



*'The goal of early childhood education should be to
activate the child's own natural desire to learn'
Maria Montessori.*

St Mary's Catholic Primary School

EYFS: Nursery

Curriculum overview 2026-27

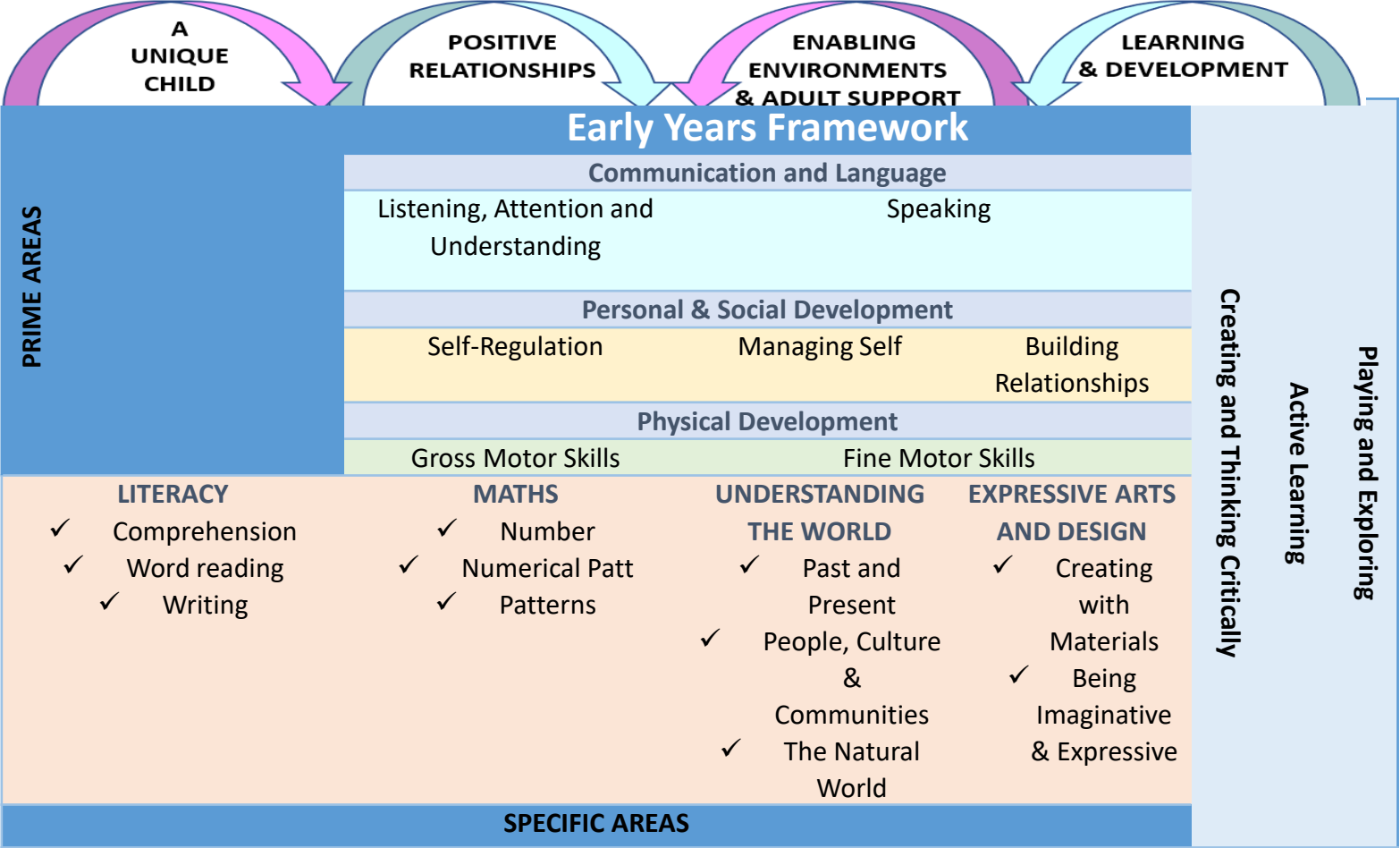


Bishop Chadwick
Catholic Education Trust

Together we FLOURISH

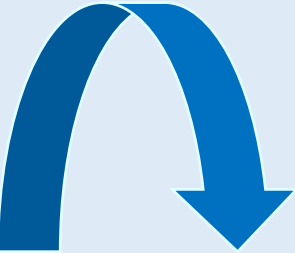


We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Mary’s, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”



“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the ‘EYFS Framework 2026’ & children’s interests.” St. Mary’s EYFS Team.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Celebrations	Amazing Animals	Growth	Transport / space	Holidays
  Over Arching Principles	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Overarching principle • Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured. • Children learn to be strong and independent through positive relationships. • Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND). <i>PLAY: At St Mary’s School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves er children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods.</i> <u>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</u>					



General Themes	<u>At St. Mary's we are:</u> <u>READY</u> We are <i>READY</i> to learn - We arrive at school on time. We have the correct uniform and PE kit. We have our equipment ready. We show that we are listening and we are ready to try our very best.	<u>RESPECTFUL</u> We are <i>RESPECTFUL</i> - We listen when others speak- one voice. We respect the property of our friends and the school. We respect that other people have different ideas, beliefs and backgrounds to our own. We respect our teachers, friends and community. We respect the law and the rules of school and society.	<u>SAFE</u> We are <i>SAFE</i> - We move around school in a safe manner. We have kind hands We follow instructions to keep ourselves safe. We use equipment safely. We stay safe online and make safe choices in our community.
Core Principles at St. Mary's	Our mission: FLOURISH Everything we do at St Mary's is rooted in our mission to help every child flourish through faith, love and learning. We encourage our children to develop academically, spiritually and personally by living out our values every day. Flourish means: Faith: We grow in our relationship with God through prayer, worship and service. Love: We treat everyone with kindness, compassion and respect. Opportunities: We embrace every opportunity to learn, discover and achieve. Unity: We work together as one school family where everyone belongs. Resilience: We persevere through challenges and never give up. Inspire: We encourage one another to be our best. Stewardship: We care for God's world, our school and one another. Hope: We look to the future with confidence, courage and faith.		



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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New RED curriculum

In each year, children will encounter a series of 6 branches. Each branch is uncovered over 6 weeks.

The spiraling nature of the curriculum, encourages the retrieval of knowledge from branch to branch to build a coherent and progressively sequenced understanding of religion, set in the context of Catholic, Christian beliefs and traditions, to provide a model for exploration.

Hinge weeks allow children to consolidate their learning, recalling what they have previously understood, before embarking on a new learning sequence.

Creation and covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
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Think
equal



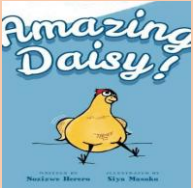
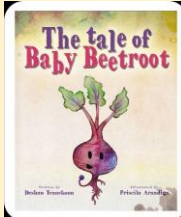
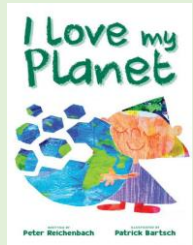
Character Formation	Feelings and emotions	Diversity and difference	Kindness and equality	Taking responsibility	Self-worth Differences
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Think Equal is a global initiative which calls for a system change in education, to end the discriminatory mindset and the cycle of violence across our world and ensure positive life outcomes for our children. Together with research from world experts such as **The RULER programme** and **Healthy Minds** and taking into consideration early brain development, Think Equal has designed a programme to teach social and emotional learning to early years (3-6-year-olds). Children can begin to learn about emotions, relationships and the perspectives of others. This understanding prepares them to navigate the complexities of the real world.



Think equal

Key texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Character formation Positive self-identity, confidence and esteem. Perseverance. Friendships. Beginning to name emotions.	Feelings and emotions Recognizing and naming emotions. Identifying 'big' emotions / changing feelings. Begin to demonstrate self-regulation. Show compassion.	Diversity and difference Recognize kind behavior. Celebrate diversity. Develop sense of identity / self-esteem. Self-confidence. Empowerment. Begin to control own feelings.	Kindness and equality Kind hands. Personal boundaries. Equality / inclusion. Empathy. Understanding our brain / responsibility. Forgiveness and gratitude.	Taking responsibility Differences in home life around the world. Starting to develop self-regulation strategies. Feelings are ok. Responsibility for our Earth and creatures. Working collaboratively.	Self-worth Differences Positive actions. Self -value / identity. Diversity. Gender equality. We all deserve love. All families are different. Taking care of the Earth / respect. Managing emotions.
Is there anyone like me? Amazing Daisy. The colour poem. The mood meter. 	How we feel. Wally the wave. I have a plan. The wall. 	Baby beetroot. Lara the yellow ladybird. My voice. Clouds. 	Helping hands. Diego's great idea. Head, hearts and hands. My amazing brain. 	Home. A time to be noisy. I love my planet. Anjali's kite 	Sizwe's smile. My special hair. Mum / Dad loves me so much . Totu's big journey. 
The Think Equal Early years programme is based on narrative (story). Stories are designed to reflect children's own cultures, experiences and lives and to introduce them to those of others.					



Values, Assessment and Parental Involvement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Celebrations	Amazing Animals	Growth	Transport and space	Holidays
<u>British values</u> <u>Group time</u> These will mirror the principles and values of our school & The Avanti Way.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Enrichment opportunities	Family photographs Bear hunt / treasure hunt	Guy Fawkes / Bonfire Night Diwali celebrations Remembrance day Children in Need Christmas party/ lunch Nativity play	Chinese New Year Valentine's Day Emma's exotic animals visit.	Easter time / Egg Hunt Mother's Day World Book day Shrove Tuesday Lent Hatching baby chicks	MADD STEM week Farm visit	Aspirations day Visit to the beach Pirate Day Maryfest
Assessment opportunities	Baseline data on entry Tapestry Weekly review meetings Early talk Boost	On going assessments Pupil progress meetings EYFS team meetings In house moderation End of term Assessments	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations Early Talk Boost	Pupil progress meetings Parents meetings to share info EYFS team meetings Tapestry	Cluster moderation Trust moderation EYFS team meetings Early Talk Boost	Pupil progress meetings EYFS team meetings Tapestry EOY data Analyze Nursery Assessments Nursery parental reports
Parental Involvement	Settling in routines. Early words together. Autumn Newsletter	Spooky stay and play Harvest /food bank. Nativity play	Stay and Read morning First words program Spring Newsletter	First words program Parent's meetings to share progress	Maths Morning Summer Newsletter.	Yearly report Beach day Graduation event



EYFS Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Nursery 2	All about me	Celebrations	Amazing Animals	Growth	Transport / space	Holidays
Reception	My home and community	Cultures and traditions	Habitats (Hot and cold climates)	Life cycles	Traditional tales	Fun at the seaside.



Nursery 2 Curriculum overview



Autumn 1



Autumn 2



Spring 1



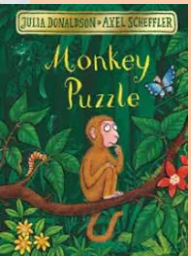
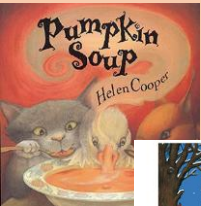
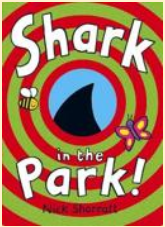
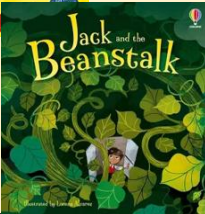
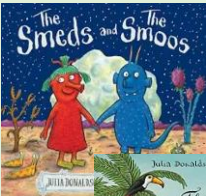
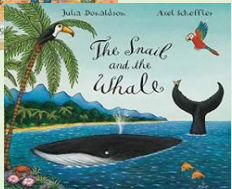
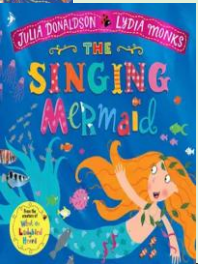
Spring 2



Summer 1



Summer 2

General Themes NB: <i>These themes may be adapted at various points to allow for children's interests throughout provision</i>	All About me	Celebrations	Amazing Animals	Growth	Transport / space	Holidays
	New beginnings New environments All about me/ my family What is special about me? Babies and mothers Feelings Autumnal changes	Traditional Tales Seasonal changes Bonfire night Harvest festival Diwali Remembrance day The Nativity	Animals around the world Safari / Arctic Animals in stories Animal patterns Chinese new year Valentines Day	Plants & Flowers Weather / seasons Planting seeds Farm animals Mini beasts Easter Lent	Around the Town How do I get there? Where in the world have you been? What a wonderful world Vehicles and transport!	Holiday / clothes Where in the world shall we go? Send me a postcard! Seaside holidays. Travel agents. Pirates
High quality texts	Pass the jam, Jim. Daisy, Eat your peas. Giraffe's can't dance. Goldilocks and the three bears. Owl Babies. Monkey Puzzle. Once there were giants. We're going on a bear hunt. The Colour Monster. Meg and Mog books. Is there anyone like me?  	Non-fiction seasons. The three Billy goats gruff. The Gingerbread Man. Pumpkin soup. Room on the broom. The Jolly Christmas Postman Nativity story. Stick man Mog's Christmas We're going on an elf hunt How we feel.  	Little Red Riding Hood. Dear Zoo. Handa's surprise. Shark in the park. The ugly five. Brown Bear Brown Bear. Rumble in the Jungle. Polar bear polar bear. Doing the animal bop! The tiger who came to tea. Ladybird.  	Jack and the beanstalk. Superworm. The little red hen. Spinderella. Farmer Duck. The three little pigs. What the Ladybird Heard. We're going on an egg hunt. Helping hands.  	The snail and the whale. The Train Ride Lost and Found. Whatever next? How to catch a star. Bob, The man on the moon. Aliens love underpants. The Smeds and the Smoos I love my planet.  	What the ladybird heard on Holiday. What the ladybird heard at the seaside. Sharing a shell. The singing mermaid. Pirates love underpants. Someone swallowed Stanley. Totu's big journey.  



Communication and language



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	All About me	Celebrations	Amazing Animals	Growth	Transport	Holidays
Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Specific focus is given to: Daily story time Whole EYFS Focus – C&L is developed throughout the year through: • high-quality interactions • daily group discussions • PD / PSHE • Stories • Singing and rhymes, • speech and language interventions. • Think Equal • EYFS productions.	<u>Welcome to EYFS</u> Making friends – I am learning peers names. I respond to my own name. I can discuss my like/dislike? I describe my own attributes, family, home. I can join in with daily rhymes. I talk in 2-4 word sentences. Adults model talk routines throughout the day and I respond verbally eg. arriving in school: “Good morning, how are you?” I can name nursery areas /equipment. My adults are introducing new stories and key language.	<u>Tell me a story!</u> I am developing topic linked vocabulary. I begin joining in with stories / repeated refrains. I can use some simple story / book language. I listen and respond to stories with more detail. I can follow one-part instructions. I can use newly modelled vocabulary through the day. Adults choose books that will develop my experiences and vocabulary. I engage in imaginery role play, pretending to copy adult modelled tasks.	<u>Tell me why!</u> I am beginning to retell a well-known story with story language (adult support). My adults ask questions to find out more and to check that I understand what has been said. I listen to and talk about stories to build familiarity and understanding. I learn rhymes, poems and songs. I can use picture cue cards to talk about an object: “What colour is it? Where would you find it?”	<u>Talk it through!</u> I describe events using increasingly complex detail. I understand how to listen carefully and why listening is important. I can talk about a familiar story I have listened to. I pay attention to more than one thing at a time. I am developing pronunciation of sounds and syllables. I use talk to organise myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver. I can speak in 3-6 word sentences. I understand and respond to two-part instructions.	<u>What happened?</u> I can sing a larger repertoire of songs. I can start a conversation with an adult or a friend and continue it. I can express a point of view / disagree, using words as well as actions. I can talk about my own life in some detail. I understand words and sentences which occur frequently in books. I understand and answer simple how and why questions... I enjoy listening to longer stories and can remember much of what happens	<u>Time to share!</u> I talk confidently about likes and dislikes. I use a wide range of vocabulary to name and discuss familiar objects in activities and pictures. Adults read aloud books that will extend knowledge of the world or current topic. I can shift from one task to another if you fully obtain my attention. I am beginning to follow three-part instructions. I am beginning to speak in 6 plus word sentences. I engage in role play, introducing my own story



Personal, social and emotional development



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	All About me	Celebrations	Amazing Animals	Growth	Transport	Holidays

Managing Self Self - Regulation	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.					
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Link to Behaviour for Learning	Character formation: See themselves as valuable. Develop self-confidence. Are aware of class Rules and Routines. Begin to build relationships. Select and use activities and resources, with help when needed. Can work towards achieving a goal they have chosen, or one which is suggested to them.	Feeling and emotions: Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people and confidence in new social situations. Naming emotions. Use self-regulation strategies. Developing compassion. Understand gradually how others might be feeling.	Diversity and difference: Learning about qualities and differences and celebrating these. Identify and moderate their own feelings socially and emotionally. Starting to think about their own feelings and those of others / how others might feel in particular scenarios. Looking after pets / animals.	Kindness and equality: Developing strong relationships. Understands what makes a friend? Understands ways to keep healthy. Looking After our Planet. Start to have strategies for staying calm in the face of frustration. Understand why we take turns, wait politely, tidy up after ourselves. Play with others, extending and elaborating play ideas. Increasingly follow and understand rules.	Taking responsibility: Looking after others. Developing friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	Self-worth and Differences: Taking part in sports day - Develop understanding of winning and losing. Recognise changes in self as they grow. Model positive behaviour and highlight exemplary behaviours of children in class. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.
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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.

"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have learned." Education Endowment Foundation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	All About me	Celebrations	Amazing Animals	Growth	Transport	Holidays
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor	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 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.					
	Threading, cutting, weaving, playdough and other fine Motor activities. Manipulate objects, tools and writing implements with good fine motor skills . Draw/paint large lines and circles using gross motor movements. Hold pencil/paint brush with a whole hand grasp / digital pronate grip. I can complete an infill puzzle.	Threading, cutting, weaving, playdough, and other fine Motor activities. Develop muscle tone to put pencil pressure on paper / se tools to effect changes to materials. Show preference for dominant hand. Engage children in mark making. Pick up small objects with a pincer grip. Begin to form lines and closed shapes.	Threading, cutting, weaving, playdough, and other fine Motor activities. I can use tweezers / pull up a zip / use play dough cutters. I can take off / put on my own shoes. Encourage children to mark make and draw freely. Holding Small Items in pincer grip. Make snips with Scissors.	Threading, cutting, weaving, playdough, and other fine Motor activities. Hold pencil correctly - model and support grip. Begin to forms letter shapes. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Threading, cutting, weaving, playdough, and other fine Motor activities. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Use a comfortable grip (5 fingers / thumb and 2 fingers) with good control when holding pens and pencils.	Threading, cutting, weaving, playdough and other fine Motor activities. Form letters correctly to begin to represent own name. Colour inside the lines of a picture. Draw pictures that are recognisable Build and representing with wooden blocks or duplo. Show a preference for a dominant hand.
	Cooperation games i.e. parachute games. Use large-muscle movements to wave flags and streamers, paint and make marks. Different ways of moving to be explored with children. children to develop good personal hygiene – washing hands / toilet training Acknowledge and praise efforts.	Ball skills- rolling, kicking Moving with confidence indoor and outdoors. Continue to develop their movement, balancing, riding (scooters, trikes and bikes). Skip, hop, stand on one leg and hold a pose for a game like musical statues. Provide regular reminders about thorough handwashing and toileting.	Ball skills- rolling, kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Balance . Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Balance- children moving with increasing confidence. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Time in the outdoor area to develop gross motor control. Go up steps and stairs, or climb up apparatus, using alternate feet. 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.	Obstacle activities- children moving over, under, through and around equipment. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to Dance / moving to music . Time in reception garden for climbing, balancing.	Start taking part in some group activities which they make up for themselves, or in teams using gross motor movements. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Join in with Sports day activities.
From Development Matters '2026'. <i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i>						



Literacy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	All About me	Celebrations	Amazing Animals	Growth	Transport	Holidays
Comprehension Developing a passion for reading. 	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					
	- Joining in with songs and rhymes and show an interest in stories with repeated refrains. - Having a favourite story/rhyme. - Recognise that print has meaning in the environment. Eg logos / signs. - Handling books appropriately and turning the pages 1:1. - Sequencing familiar stories through the use of role play to tell the story. - Engage in conversations about stories, learning new vocabulary.	- Retell stories related to events through acting/role play. - Christmas letters/lists using pictures. - Help children tune into the different sounds in English by making changes to rhymes and songs. - Deliberately miss out a word in a rhyme, so the children have to fill it in. - Know that we read from left to right, top to bottom.	- Making up stories in their play using the role play resources or acting them out themselves. - Retelling stories using images with support. Pie Corbett Actions to retell the story. - Look at and enjoy an increasing variety of books eg. non-fiction, recipes, stories, poems etc. - Choose books which reflect diversity. - Name the different parts of a book.	- Introduce the idea of reading in different places such as back of seed packets, instructions etc. - Uses vocabulary and forms of speech that are increasingly influenced by books. - They develop their own narratives and explanations by connecting ideas or events. - Print has meaning.	- Explore stories from other cultures and traditions . - Retell a story with actions and / or picture prompts. - Answer questions about a story - Can explain the main events of a story . - Apps on tablets enable children to express meanings and tell their own stories. - Use magnet letters to spell a word ending like 'at'.	- Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. - Make predictions. - Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, and title.
Phonological development	Sound games Rhyming games Stories Songs Listening games	Sound games Rhyming games Stories Songs Listening games	Sound games Rhyming games Stories Songs Listening games	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.	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.	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.
Writing Motivate children to write in a wide range of ways. Eg. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.	Make random marks and large circles / lines using gross motor movements. Children make marks that represent writing. Form a recognizable face with eyes, a nose and mouth.	Adults demonstrate how we write print. Children make marks to represent their name / meaning. Child adds legs and arms to their representations.	Children engage in drawing to represent experiences. Name is represented through lines, circles and x shapes. Figure drawing has hair, ears, body etc.	Giving their meaning marks. Children attempt to copy the letters of their own name. Name recognition and writing available in continuous provision.	Children give meaning to their marks in various contexts e.g. a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Children may write some or all of their name. Can draw pictures of characters/ event / setting in a story.	Can form and retrace some recognizable letter shapes. Figures are more complex with fingers, eyebrows etc. Children make marks and attribute meaning in a variety of contexts.



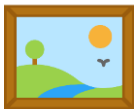
Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	All About me	Celebrations	Amazing Animals	Growth	Transport	Holidays
<i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> Mathematics Mastery	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.					
	Early Mathematical Experiences I join in with counting in rhymes and songs. 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.	Early Mathematical Experiences Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)	Early Mathematical Experiences Solve real world mathematical problems with numbers up to 5. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Make comparisons between objects relating to size, length, weight and capacity.	Early Mathematical Experiences 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’ Extend and create ABAB patterns – stick, leaf, stick, leaf. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Early Mathematical Experiences Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	Early Mathematical Experiences Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle. Experiment with their own symbols and marks as well as numerals.



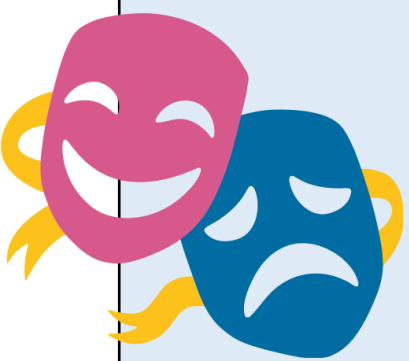
Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	All About me	Celebrations	Amazing Animals	Growth	Transport	Holidays
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. 	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.					
	- Identify themselves in pictures - Identifying members of their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. What do they like to do together? - Begin to draw similarities and make comparisons between other families. - Begin to make sense of their own life-story and family's history. - How we have changed from being a baby to growing up to be 2, 3 or 4. - Can children talk about their homes and children drawing/painting or constructing their homes. - Show photos of the different homes and encourage them to draw comparisons. - Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. - Explore and talk about different forces they can feel.	- Can talk about what they have done with their families during Christmas' in the past. - Look at photos of Christmas long ago. - Discuss experiences of past birthday celebrations. Make links to Christmas – Jesus' Birthday. - Talk about the differences between materials and changes they notice. Eg. Cooking activities. - Continue developing positive attitudes about the differences between people. Talk about different cultural celebrations eg. Diwali. - How do we prepare for Christmas? - Take part in the Nativity play.	- Compare animals from different habitats eg. a jungle, farm, arctic, garden or forest. - Explore a range of animals from different habitats. Learn their names and label their body parts. Could include a visit from Emma's exotic animals. - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. - After close observation, draw pictures of animals in the natural world. - Sort and group animals according to their body parts. - Explore keeping and taking care of pets.	- Explore and show interest in the natural environment. Notice and remark on changes in weather as we progress from Spring to Summer. - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal eg. Bean seed / hatching chicks. - Begin to understand the need to respect and care for the natural environment and all living things. - Show and explain the concepts of growth, change and decay with natural materials. - Building a 'Bug Hotel'.	- Continue developing positive attitudes about the differences between people. Talk about different cultural celebrations eg. Eid. - Name different forms of transport and discuss own experiences of travelling to different places. - Look at photos of vehicles now and in the past. - Explore how things work eg. Mechanical / wind up / construction toys. - Use bee-bots on simple maps. Encourage the children to use navigational language. - Show interest in different occupations. - Learn new vocabulary related to different occupations and use it in their speech and play eg. The emergency services / doctors / hairdressers. Consider opportunities to challenge gender and other stereotypes. - Investigate Space topic / learn about space travel. - Use vocabulary related to the planets.	- Materials: talk about the differences between materials and changes they notice – explore floating and sinking – boat building. - Talk about own experiences of going on holiday. - What would we pack in a suitcase for a hot / cold place? - Role play travel agents. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Look at photos of seaside holidays now and in the past.
	Special Times New beginnings – settling into Nursery.	Special Times Diwali Remembrance day Advent	Special Times Epiphany	Special Times Ash Wednesday Palm Sunday Easter Sunday	Special Times Eid Father's day MADP STEAM WEEK	Special Times Aspirations day Beach day Celebrations assembly



Expressive Arts and Design



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	All About me	Celebrations	Amazing animals	Growth	Transport	Holidays
<i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> 	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs and rhymes daily. Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Listen with increased attention to sounds. Build models using a range of construction equipment. Move to different types of music and express likes and dislikes about the music they listen to. Give meaning to their marks and representations eg. Picture of self / family.	Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Listen to music and make their own dances in response. Remember and sing entire songs eg. Christmas songs. Use a range of resources to represent eg. Oil pastel firework pictures, salt dough Christmas decorations. Role Play Birthday parties and Celebrations Nativity play.	Begin to develop complex stories using small world equipment like animal sets and dolls houses. Represent animal prints using paint and crayon. Designing and making an animal home with various resources. Use drawing to represent ideas like movement eg. Squiggle while you wiggle. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making Chinese lanterns / writing. Listen and respond to Chinese music and compose with instruments.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Sing the pitch of a tone sung by another person ('pitch match'. Develop their own ideas and then decide which materials to use to express them. Make different textures; make patterns using different colours. Print repeating patterns on Easter eggs. Observational drawing of Spring Flowers-use water colours / oil pastels Mother's Day / Easter crafts. Symmetrical butterfly paintings.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen to traditional African music and dance and perform it / Encourage children to create their own music. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with.	Join different materials and explore different textures eg. Junk modelling and collage exploration. Explore colour and colour mixing. Drawing more detailed and complex representations eg. Sea creatures. Remember and sing entire songs. Father's Day Crafts Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know.