

Early Years Foundation Stage Curriculum

2026-2027

Text in blue are the Year 1 Ready statements

Prime Areas

Communication & Language Educational Programme (Statutory)					
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.					
Listening, Attention and Understanding (Development Matters)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in storytimes by listening carefully, retaining what has	Begin to answer 'who' and 'what' questions. Learn new vocabulary. Engage in fiction and non-fiction books and talk about the story to	Begin to answer 'where' and 'when' questions. Learn new vocabulary. Engage in fiction and non-fiction books and talk about the story to build	Begin to answer 'why' and 'how' questions. Learn new vocabulary. Engage in fiction books and retell the story, once they have developed a	**Early Learning Goals: Listening Attention and Understanding (Statutory)** Listen, respond to stories/adults with questions and comments, and follow instructions. 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.	

been heard and recalling key points. Listen carefully to rhymes and songs, paying attention to how they sound. Follow simple instructions.	build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Follow simple instructions.	familiarity and understanding. Learn rhymes, poems and songs. Responds to a series of instructions and a range of questions.	deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. Follows complex instructions. Learn rhymes, poems and songs. Responds to a series of instructions and a range of questions. Can switch attention from one task to another.	Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers. Execute a three-part instruction in the correct order (e.g., "Tuck in your chair, collect your coat, and line up at the door")

Speaking (Development Matters)					
Autumn 1 - Focus: Building the habit of talking.	Autumn 2 - Focus: Extending sentences and rhythm.	Spring 1- Focus: Developing speech sounds and tenses.	Spring 2- Focus: Using language to control the environment.	Summer 1	Summer 2
Learn and use new vocabulary during the day(See list). Start a conversation with an adult or a friend. Sing a large repertoire of rhymes and songs (joining in with actions and words). Practitioner Note: Focus on establishing the confidence to speak in a new environment.	Learn and use new vocabulary during the day(See list). Use longer sentences of four to six words. Know many rhymes and be able to join in with them. Talk about familiar books (e.g., naming characters, simple recall).	Learn and use new vocabulary during the day(See list). Develop their pronunciation, but knowing they may have problems saying some sounds (r, j, th, ch, and sh) . Develop their communication, but may continue to have problems with irregular tenses and plurals (e.g., saying 'runned' for 'ran' or 'swimmed' for 'swam'). Practitioner Note: Model the correct grammar back to them rather than correcting them explicitly.	Learn and use new vocabulary during the day(See list). Use talk to organise themselves and their play (e.g., "Let's go on a bus... you sit there..."). Continue a conversation for many turns (engaging in sustained back-and-forth). Express a point of view. Debate when they disagree with an adult or a friend, using words as well as actions (e.g., "I don't want to do that because...").	**Early Learning Goals: Speaking (Statutory)** Express ideas, hold conversations, and use talk to organise thinking/play. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of conjunctions such as ‘and’ ‘because’. Children can speak in full sentences using conjunctions like "because" or "and" to explain a choice (e.g., "I used the blue paint because it looks like water")	

Personal, Social and Emotional Development - Educational Programme (Statutory) 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.					
Self - Regulation					
Autumn 1 Focus: Labelling own emotions.	Autumn 2 Focus: The ability to wait.	Spring 1 Focus: Moving beyond 'me'.	Spring 2 Focus: Solving problems without aggression.	Summer 1	Summer 2
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to express needs verbally rather than physically (e.g., using words instead of snatching). Practitioner Note: Use visual aids (colour monsters) to help children identify how they feel when they arrive.	Select and use activities and resources, with help when needed (making a choice rather than rushing). To take turns in small groups. Start to develop the ability to wait for their needs to be met (e.g., waiting for snack, waiting for a toy). Practitioner Note: Introduce simple turn-taking games where the "wait" is short (10-20 seconds) to build this "muscle."	Understand gradually how others might be feeling. Notice when a friend is sad or upset and maybe offer comfort (e.g., passing them a toy). Practitioner Note: Model this by narration: "Look, Ben is crying. I think he is sad because he fell over."	Help to find solutions to conflicts and rivalries. Suggest other ideas during play disputes (e.g., "I'll be the doctor first, then you be the doctor"). Practitioner Note: Adults are still essential mediators here to model the language of compromise.	**<u>Early Learning Goals: Self- Regulation (Statutory)</u>** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	

				Can label four core emotions (happy, sad, angry, worried) in themselves and others using "I feel..." or "They look..."

Managing Self					
Autumn 1 Focus: Settling in and basic self-care.	Autumn 2 Focus: Mastering the toilet and handwashing.	Spring 1 Focus: Understanding the boundaries.	Spring 2 Focus: Asking for help and asserting needs.	Summer 1	Summer 2
Be increasingly independent in meeting their own care needs. (e.g., attempting to put on coats, finding own peg). Select and use activities and resources with help when needed. Practitioner Note: The focus here is on the transition from home to setting—knowing where things belong and trying things themselves.	Be increasingly independent in meeting their own care needs, specifically using the toilet, washing and drying their hands thoroughly. Follow the daily routine with support. Practitioner Note: Establishing strong hygiene habits before flu season is often a key priority here.	Increasingly follow rules, understanding why they are important (e.g., "We walk inside so we don't trip"). Remember rules without needing an adult to remind them. Practitioner Note: Moving from following rules because an adult is watching, to internalising them.	Develop appropriate ways of being assertive. (Standing up for their own rights, e.g., "I was playing with that"). Talk to others to solve conflicts. Practitioner Note: Managing self includes managing oneself in relation to others—knowing when to seek help versus handling it alone.	**Early Learning Goals: Managing Self (Statutory)** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

Building Relationships					
Autumn 1 Focus: Moving from parallel to associative play.	Autumn 2 Focus: Keeping the game going.	Spring 1 Focus: Maintaining play without adults.	Spring 2 Focus: Maintaining play without adults.	Summer 1	Summer 2
Play with one or more other children. (Initially, this may just be sharing the same space or resources). Start to develop special friendships with specific peers. Practitioner Note: Observe if they are watching others play and trying to join in, even if they don't quite know how to enter the game yet.	Extend and elaborate play ideas. (e.g., "Let's build a tower" becomes "Let's build a castle for the dragon"). Become more outgoing with unfamiliar people, in the safe context of their setting. Practitioner Note: Encouraging them to accept new ideas from friends rather than just imposing their own.	Maintain play for a while, changing and modifying it without adult support. Engage in imaginative play based on their own experiences. Practitioner Note: Step back and observe—can they keep the flow of the game going for 10+ minutes?	Maintain play for a while, changing and modifying it without adult support. Engage in imaginative play based on their own experiences. Practitioner Note: Step back and observe—can they keep the flow of the game going for 10+ minutes?	**Early Learning Goals: Building Relationships (Statutory).** 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.	

Jigsaw PSHEC					
Autumn 1 Focus: Being Me!	Autumn 2 Focus: Celebrating difference	Spring 1 Focus: Dreams and Goals	Spring 2 Focus: Healthy me	Summer 1 Focus: Relationships	Summer 2 Focus: Changing Me
How am I feeling today? Being at school Gentle hands Our rights Our responsibilities	What am I good at? I'm Special, I'm Me! Families Anti Bullying week Houses and Homes Making Friends Standing Up for Yourself	Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards.	Everybody's body We like to move it, move it! Food glorious food Sweet dreams Keeping Clean Safe Adults	My Family and Me! Make friends, make friends Falling Out and Bullying Being the best friends we can be	My Body Respecting My Body Growing Up Fun and Fears Celebrations

My Happy Mind		
Autumn Focus:	Spring Focus:	Summer Focus:
Meet Your Brain Celebrate	Appreciate Relate	Engage

Physical Development - Educational Programme (Statutory) Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives11. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Gross Motor (Development Matters)					
Autumn 1 Focus: Moving safely in space.	Autumn 2 Focus: Shoulder stability (pre-writing) & Core.	Spring 1 Focus: Alternate feet & stability.	Spring 2 Focus: Hand-eye and foot-eye coordination.	Summer 1	Summer 2
Navigate a crowded playground or hall at a jog without colliding with others or equipment. Continue to develop their movement: walking, running, and stopping safely. Match their developing physical skills to tasks: deciding whether to crawl, walk, or run across a plank. Move in different ways e.g run, jump, skip, climb, crawl.	Use large-muscle movements: wave flags and streamers, paint, and make marks (vertical surfaces). Collaborate with others to manage large items: moving a long plank safely, carrying large hollow blocks. Practitioner Note: Heavy lifting (proprioception) calms children and builds the core strength needed for sitting on the carpet.	Go up steps and stairs, or climb up apparatus, using alternate feet (one foot per step, rather than two feet on one step). Balancing: walking along raised beams or lines on the floor. Practitioner Note: Look for "reciprocal movement" (left arm moves with right leg). Move in different ways e.g run, jump, skip, climb, crawl.	Develop ball skills: Throwing, catching (using a large ball and chest catch), kicking, and aiming. Riding: Using scooters and trikes with increasing control (steering and pedaling). Practitioner Note: Use balloons or beanbags first if children struggle with bouncy balls. Move in different ways e.g run, jump, skip, climb, crawl.	**Early Learning Goals: Gross Motor (Statutory)** 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. To achieve all fundamental movement skills (using tracker).	

Practitioner Note: Focus on "spatial awareness"—not bumping into others while running.	Move in different ways e.g run, jump, skip, climb, crawl.			FMS: To secure all objectives from the Motor Skills Programme	
Fine Motor (Development Matters)					
Autumn 1 Focus: Hand strength and preference.	Autumn 2 Focus: Eating and pouring.	Spring 1 Focus: One-handed tools.	Spring 2 Focus: Moving away from the fist.	Summer 1 Focus: Zips, buttons, and threading.	Summer 2
Show a preference for a dominant hand. (Notice which hand they use to pick up a spoon or paintbrush). Use large-muscle movements to wave flags and make marks (getting the shoulder ready for writing). Practitioner Note: Lots of "dough disco" and squeezing sponges to build hand arch strength.	Eat independently and learn to use a knife and fork. (Stabbing with a fork, scooping with a spoon). Pour drinks with increasing independence. (Requires wrist stability). Practitioner Note: Meal times are key learning times for fine motor skills.	Use one-handed tools and equipment. (e.g., hole punches, tweezers). Make snips on paper with scissors. (Just "snipping" the edge, not cutting along a line yet). Practitioner Note: Teach the "thumbs up" rule for holding scissors.	Use a comfortable grip with good control when holding pens and pencils. Start to move from a whole-hand grasp (palmar) to using fingers and thumb. Practitioner Note: Do not force a tripod grip yet if they aren't ready, but encourage "pinchy fingers" (using tweezers/pegs helps this).	**<u>Early Learning Goals: Fine Motor (Statutory)</u>** Use a range of small tools, including scissors, paintbrushes, and cutlery, with control. Be increasingly independent as they get dressed and undressed. (e.g., pulling up a zip after an adult starts it). thread beads onto a string (requires two hands working together). Practitioner Note: Buttons are very hard; large buttons or velcro are good starting points.	

Literacy - Educational Programme (Statutory) 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).					
Comprehension					
Autumn 1 Focus: Parts of a book & page sequencing.	Autumn 2 Focus: What is print for?	Spring 1 Focus: Tracking text.	Spring 2 Focus: Moving beyond just listening.	Summer 1	Summer 2
Understand the five key concepts about print: Know the names of the different parts of a book (front cover, back cover, pages). Page sequencing (learning to turn pages one at a time from front to back). • *Practitioner Note:* Observe how children handle books in the reading area. Do they hold them the right way up?	Understand the five key concepts about print: Print has meaning (understanding that the black marks on the page tell the story, not just the pictures). Print can have different purposes (e.g., a storybook, a recipe, a shopping list). • *Practitioner Note:* Explicitly point to words as you read so they connect your spoken words to the text.	Understand the five key concepts about print: We read English text from left to right and from top to bottom. • *Practitioner Note:* Use a reading pointer or your finger to physically trace the left-to-right, top-to-bottom movement during shared storytime.	Engage in extended conversations about stories. Begin to answer simple questions about what is happening in the pictures and the story. • *Practitioner Note:* Ask "I wonder..." questions (e.g., "I wonder why the bear is hiding?") to prompt discussion.	**<u>Early Learning Goals: Comprehension (Statutory).</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.	

Word Reading					
Autumn 1 Focus: Tuning into sounds.	Autumn 2 Focus: Hearing rhyming patterns.	Spring 1 Focus: Creating rhyming strings.	Spring 2 Focus: Hearing word chunks.	Summer 1	Summer 2
RWI- To read at least 16 single letter sounds. *Foundational Step:* Develop active listening skills to environmental and instrumental sounds. Begin to join in with repetitive phrases and rhythmic beats in songs. *Practitioner Note:* Before children can hear sounds in words, they must be able to focus their listening. Play 'What's in the box?' sound games.	***RWI- To read all the single letter sounds***. Develop their phonological awareness, so that they can: spot rhymes. Notice when words sound the same at the end (e.g., recognizing that "cat" and "hat" sound similar in a familiar book). • *Practitioner Note:* Pause during familiar nursery rhymes and let	***RWI- To read all the single letter sounds and orally blend CVC words.*** Develop their phonological awareness, so that they can: suggest rhymes. Generate their own rhyming words (even if they are nonsense words like "cat, mat, zat, dat"). • *Practitioner Note:* Play rhyming games like "Silly Soup" where all the ingredients must rhyme.	***RWI- To read all the single letter sounds, orally blend CVC words and read Set 1 Special Friends.*** Develop their phonological awareness, so that they can: count or clap syllables in a word. • *Practitioner Note:* Start with clapping their own names (e.g., "So-phia" = 3 claps), then move to objects in the room (e.g., "com-pu-ter" = 3 claps).	***RWI- To read all the single letter sounds, orally blend CVC words and read Set 1 Special Friends in real and nonsense words.***	***RWI- To read all the single letter sounds, orally blend CVC words and read Set 1 Special Friend. To read the first 6 Set 2 sounds in words.***

	the children fill in the missing rhyming word.				
Writing					
Autumn 1 Focus: Writing has a message.	Autumn 2 Focus: Representing themselves.	Spring 1 Focus: Writing for a purpose.	Spring 2 Focus: Using recognized symbols.	Summer 1	Summer 2
Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Enjoy drawing freely with large muscle movements. • *Practitioner Note:* Always ask children, "Can you read this to me?" or "What does this say?" to reinforce that their squiggles have meaning.	Make marks on their picture to stand for their name. This might look like a specific scribble, a circle, or a random letter that they consistently use to identify their work. • *Practitioner Note:* Model writing their name on their artwork and encourage them to "sign" it next to yours.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Begin to understand that writing usually goes top-to-bottom and left-to-right. To write their first name. • *Practitioner Note:* Provide clipboards and pens in role-play areas	Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy. Start to include actual letters or letter-like shapes among their squiggles. To write their first name. • *Practitioner Note:* Provide name cards and environmental print for them to copy or trace if they show interest.	**<u>Early Learning Goals: Writing (Statutory)</u>** 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.	

		(e.g., a waiter's notepad in the home corner).		

Mathematics- Educational Programme (Statutory)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Number

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subitising within 3. Focusing on counting skills. Exploring how all numbers are made of 1s. Focus on composition of 3 and 4.	Focus on counting skills and the 'five-ness' of 5. Comparison of sets by matching (more than, fewer than, equal). Explore the concept of 'whole' and 'part'. Focus on composition of 3, 4, and 5. Match numerals to quantities within 10.	Subitise within 5 (focusing on die patterns). Match numerals to quantities. Focus on 5, 6, and 7 as '5 and a bit'. See that each number is one more than the previous number.	Compare sets and use language: more than, fewer than, an equal number to. Make unequal sets equal. Focus on 7.	**<u>Mastering Number</u>** Doubles (2 equal parts). Sorting numbers by attributes: Odd and Even. Composition: 5 and a bit more; composition of 10. Subitise to 5. Subitise to 6 (including structured arrangements). Recall number bonds to 5 and some to 10. **<u>Early Learning Goals: Number (Statutory)</u>** Have a deep understanding of numbers to 10, including the composition of each number.	

				Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
Numerical Patterns					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subitising objects and sounds. Comparison of sets 'just by looking'.	Verbal counting beyond 20. Continuing the use of comparison language (more than/fewer than).	Counting: Focus on **ordinality**. Understanding the 'staircase' pattern (increasing magnitude).	Focus on the 'staircase' pattern and ordering. Focus on ordering numbers to 8. Use language of 'less than'.	**Mastering Number** Counting: Larger sets that cannot be seen. Exploring numerical patterns within doubles and odd/even grouping. Automatically recall double facts. Explore patterns in the number system up to 10, including evens and odds. **Early Learning Goals: Numerical Patterns (Statutory)** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	

				Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Whiterose Maths: Shape, Space and Measure					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Match Objects Match Pictures and Objects Identify a set Sort Objects to a type. Explore Sorting Techniques	Create Sorting Rules Compare Amounts Identify and name shapes with 4 sides Shapes in the environment My day and night	Compare Mass Find a Balance Explore Capacity Compare Capacity Explore Length Compare Length	Explore Height Compare Height Talk about Time Order and Sequence Time Recognise and name 3D shapes Find 2D shapes within 3D shapes.	Use 3D shapes for tasks Identify more complex patterns Copy and continue patterns Select Shape for a purpose Rotate Shapes Manipulate Shapes	Explain Shape Arrangements Compose Shapes Decompose Shapes Copy 2D shape pictures Find 2D shapes within 3D shapes

Understanding of the World-Educational Programme (Statutory) 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.					
Past and Present					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Talk about members of their immediate family and community. Name and describe people who are familiar to them Compare and contrast characters from stories, including figures from the past.	Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Have an understanding of different religious and cultural celebrations - Christmas To begin to organise events using basic chronology, recognising that things happened before they were born.	Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Have an understanding of different religious and cultural celebrations- Chinese New Year. To recognise that people have different beliefs and celebrate special times in different ways.	Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Have an understanding of different religious and cultural celebrations- Easter To show interest in different ways of life	**Early Learning Goals** Talk about the lives of the people around them and their roles in society. Geography- To show interest in different occupations. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event.	

				Name two different celebrations and identify one specific custom for each (e.g., "People light Diwas for Diwali").

People, Culture and Communities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name and describe people who are familiar to them. To draw information from a simple map	Show interest in different ways of life.		To Draw information from a simple map. To talk about what they see, using a wide vocabulary (observing the changing state of materials: how powdery flour and liquid milk turn into a wet batter, and then heat turns it into a solid pancake). To explore the natural world around them, making observations and drawing pictures of animals. To understand some important processes and changes in the natural world around them, including changing states of matter. To understand the key features of the life cycle of a plant.	**<u>Early Learning Goals</u>** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	

The Natural World					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk about the differences between materials and changes they notice To understand the effect of changing seasons on the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	To understand the effect of changing seasons on the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	To understand the effect of changing seasons on the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Describe what they see, hear and feel whilst outside.	To understand the effect of changing seasons on the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To describe what they see, hear and feel whilst outside.	**<u>Early Learning Goals</u>** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

Expressive Arts and Designs- Educational Programme (Statutory) 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.					
Creating with Materials					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore different materials freely to develop their ideas. Explore color and color mixing. Create collaboratively, sharing ideas, resources and skills.	Create collaboratively, sharing ideas, resources, and skills. Explore color and color mixing. Create collaboratively, sharing ideas, resources and skills	Create collaboratively, sharing ideas, resources, and skills. Explore color and color mixing. Create collaboratively, sharing ideas, resources and skills	Create collaboratively, sharing ideas, resources, and skills. Explore color and color mixing. Create collaboratively, sharing ideas, resources and skills	**<u>Early Learning Goals</u>** 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.	

Being Imaginative and Expressive					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invent, adapt and recount narratives and stories with peers and their teacher (Helicopter Stories). 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.	IInvent, adapt and recount narratives and stories with peers and their teacher (Helicopter Stories). 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.	IInvent, adapt and recount narratives and stories with peers and their teacher (Helicopter Stories). 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.	Invent, adapt and recount narratives and stories with peers and their teacher (Helicopter Stories). 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.	**<u>Early Learning Goals</u>** 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.	

Vocabulary- Autumn1

Here is a weekly breakdown of vocabulary for your "All About Me" topic. Each week includes 2 words for each tier, tailored specifically to the books, activities, and skills you are targeting.

Week 1: *The Colour Monster*

- **Focus Skill:** Talking about feelings

Vocabulary Tier	**Word 1**	**Word 2**
Tier 1 (Everyday words)	**Sad**	**Happy**
Tier 2 (High-utility/Academic)	**Emotion**	**Confused**
Tier 3 (Domain-specific)	**Separate**	**Jumbled**

Tip: Use the color jars from the book to help children **separate** their **jumbled** emotions.

Week 2: Our Families

- **Focus Skill:** Changes within living memory

Vocabulary Tier	Word 1	Word 2
Tier 1 (Everyday words)	**Baby**	**Family**
Tier 2 (High-utility/Academic)	**Change**	**History**
Tier 3 (Domain-specific)	**Generation**	**Timeline**

Week 3: *Once There Were Giants*

- **Focus Skill:** Changes within living memory (growing up)

Vocabulary Tier	Word 1	Word 2

