EYFS Curriculum Overview

At Mulberry Canon Barnett Primary, our Early Years curriculum is grounded in research and pedagogy, focused on understanding how children learn best. We see each child as a unique individual with their own strengths, interests, and potential, and our curriculum is designed to celebrate and support this uniqueness.

Our curriculum is based on the seven areas of learning outlined in the Early Years Foundation Stage (EYFS) statutory framework, ensuring that children receive a broad and balanced foundation. These areas include:

- **Communication and Language**
- **Physical Development**
- **Personal, Social, and Emotional Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We use *Development Matters* as a key guidance document to plan carefully for each child's learning journey, ensuring they have a structured yet flexible path that aligns with their developmental needs and interests.

Our approach places a strong emphasis on *play* as a vital means through which children learn and develop. Through play, children engage with others, make sense of the world, build resilience, and express creativity. It is through playful interactions that children develop language, early literacy, and problem-solving skills, as well as the foundations of numeracy.

Communication and Language is central to our approach. We prioritise this area because strong language skills underpin all aspects of learning and are essential for forming relationships and expressing oneself. Our approach includes the *SHREC model* (Share, Respond, Expand, Conversation), which guides high-quality interactions and creates a vocabulary-rich environment to enhance children's communication skills.

The role of the *adult* is key in promoting high-quality interactions that support and extend children's learning. Adults are not only facilitators but also active participants in children's play, guiding, questioning, and providing meaningful dialogue that deepens understanding. Through responsive interactions, adults help children to develop their thinking, language, and problem-solving abilities. By fostering a nurturing and stimulating environment, adults' model social and emotional skills, encourage curiosity, and support children to develop the skills needed for lifelong learning.

Children's *wellbeing and involvement* are also key to our curriculum, as we know that children learn best when they feel secure, valued, and engaged. We use the Leuven Scales for wellbeing and involvement to ensure that every child feels included, respected, and emotionally supported, enabling them to engage fully in their learning.

Our **continuous provision** is carefully structured to provide children with rich, stimulating learning environments that encourage independence, curiosity, and creativity. Each area within our provision is thoughtfully designed, following the latest Ofsted guidance to ensure *no missed opportunities* for learning.

We place a strong emphasis on **early reading** and cultivating a *love of reading* from an early age. Research shows that children who are read to regularly are more likely to succeed academically, with improved language, concentration, and imagination. We support this by sharing stories, providing high-quality books, and making reading a joyful, integrated part of our curriculum.

Nursery yearly overview of entitlement

Medium Term and Weekly plans go into more detail on the activities and learning taking place

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/themes (to include seasons across the year)	**We are family** *Focus on building relationships, supporting emotional development, fostering confidence, and security. exploring identities, emotions, and relationships and routines* **Seasonal change- autumn**	**Help! And traditional tales (links with sounds)** *Continuing to build PSED skills, strengthen relationships and emotional awareness.* *Building on foundational knowledge of storytelling and traditional tales* **Seasonal change- winter**	**Frozen!** **We're going on a bear hunt.** *Exploring scientific enquiry skills into their learning and decision making* *Local walk* **Seasonal change- spring**	**Baby Animals** *Exploring and understanding where animals live.*	**Green fingers!** *Exploring how things grow and scientific enquiry, understanding life cycles.* Sustainability- reusing water/ building Local walk **Seasonal change- summer**	**Oh I do like to be beside the seaside!** **Transition!** *Exploring scientific enquiries and understanding changes.*
Core Texts	Nursery Rhymes Rainbow Fish Owl babies Black History Month	Goldilocks and The Three Bears 3 Billy Goats Gruff Little Red Hen Christmas	We're Going On A Bear Hunt The Gruffalo Winter	Julia Donaldson theme -Monkey puzzle -What the Ladybird Heard -Squash and Squeeze Spring show	Jasper's Beanstalk Non fiction – lifecycle books. Chicks/duckling Handa's Surprise	Seaside book- Billy's Bucket Butterfly life cycle- Non Fiction The Very Hungry Caterpillar
Phonics	Phonological awareness and listening skills Phase 1 Explore environmental sounds Rhythm and rhymes Alliteration Silly soup				Phase 1- continue Oral blending segmenting RWI- Nursery	
Communication and Language (C&L)	Learn new vocabulary Engage in story times. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.	Be able to talk about familiar books: -Sit and listen to a story -Answer simple questions about what they have heard Enjoy listening to longer stories and remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Develop their	Use new vocabulary through the day. Retell a familiar story. Suggest how a story might end Join in repeated refrain from stories Make simple predictions.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use vocabulary in their play, that reflects their experiences of books Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Use longer sentences of	Listen to stories and remember much of what happens. Holds a back-and-forth conversation. Knows some songs and rhymes. Can talk about familiar books and retell a story they know well.	Learn new vocabulary. Follows instructions with more than one part. Talks about what they are doing and things they remember. Speaks in sentences of four to six words. Uses future and past tense: "I am going to the park" and "I went to the shop"?

		communication: Speak in simple sentences Develop their communication but may continue to have problems with irregular tenses and plurals. Use a wider range of vocabulary.		four to six words. Develop their communication, to talk about a past event but may continue to have problems with irregular tenses Use a wider range of vocabulary. Use vocabulary in their play, that reflects their experiences of books. Sing a large repertoire of songs.		Answer simple 'why' questions? Knows some songs and rhymes. Can talk about familiar books and retell a story they know well.
Personal, Social and Emotional Development (PSED)	Allow an adult to comfort them. Select and use activities and resources with help. Join in an activity when invited by an adult Use the toilet independently. Wash and dry their hands. Take their coat off and put it on. Take turns with adult support.	Achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy' and 'sad' Follow simple instructions as part of a group. Use the toilet independently. Wash and dry their hands. Take their coat off and put it on. Take turns with adult support. Play with one or more other children.	Select and use activities and resources independently. Remember basic setting rules and follow them most of the time.	Recognise when a peer is upset. Talk about their feelings using a developing vocabulary, e.g. frightened, frustrated. Select and use activities and resources independently. Remember basic setting rules and follow them most of the time. Put on shoes without fastening Pull zips up and down. Pull up trousers independently. Join a group of children who are playing. Speak to peers within a game or activity.	Selects play activities and resources independently. Interact with peers in play. Take part in pretend play. Seek adult support to help them manage emotions and conflicts. Follows most of the rules in the setting without a reminder.	Separates from the main carer and settles quickly into the setting. Talks about how they are feeling using words like 'happy', 'sad', angry' or 'worried'. Follows most of the rules in the setting without a reminder. Enjoy taking responsibility and carrying out 'jobs' for my teacher. Begins to understand how others might be feeling.
Physical Development (PD)	Work collaboratively to move large outdoor equipment with the support of an adult. Enjoy exploring different ways of moving. Forms pre-writing shapes. Draw circles, horizontal and vertical lines. Pour from one container to another with some accuracy. Manipulate playdough to make	Use large muscle movements to wave flags & streamers Stops or attempts to avoid obstacles when running. Follow simple instructions given by an adult or peer as part of a game. Begin to use mark-making tools with a palmer grasp or digital pronate grasp. Forms pre-writing shapes. Draw circles, horizontal/vertical lines. Pour from one container to another with some accuracy.	Walk along a chalk line Walk and crawl along a low, wide balance beam or plank. Climb up stairs, steps & move across equipment using alternate feet. Draw circles, horizontal, vertical lines. Use tools to make changes to playdough. Use a spoon or fork to eat independently. Pull zips up and down. Pull up trousers independently.	Walk a balance bike. Pedal a tricycle. Use feet to scoot a balance bike and maintain balance. Push, roll and bounce a large ball. Throw a large ball up in the air, overhand and underhand. Jump off a low object with both feet off the ground. Stand on tiptoes Explore and use climbing equipment, with some adult support. Develop a dominant hand. Attempt to write their own	Use the toilet independently. Washes and dries their hands independently. Eat independently, starting to use a knife and fork. Use large-muscle movements to wave flags and streamers, paint and make marks. Goes up steps or climbing equipment using alternate feet.	**Sports Day** Are reliably dry during the day. Use the toilet independently. Washes and dries their hands independently. Eat independently, starting to use a knife and fork. Can dress themselves with some support. Uses a comfortable grip with good control when holding pens and pencils. Uses large-muscle movements to wave flags and streamers, paint and make marks.

		Manipulate playdough to make representations of objects using their hands. Join large construction pieces together.		name in a way they recognise. Make snips on paper with scissors. Put on shoes without fastening		Goes up steps or climbing equipment using alternate feet. Moves in different ways, navigating the outdoor space without bumping or falling. Rides a scooter, tricycle, or balance bike.
Literacy (L)		Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about -print: print has meaning names of the different parts of a book Use some of their print and letter knowledge in their early writing. Tell an adult about the marks they make Write ***some*** of their name. Develop their phonological awareness: Join in with nursery rhymes Sing some nursery rhymes independently Explore body percussion Tuning into voice sounds	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Use some of their print and letter knowledge in their early writing.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; Write some or all their name.	Look at books, turning the pages, and talking about what they see in the pictures. Use some early print and letter knowledge in writing. Write some or all their name.	Recognises their own name. Write their first name. Hears some initial sounds in words. Counts and claps syllables. Spots and suggest rhymes. Recognise words with the same initial sound. Uses some early print and letter knowledge in writing.
Maths (M)		**White Rose Units:** *Hear and say number names* *Begin to order number names* *I see 1,2,3* **Development Matters:** Begin to sort objects according to colour, size or	**White Rose Units:** *Join in with repeats* *Explore position and space* *Show me 1,2,3* *Move and lable 1,2,3* **Development Matters:** Find and match objects which are the same.	**White Rose Units:** *Explore position and routes* *Explore own first pattern* *Take give 1,2,3* **Development Matters:** Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a	**White Rose Units:** *Match talk push and pull* *Talk about dots* *Lead on own repeats* *Making own pattern* *Making games and actions* **Development Matters:** Compares objects	**White Rose Units:** *Show me 5* *My own pattern* *Stop at 1,2,3,4,5* *Match, sort and compare* **Development Matters:** Subitises small groups of objects (1,2,3).

		shape. Show the right number of objects to match the numeral for 1 and 2. Recite numbers to 5 Begin to show 'finger numbers' up to 5 when joining number songs and rhymes Say one number for each item in order: 1,2,3,4,5. Recite numbers beyond 5 Subitise small groups of objects. Understand position through words alone – for example, "The bag is under the table," – with visual cues Make comparisons between objects relating to size and length Make comparisons between objects relating to size, length, weight and capacity.	Sort objects according to different criteria. Sort the same set of objects according to different criteria. Show 'finger numbers' up to 5 when joining number songs and rhymes	small set of objects tells you how many there are in total. Experiment with their own symbols and marks as well as numerals. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…' Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and explore "2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	according to size. Experiment with their own symbols and marks as well as numerals. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…' Says one number for each item in order to 3.	Says one number for each item in order to 5. Links some numerals to amounts to 5. Knows the last number reached tells you the total. Notices more or less. Understands words that describe position and direction. Uses informal mathematical language talk about 2D and 3D shapes. Explores how 2D shapes and 3D shapes fit together. Compares objects according to size.
Understanding of the World (UW)	.	Say who lives in their house Name their immediate family Mimic familiar adults engaged in everyday tasks Talks about features of their immediate environment] Talk about recent experiences in their own lives. Talk about how they celebrate special days such as their birthday. Use their senses in hands on exploration. Sort clothing to wear in different climates/ types of weather. Dress appropriately to go	Talk about how they have changed from being a baby. Tell you something about where they live e.g the number of their house, the street where they live, something that is near their house.	Show an interest in occupations linked to transport and farms. Match animals to their young. Plant seeds and look after growing plants with support. Explore and talk about different forces they can feel.	Show an interest in occupations Talks freely about family and home life. Recall special times, such as birthdays they remember.	Talks freely about family and home life. Recall special times, such as birthdays they remember. Show curiosity by exploring materials in a hands-on way. Talks about things they notice in their immediate environment.

		outside in wet, cold and windy weather.				
Expressive Arts and Design (EAD)		Use pre-made paints and names of colours. Represent familiar objects through independent drawing and painting. Draw circles and lines. Join different materials using glue. Join in with some nursery rhymes or favourite songs and poems. Sing nursery rhymes and simple songs from memory.	Experiment with colour mixing. Talk about what the materials look like and feel like. Join in role-play based on their own experiences	Create closed shapes using horizontal and vertical lines. Draw simple faces with features. Join materials together using sellotape. Use junk modelling to create own representations of objects/people Explore the sounds made by different instruments. Sing their own songs or improvise a song around one they know. Listen to and respond to different genres of music. Play with small world toys	Draw simple faces with features. Listen to and respond to different genres of music. Play with small world toys Can sing songs or rhyme. Creates pictures and models using available materials	Join songs, rhymes and play instruments. Can sing an entire song or rhyme. Creates pictures and models using available materials. Draw recognisable pictures e.g. face, house. Engages in imaginative play/role play. Makes up stories when playing with small world equipment.
Personal, Social and Health Education (PSHE/RHE) Jigsaw material **Sessions are linked to PSED development matters statements**	**Being Me in My World** Who am I and how do I fit in?	**Celebrating Differences** Respect for similarity and difference. Anti-bullying and being unique	**Dreams and Goals** Aspirations, how to achieve goals and understanding the emotions that go with this	**Healthy me** Being and keeping safe and healthy	**Relationships** Building positive, healthy relationships	**Changing Me** Coping positively with change
British Values:	Democracy: making decisions together Rule of law: understanding rules matter Individual liberty: freedom for all Mutual respect and tolerance: treat others as you want to be treated British Values- Aspire Training Team					
Visitors/offsite visits/Experiences **We carefully consider trips and visits, ensuring they are thoughtfully linked to specific areas of learning. Each trip or visitor is planned to combine multiple areas of learning, both during and after the experience. Providing valuable opportunities for children to connect what they have learned in the classroom with the**		Planting spring bulbs Watch 'The snowman' Perform nativity show (starshine musicals) Watch a pantomime (in school)	Cook stir fry for Chinese New Year Drink hot chocolate outside Idea store/local library Playing in the snow (weather dependent)	World book day Spring show –	Planting a seed, taking photographs as the seed grows, what does a seed need to grow? Planting vegetables Hatching eggs experience -Farm	End of year trip – Beach Butterfly experience Tea party/banquet Wimbledon and strawberries Sports day Fire service visit

wider world. By reflecting on these visits, we can support ongoing discussions about the past, helping children develop a deeper understanding of the world around them. Integral to our approach, enhancing learning and creating lasting memories that continue to enrich their educational journey throughout the year.						

Reception yearly overview of entitlement

Medium Term and Weekly plans go into more detail on the activities and learning taking place.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topics/themes (to include seasons across the year) **UofW: Understand the effect of changing seasons on the natural world around them**	**Who do you think you are?** *focus on building relationships, supporting emotional development, fostering confidence and security. exploring identities, emotions, and relationships and routines* **Seasonal change- autumn**	**To infinity and beyond** Traditional tales (links with materials) *continuing to build PSED skills, strengthening relationships and emotional awareness. C&L remaining central to all activities, fostering curiosity through science* **Seasonal change- winter**	**We are investigators!** What if Little Red Riding Hood's grandma lived in the arctic? (re telling of the story, new version) *Building on foundational knowledge of storytelling and traditional tales whilst linking scientific enquiry skills into their learning and decision making* **Seasonal change- spring**	**Where shall we go?** Let's Open a new door (homes and people from other places in the world) *A topic that allows children to understand about the wider world and how they can relate and connect and celebrate the similarities and differences in their own lives*	**Green fingers! What if Jack forgot what a plant needs to grow?** *Exploring the natural world and scientific enquiry, understanding life cycles and how to keep ourselves healthy* **Seasonal change- summer**	**Back to the future!** *Finding out about the past, supporting transition into year 1 growing up and changing and celebrating achievements – graduation*
Core Texts	Nursery rhymes Non fiction Books on 5 senses The Hungry Caterpillar Eat up Gemma What The Ladybird Heard? Brown Bear What Do You See? Non fiction books – autumn	The 3 Little Pigs Whatever Next Aliens Wear Underpants Non fiction books on festivals and seasons Non fiction books – atlas and maps	The Gruffalo's Child Little Red Riding Hood Chinese New Year Non Fiction Mr. Wolfs Pancake Nonfiction books- winter	The Gingerbread Man Open a door- to countries (non fiction books) Little Red Hen	The Enormous Turnip Jack and the beanstalk (innovation) Oliver's vegetable non fiction – lifecycle books. -plants -chicks	The Very Hungry Caterpillar Non fiction on families and bodies* My Mum, My Dad, My Grandma (Nick Butterworth)
Author theme: Julia Donaldson (The Gruffalo, The Gruffalo's child, Room on the Broom, Stick Man, A Squash and a Squeeze, Monkey Puzzle, Tiddler, where's my mum? The Snail and the Whale, Charlie Cooks Favorite Book, The Smartest Giant in Town)						
Phonics **Read, Write Inc**	Read single letter Set 1 sounds (first 16) m a s d t l n g o c k u b f e l h r j v y w z x	Read all Set 1 singlel1letter sounds Blend sounds into words orally m a s d t l n g o c k u b f e l h r j v y w z x	Blend sounds to read words Read short Ditty stories m a s d t l n g o c k u b f e l h r j v y w z x	Read Red Storybooks Read Set 1 Special Friends m a s d t l n g o c k u b f e l h r j v y w z x sh qu th ng ch nk	Read Green Storybooks Read 4 double consonants m a s d t l n g o c k u b f e l h r j v y w z x sh qu th ng ch nk	Read Green Storybooks Read first 6 Set 2 sounds ay ee igh ow oo o oar or air ir ou oy
	Understand how to listen	Use new vocabulary through the day.	Use new vocabulary through	Learn new vocabulary.	Retell the story, once they	Learn new vocabulary.

Communication and Language (C&L)	carefully and why listening is important Develop social phrases. Learn new vocabulary Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.	Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Engage in story times.	the day. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Engage in story times. Articulate their ideas and thoughts in well-formed sentences.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	have developed a deep familiarity with the text, some as exact repetition and some in their own words. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts.	Articulate their ideas and thoughts in well formed sentences. Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.
Personal, Social and Emotional Development (PSED)	See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs- personal hygiene Know and talk about the different factors that support their overall health	Build constructive and respectful relationships. Express their feelings and consider the feelings of others Manage their own needs- personal hygiene Know and talk about the different factors that support their overall health and wellbeing.	Express their feelings and consider the feelings of others Manage their own needs- personal hygiene Know and talk about the different factors that support their overall health and wellbeing.	Know and talk about the different factors that support their overall health and wellbeing. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and	Know and talk about the different factors that support their overall health and wellbeing. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Identify and moderate their	Know and talk about the different factors that support their overall health and wellbeing; - healthy eating See themselves as a valuable individual. Think about the perspectives of others. Show resilience and

	and wellbeing.			emotionally.	own feelings socially and emotionally.	perseverance in the face of challenge.
Physical Development (PD)	Revise and refine the fundamental movement skills they have already acquired: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Further develop the skills they need to manage the school day successfully:	Revise and refine the fundamental movement skills they have already acquired: Combine different movements with ease and fluency. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Further develop the skills they need to manage the school day successfully Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Combine different movements with ease and fluency. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Further develop the skills they need to manage the school day successfully Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	**PE: Sports Day** Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body strength, balance, co-ordination and agility Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.
Literacy (Lit)	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read simple phrases and sentences made up of words with known letter–sound correspondences	Read a few common exception words matched to the school's phonic programme. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read simple phrases and sentences made up of words	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-	Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read simple phrases	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly.

	Read a few common exception words matched to the school's phonic programme.	and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	with known letter–sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	sound correspondences using a capital letter and full stop.	and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Maths – White Rose	**White Rose Units:** *Match Sort and compare* *Talk about measure and patterns* *It's me, 123* **Development Matters:** Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten.	**White Rose Units:** *Circles & Triangles* *12345* *Shapes with 4 sides* **Development Matters:** Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Subitise.	**White Rose Units:** *Alive in 5* *Mass & capacity* *Growing 6 7 8* *Length, height and time* **Development Matters:** Compare length, weight and capacity. Understand the 'one more than/one less than' relationship between consecutive numbers. Subitise. compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10. Select, rotate and	**White Rose Units:** *Length, height and time* *Building 9 and 10* *Explore 3D shapes* **Development Matters:** Compare length, weight, and capacity. Automatically recall number bonds for numbers 0–5 and some to 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns. Understand the 'one more than/one less than' relationship between consecutive numbers. Subitise.	**White Rose Units:** *To 20 and beyond* *How many Now?* *Manipulate, compose and decompose* **Development Matters:** Automatically recall number bonds for numbers 0–5 and some to 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. Continue, copy and create repeating patterns. Understand the 'one more than/one less than' relationship between consecutive numbers.	**White Rose Units:** *Sharing and grouping* *Visualise, build and map* *Make connections* **Development Matters:** Automatically recall number bonds for numbers 0–5 and some to 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. Continue, copy and create repeating patterns.

			manipulate shapes to develop spatial reasoning skills. Subitise.		Subitise.	
Understanding of the World (UofW)	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.	Draw information from a simple map Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them	Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live.	Recognise that people have different beliefs and celebrate special times in different ways Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Expressive Arts and Design (EAD) + Music lessons	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Create collaboratively, sharing ideas, resources and skills Explore, use and refine a variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Develop storylines in their pretend play Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance, performing solo or in groups	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills.

Personal, Social and Health Education (PSHE/RHE) Jigsaw material **Sessions are linked to PSED development matters statements**	**Being Me in My World** Who am I and how do I fit in?	**Celebrating Differences** Respect for similarity and difference. Anti-bullying and being unique	**Dreams and Goals** Aspirations, how to achieve goals and understanding the emotions that go with this	**Healthy me** Being and keeping safe and healthy	**Relationships** Building positive, healthy relationships	**Changing Me** Coping positively with change
British Values:	Democracy: making decisions together Rule of law: understanding rules matter Individual liberty: freedom for all Mutual respect and tolerance: treat others as you want to be treated British Values- Aspire Training Team					
Visitors/offsite visits/Experiences **We carefully consider trips and visits, ensuring they are thoughtfully linked to specific areas of learning. Each trip or visitor is planned to combine multiple areas of learning, both during and after the experience. Providing valuable opportunities for children to connect what they have learned in the classroom with the wider world. By reflecting on these visits, we can support ongoing discussions about the past, helping children develop a deeper understanding of the world around them. Integral to our approach, enhancing learning and creating lasting memories that continue to enrich their educational journey throughout the year.**	Local Café	Science Museum Picnic to the moon (linked to book) Planting spring bulbs Watch 'The snowman' Perform nativity show (starshine musicals) Watch a pantomime (in school)	Cook stir fry for Chinese New Year Drink hot chocolate outside Idea store/local library Playing in the snow (weather dependent)	Senses – exploring food Foods from other cultures World book day Spring show –	Planting a seed, taking photographs as the seed grows, what does a seed need to grow? Planting vegetables Hatching eggs experience	End of year trip – Beach Butterfly experience Tea party/banquet Wimbledon and strawberries Sports day Fire Engine visit

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals	Rosh Hashanah- Honey cake Halloween Black History Month	Bonfire night Diwali Hannukah Christmas	Chinese New Year Shrove Tuesday	Easter Ramadan Mother's Day		Father's Day Hajj
Workshops (also see parent support worker for additional courses)	Learning through play Introduction to EY assessment Tapestry	Phonics- reading/ writing (R) Costume making – Christmas show Parents evening	Tapestry	Costume making workshop Parents evening	Early reading and writing	Transition workshops Nursery-Rec Rec- Year 1

In our weekly entitlement we also:

Cooking weekly.

Weekly PSHE lessons **– Jigsaw**

Key books have been listed above, teachers will also use books that fit with the topic including a non-fiction book focus each half term

Transition preparation will be included in the summer terms.

Seasons will be explored through the provision and local environment throughout the year Using the outdoor garden throughout the year

Celebration assembly – weekly

Half termly letter sent to parents/carers to detail the plans for the half term.

Weekly newsletter

All children take home a library book, a big cat book and a Read, Write Inc book matched to their ability

Give me 10 – a weekly session where parents can come and read with their child for 10 minutes at the start of the day