loose Parts Precision Activities: Thread thick, rigid laces or pipe cleaners through large holes in plastic shapes or heavy cardboard cards. Place small counting beads or buttons carefully into narrow ice-cube tray compartments. Key Skills	Tool Stability & Baseline Assessment Activities: Use thick, short triangular markers or crayons to draw freely on large sheets of paper, tracking hand movements. Peel and stick thick masking tape independently to join junk-modelling items. Key Skills Gained: Maintaining lower

		grasp. Key Skills Gained: Building whole-hand palmar grasp strength, skin-surface tactile processing, and foundational hand muscle tone.	sweeping hand motions. Key Skills Gained: Building arm extension endurance and shoulder socket stability by executing fine movements on vertical planes above chest height.	tension in the intrinsic hand muscles, improving palm flexibility, and building thumb opposition strength.	asymmetrical two-handed cooperation, where one hand stabilizes an object while the other performs a high-friction tear or pinch.	thumb-press resistance, and separating fine forearm rotation from the main shoulder joint.	Gained: Mastering early tool-handling precision and learning to safely open and close high-resistance blades or loops using a single hand.	Gained: Refining the transition from a whole-hand palmar hold toward a targeted tip-to-tip pincer pinch.	arm and wrist steering accuracy while stabilising a drawing tool during free mark-making.
Skills for outside		Perimeter Exploration & Varied Terrain Activities: Navigate the newly introduced outdoor classroom perimeter on foot, walking over varied natural terrain such as grass, soil, and bark chippings. Follow low-pressure, curved chalk trails drawn on the playground floor to map out safe paths through busy play zones. Key Skills Gained: Learning to move safely within shared environments without collisions, while establishing basic macro-spatial awareness.	Changes in Level & Embankments Activities: Walk and crawl up and down low natural mounds, grass embankments, or wide, shallow outdoor steps. Step carefully into and out of dry muddy hollows, shallow sandpits, or low-rimmed water trays. Key Skills Gained: Developing lower-body eccentric strength and vestibular adjustment when navigating sudden elevation changes.	Low-Level Balance & Fixed Apparatus Activities Grasp, mount, and stand safely on low-level outdoor climbing structures, wide planks, and stable A-frames. Practice low-level jumps from a stable, low structure onto soft grass or bark surfaces, focusing on bending knees to land safely. Key Skills Gained: Evaluating safe equipment boundaries and mastering low-impact landing mechanics by using the joints to absorb force.	Collaborative Heavy Transport Activities: Work in pairs or small teams to lift, push, and carry large, open-ended objects such as hollow plastic blocks, old tyres, and smooth logs across the play area. Pull long, weighted ropes or loaded storage crates across the playground surface to clear spaces. Key Skills Gained: Strengthening the legs and lumbar core through functional load-bearing play while practicing physical peer collaboration.	Dynamic Mobility & Directional Control Activities: Play low-pressure chasing games in wide, open areas that require rapid changes of speed and direction, such as stopping completely on an adult's signal. Move like different woodland animals across large outdoor zones using alternate physical motions. *Key Skills Gained: Mastering swift changes in velocity, peripheral spatial tracking of multiple moving peers, and dynamic motor planning	Simple Structural Assembly Activities: Weave long, flexible willow sticks, camouflage netting, and plastic tarpaulins over low structures or through fences to construct simple dens. Stack and balance loose planks across crates to form custom pathways, checking for stability before stepping up. Key Skills Gained: Developing structural problem-solving, real-world spatial reasoning, and understanding how weight balances across objects.	Introduction to Wheeled Resources Activities: Mount, steer, and brake using a variety of multi-wheeled resources, including scooters, trikes, and bikes. Navigate designated outdoor traffic tracks, following basic visual stop-and-go indicators painted on the ground. Key Skills Gained: Synchronising bilateral leg power for propulsion with precise steering, braking, and vehicular spatial awareness.	Community Transition Routines Activities: Engage in outdoor games that require lining up, queuing, and waiting for a specific turn without physical contact. Participate in a timed tidy-up routine that involves matching large outdoor loose parts back to designated storage spaces or bins. Key Skills Gained: Practicing physical self-control, respecting social distance boundaries, and executing organisational routines in shared spaces.
Literacy -Reading									
Phonics	Enjoys songs	Getting to know	Settling In &	Outdoor Sound	Animal & Voice	Exploring	Volume Control –	Tempo Control –	Sound Story

	and rhymes, tuning in and paying attention. Listen to other people's talk with interest but can easily be distracted.	you - songs and rhymes.	Tuning into Environmental Noises Phase 1 Focus: Aspect 1 – Environmental Sounds (Indoor Listening) Weekly Focus: Identifying and separating everyday indoor classroom sounds. Essential Knowledge: Understanding that background noises in our classroom have different, unique sources (e.g., a door closing, water running, a chair sliding). Essential Skills: Pausing physical play on a visual cue to listen quietly; identifying and pointing to or naming a hidden indoor sound source.	Explorers & Sound Direction Phase 1 Focus: Aspect 1 – Environmental Sounds (Outdoor Listening & Location) Weekly Focus: Tracking and finding hidden sound sources outdoors. Essential Knowledge: Understanding that sounds travel through the air from different directions and distances (e.g., a siren in the distance vs. a bird chirping overhead). Essential Skills: Filtering out immediate background noise on a listening walk to locate and face the direction of a specific hidden outdoor sound.	Sound Discrimination Phase 1 Focus: Aspect 1 – Environmental Sounds (Animal & Object Vocalisation) Weekly Focus: Discriminating between different animal sounds and vocal noises. Essential Knowledge: Understanding that living things produce distinct vocal sounds that tell us what or who they are. Essential Skills: Listening to an animal sound effect or vocal mimicry and matching it accurately to a photo cue card or toy animal.	Percussion Instruments Phase 1 Focus: Aspect 2 – Instrumental Sounds (Exploring Instrument Profiles) Weekly Focus: Differentiating between the unique sounds made by various percussion instruments. Essential Knowledge: Knowing that different instruments (e.g., maracas, triangles, drums, bells) are made of different materials and produce unique sound profiles. Essential Skills: Playing an instrument to make a clear sound; identifying which instrument was played when hidden behind a screen.	Loud and Quiet Sounds Phase 1 Focus: Aspect 2 – Instrumental Sounds (Volume Dynamics) Weekly Focus: Exploring and controlling volume (dynamics) using instruments. Essential Knowledge: Understanding that the volume of a sound can change, and that applying more physical force creates a loud sound while gentle force creates a quiet sound. Essential Skills: Replicating contrasting volume profiles (shaking/tapping loudly vs. quietly) in response to adult conductor signals or story prompts.	Fast and Slow Sounds Phase 1 Focus: Aspect 2 – Instrumental Sounds (Tempo Dynamics) Weekly Focus: Exploring and controlling speed (tempo) using instruments. Essential Knowledge: Understanding that the speed (tempo) of a sound can change from fast to slow. Essential Skills: Playing an instrument fast or slow to match a visual movement or story character (e.g., fast tapping for a running mouse, slow taps for an elephant).	Sequences & Auditory Memory Phase 1 Focus: Aspect 1 & 2 – Environmental & Instrumental Sound Synthesis Weekly Focus: Linking sounds directly to story events and matching 2-part sound sequences. Essential Knowledge: Understanding that instrumental and environmental sounds can be used to tell a story or represent real-world actions. Essential Skills: Remembering and replicating a 2-part sound sequence (e.g., <i>drum tap then shaker shake</i>) to accompany a narrative refrain.
Literacy -Writing									
Mathematics White Rose Maths		Getting to know you	Getting to know you	Comparison. More than, fewer than, same	Shape, Space and Measure Explore and build with shapes and objects	Shape, Space and Measure Explore and build with shapes and objects	Pattern Explore repeats	Counting Hear and say number names	Counting Hear and say number names

Understanding the world Prior learning	• They can identify and name their immediate family members and carers. • They understand that they live in a specific house or flat. • They know the names of their key person and the regular adults in their room. • They understand that teachers and practitioners are there to help them. • They know they used to be a baby and have seen photos of themselves when they were smaller. • They understand they are bigger now because their clothes and shoes no longer fit. • They can navigate the classroom confidently to find their favourite toys. • They know the basic rules of the specific areas (e.g., aprons on in the water area). • They have felt crunchy leaves, picked up sticks, and know that leaves fall off trees when it gets colder. • They know that they live in a house/flat and that birds live in nests or dogs live in kennels. • They have basic experience building structures with bricks or Duplo. • They have visited local parks, gardens, or small patches of trees and played with woodland sensory trays. • They know that ice feels very cold, that it comes from the freezer, and that it turns into water when it sits in their hands.								
Development Matters	Begin to make sense of their own life-history and family's history. Show interest in different occupations. Use all their senses in hands-on exploration of natural materials. Explore more distant environments, looking at pictures and other texts. Talk about what they see, using a wide vocabulary. Talk about what they see, using a wide vocabulary to describe natural processes.	Week 1: This Is Me and My Family (History) Learning Objective: To talk about members of their immediate family and share key information about their own home life. Focus: Recognising who lives in their house, naming family structures, and sharing personal histories using home-corner photos.	Week 2: People in My Pre-School (Geography) Learning Objective: To recognise, name, and describe the familiar adults who look after them within their pre-school. Focus: Exploring the immediate classroom layout and building secure relationships with key practitioners.	Week 3: Growth – When I Was Smaller (History) Learning Objective: To observe physical differences over time, identifying how they have grown since they were babies. Focus: Comparing personal growth using baby photos, items of clothing, and tracking basic milestones.	Week 4: Exploring Our Play Zones (Geography) Learning Objective: To identify, locate, and talk about the different play areas within their classroom environment. Focus: Constructing and arranging 3D tabletop layouts of their classroom using blocks and toy resources.	Week 5: Autumn Textures and Treasures (Science) Learning Objective: To explore and handle natural autumn materials, describing what they feel and notice using descriptive words. Focus: Collecting, sorting, and investigating seasonal materials like crunchy leaves, twigs, and pinecones outdoors.	Week 6: Homes for Animals and People (History/Architecture) Learning Objective: To look at images of different shelters and comment on how animal or human homes are built. Focus: Comparing the features of nests, burrows, and buildings using non-fiction books and construction play.	Week 7: Off to the Woods (Geography) Learning Objective: To talk about environments that are different from their immediate school or home environment. Focus: Simulating a forest setting using a woodland sensory tray filled with real soil, moss, and tree bark.	Week 8: Cold Hands and Melting Ice (Science) Learning Objective: To observe and describe what happens to solid ice when it is touched or left in a warm room. Focus: Investigating natural processes by holding ice cubes and watching them melt into liquid water on their hands.
Essential knowledge		Understanding that they belong to a family group and that different people live in different homes.	Knowing the names of the adults who care for them at pre-school and understanding that these adults	Understanding that they grow bigger, taller, and change as time passes.	Realising that a small toy object or block can stand for a real, larger object in the room.	Identifying that leaves change colour (to yellow, red, or brown) and drop from trees when the outdoor	Understanding that buildings and shelters require specific natural materials to keep humans or animals	Knowing that a woods or forest is filled with lots of trees, plants, and wild animals, which makes it	Knowing that ice feels cold to touch and will melt back into wet, liquid water when it is warmed up.

			help us.			weather transitions to autumn.	safe and dry.	look different to our streets.	
Progression links Rec		Talking about immediate family structures and identifying specific domestic care roles	Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.	Draw information from a simple map.	Understand the effect of changing seasons on the natural world around them.	Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different from the one in which they live.	Explore the natural world around them (<i>specifically tracking: observe and interact with natural processes such as ice melting</i>).
RE	- Creation / All about me(Creation) - Harvest (Creation) - Thegoodsamaritan(Gospel)								
Expressive arts and design Prior learning	- The child can already hold a chunky crayon or marker using a whole-hand palmar grasp. - They understand cause and effect through physical action - Gross and Fine Motor Skills: Can pick up, release, and stack at least 2 to 4 objects safely without them immediately tipping over. They have developed the wrist stability to press things downward. - Spatial Awareness: They have a basic tracking ability to line up one object on top of or next to another. - They are moving away from the younger toddler stage of purely <i>demolishing</i> towers to starting to replicate simple vertical patterns. - Their marks have evolved from wild, continuous linear scribbles (back-and-forth arm movements) to more controlled, circular movements. - They can lift their marker off the page intentionally rather than dragging it continuously. - Visually, they can track vibrant contrasting shades and likely have a subconscious preference for certain bright objects or toys, even if they cannot yet verbally name the specific colours. - Bouncing their body, clapping their hands, or shaking their arms when they hear a familiar song or rhyme.								
Development Matters	Experimenting with blocks, colours and marks. Joining construction pieces together to build and balance. Understanding that they can use lines to enclose a space, and beginning to use these shapes to represent objects. Exploring colour and how colours can be changed.	Week 1: Messy Marks and Textures Learning Objective: To explore different sensory materials freely, finding out what they can do through physical exploration. Focus: Free finger-painting and swirling hands through wet cornflour on low tables to notice physical patterns.	Week 2: Stacking and Shaping Learning Objective: To manipulate and play with malleable resources, exploring how to change their form. Focus: Squeezing soft dough, pushing plastic pegs into it, and building low towers with soft foam blocks.	Week 3: Copying Actions and Expressions Learning Objective: To use their bodies, movements, and faces to copy ideas and expressions. Focus: Mirroring simple actions, silly faces, and physical gestures during circle-time games and action songs.	Week 4: Making Objects Stand for Things Learning Objective: To take part in simple pretend play, using one real object to represent something entirely different. Focus: Using simple open-ended objects (e.g., a stick as a phone, a cardboard box as a boat) in the role-play area.	Week 5: Shared Building Learning Objective: To make simple structural setups with blocks, sharing the space alongside another child. Focus: Building a simple animal enclosure or house side-by-side on the carpet using large wooden bricks.	Week 6: Acting Out Nursery Rhymes Learning Objective: To join in with core phrases and actions in rhymes, using simple props to mimic the sequence. Focus: Using character stick-puppets (e.g., Humpty Dumpty, Incy Wincy Spider) to act out song lines during play.	Week 7: Prints and Pathways Learning Objective: To explore what happens when objects are pressed into paint and stamped onto clean surfaces. Focus: Dipping found objects (sponges, big leaves, cotton pads) into paint and printing them onto large paper rolls.	Week 8: Dressing Up and Setting Scenes Learning Objective: To use available props and clothes freely to support early pretend play roles. Focus: Selecting hats, capes, or simple fabrics from the dressing-up rail to play a basic role-play game.

	Use representation to communicate. Showing an interest in the way musical instruments sound.								
Essential knowledge		Knowing that their fingers and hands can make marks, lines, and tracks when pushed through soft substances.	Understanding that materials change shape when pinched, rolled, pressed down, or piled on top of each other.	Understanding that they can use their own face and body to copy or mimic an action made by an adult	Realising that any object can become something else inside an imaginative game if they decide it is.	Knowing that blocks can be lined up or stacked upwards to enclose an area for toy figures.	Knowing that puppets can be moved up, down, or dropped to copy the plot points of a familiar nursery rhyme.	Realising that an object leaves a shape or print behind that matches its physical surface texture.	Knowing that putting on a specific prop or costume item helps them step into a pretend role or character.
Progression links Rec		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 (<i>specifically tracking: expressive movement and role-play mimicry</i>).	Start to develop pretend play, pretending that one object represents another.	Create closed shapes with continuous lines and begin to use these shapes to represent objects (<i>specifically tracking: block boundary formation</i>).	Develop storylines in their pretend play.	Become proficient in drawing and painting techniques to record experiences (<i>specifically tracking: intentional stamp and mark pathways</i>).	Provide a wide range of props for play which encourage imagination.