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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>General Themes (Some fluency is given to all our themes to allow opportunities for child-initiated interests and incidental learning)</p>	<p>Marvellous Me</p> 	<p>Light and Dark</p> 	<p>Local Heroes & Superheroes</p> 	<p>Once Upon a Time</p> 	<p>Around the World</p> 	<p>Animal Parade</p> 


 Book Based curriculum (Some books are enjoyed over two weeks to give all our children the opportunity to fully explore themes and concepts)	Autumn 1 Marvellous Me	Autumn 2 Light and Dark	Spring 1 Local Heroes & Superheroes	Spring 2 Once Upon a Time	Summer 1 Around the World	Summer 2 Animal Parade
	Week 1-2 Goat goes to Playgroup New start, Settling in and routine	Week 1-2 Can't you Sleep Little Bear What helps you to see when it's dark?	Week 1-2 Not like That Like This Who can you ask when you need help?	Weeks 1 Little Red Riding Hood How can we keep safe while out and about? (stranger danger)	Week 1-2 In Every House on Every Street Who lives in your house?	Week 1-2 The Bad-Tempered Ladybird How are you feeling today?
	Week 3-4 Happy in our skin What makes you, you?	Week 3-4 The Very Helpful Hedgehog Why do some animals sleep in Winter? (Hibernation)	Week 3-4 Smile Crocodile Smile Why and how do we take care for our teeth?	Week 2 The Big Pancake Why do people eat pancakes on Shrove Tuesday?	Week 3-4 The Best Place in the World Where in the World? What will you need to take on your adventure?	Week 3-4 Dear Zoo What would your favourite pet be and why?
	Week 5-6 The Enormous turnip What happens at Harvest time?	Week 5-6 Whatever Next What can we see in Space?	Week 5 Max the Brave What can we do to help others?	Week 3-4 The Three Billy Goats Gruff How can we help the goats to cross the bridge safely?		Week 5-6 Commotion in the Ocean Let's investigate What things sink and what things float?
	Week 7 Lunchtime My healthy lunchbox choices	Week 7-8 Stickman Can you follow Stickman's journey as he finds his way home?	Week 6 Superworm How can we work as part of a team?	Week 5-6 Jack and the Bean Stalk If you could climb a beanstalk, what might you find at the top?	Week 5 Blown Away What can you use to escape the Island?	Week 7 Dinosaurs Love Underpants Can you draw a map that leads to somewhere special?
High Quality Text	A Quiet Night In Ten in the Bed The Train Ride Glad Monster Sad Monster Always There Bear Smartest Giant in town Where's My Teddy Hugless Douglas	One Snowy Night Leaf Man Lost and Found Room on the Broom Squirrels who Squabbled Autumn The Cave	Alan's Big Scary Teeth There's a Superhero in your Book Rosie's Hat This is the Bear The Grumpalump When I Grow Up	Very Hungry caterpillar Tiny seed Rose's Walk Chicken Licken Raindrop plop Not a Box The Lion Inside Martha Maps it Out Have you Seen Elephant Little Red Hen	A New House for Mouse You Choose Peace at last The Most Magnificent Thing See Inside Plant Earth Sam's Super Stinky Socks Cave Baby Bumble Bear Tiddalick Goldilocks and the Three Bears	Where going on a bear Hunt Animal Boogie The Koala that Could Giraffes can't Dance Farmer Duck Duck in a Truck Little Lost Puppy Ruby's Worries
Our World	Autumn What is the weather like in Autumn? How should I dress? Seasons The Clouds	Getting ready for Winter Hibernation Migration The Weather The Moon	Winter What is the weather like in Winter? How should I dress? People and communities Mountains	Spring What is the weather like in Spring? How should I dress? Growing Things Plant Cycles The Rain	How does the garden grow? Looking after our environment What forces can I feel? Water Water Cycle	Summer What is the weather like in Summer? Sun Safety How should I dress? Life Cycles The Sun


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School Values Focus PRIDE	Respect I know that it is important to listen to others, be kind and take care of my own belongings and the belongings of others I can listen, take turns and ask for consent from others. I am polite, patient and thoughtful of my friend's feelings and wishes.	Empathy I know and can express a range of emotions. I know and understand my own feelings and the feelings of others I can show kindness and lend a hand to support my friends when they need help I can show I understand how my friends are feeling through my kind words and actions	Perseverance I know it is alright to make mistakes I know that there are challenges, and I must try not to give up. I recognise that I can try again even when things are difficult I can keep on trying to achieve my goal, even when something is hard	Diligence I know that when I keep on trying and don't give up, I will be able to finish what I started. I can focus on what I am doing and keep working until it is finished I can try my best, even if something is tricky, and not give up.	Integrity I know it is important to make good choices and always do the right thing, even when no one is watching I can tell the truth and do the right thing, able to try to make things right	PRIDE I know that when I do my best I can feel happy I have achieved my goal I know it is good to feel proud and celebrate my achievements I can take care in what I do I can feel proud of what I have done and share my achievements with others
British Values	Mutual Respect I know to show respect by listening to others, being kind and treating others the way we would like to be treated. I can listen and take turns with my friends. I can be kind and thoughtful to others.	Mutual Tolerance I know to show tolerance by accepting people's differences and beliefs and treating everyone with respect. I can be friends, showing kindness and thoughtfulness to everyone even if they are different from me	Rule of Law I know we follow rules to keep everyone safe and make sure things are fair. I can follow the rules to help keep things fair and help keep everyone safe and happy.	Democracy I know in our class we make decisions together and everyone has a chance to share their ideas I can take turns and share my ideas when we make decisions as a group.	Individual Liberty I know we are free to make our own choices and do things that make us happy as long as we are kind and safe. I can make my own choices and be responsible for the things I do	British Values I know it is important to be kind, follow rules, share our ideas, and respect everyone. I can be kind to others , show respect, follow the rules, and share my thoughts and ideas with everyone
Fun Events and Challenges	Sock Challenge Making Playdough Gross Motor Challenge	Building Challenge Xmas stay and play - Sing along Themed Stay and Play Halloween/People Who Help Us	Teeth Cleaning Challenge Sharing Library	Pancake challenge Sharing Library Easter Stay and Play, Egg Hunt Goat Visit Speed Stacking Tadpoles	Nature Challenge Sharing Library Tadpole re-visit VE Day celebration	Sharing Library Summer Event – Sports Day and Graduation
Awe and Wonder Shared Enrichment	Harvest Festival Themed Stay and Play The wonders of Autumn	Diwali Halloween Guy Fawkes Night Children in Need Remembrance Day Christmas Theme celebrations	Chinese New Year A visit from Kelly the Veterinary nurse The Wonders of Winter A visit from the Gladiator Steel Valentines Day	Shrove Tuesday World Book Day World Down Syndrome Day The Wonders of Spring Comic Relief Mother's Day	World Bee Day Out and about stay and play Village walk-post a letter to someone special	Father's Day The Wonders of Summer


	Our Curriculum Intent					
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Communication and Language WellComm Speech and Language	<i>EYFS Statutory Educational Programme: 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.</i>					
	<u>Rising 2 & 3yrs</u> I recognise and know the adult who looks after me I feel calm and reassured by them when I feel sad or become upset I know to use my voice, body language and gesturing to communicate I know and enjoy a few familiar songs and rhymes I can use sound and gesturing to make myself understood by others. I can use my senses to explore and enjoy toys that move, vibrate and make sound. I can sing a few songs and rhymes beginning to join in with words and actions that are familiar to me	<u>Rising 2 & 3yrs</u> I am learning to listen when a grown up speaks to me I know words can be used to give an instruction I know that I can copy gestures and words to help me communicate with others I know that words have meaning I can listen and respond to simple instruction when they are given to me I can copy gestures and words as begin to understand their meaning I can use single words during my play to communicate what I am doing.	<u>Rising 2 & 3yrs</u> I know I can change my voice by using different sounds, making it loud, soft, high, low, to make my talking more fun I understand words like 'happy', 'big', 'fast', when someone uses them to talk about something I see or do I know and recognise some words that I hear often i.e. no, 'bedtime' I know and can understand some simple instructions I can use intonation, pitch and changing volume. I Can understand single words in context. I can understand frequently used words i.e. 'no, 'all gone' I can understand simple instruction	<u>Rising 2 & 3yrs</u> I know how to use my index finger to point to objects of my choice I know I can choose an activity and stay until I am finished I know I can listen to others carefully, for longer with little distractions. I know if I can't make myself understood I can ask for help I can recognise and point to objects when asked. I can focus on an activity of my choice. I can listen to others with interest for longer periods with less distraction. I can calm myself, try again or ask for help when I am trying to make myself understood to others.	<u>Rising 2 & 3yrs</u> I know that I can use my words as well as my actions to describe how I am feeling I know that talk is a good way to communicate my thoughts and feelings to others I know that using my imagination and every day experiences helps me in my pretend play I can use my words as well as actions to tell you how I am feeling Develop conversation skills, jumping from topic to topic I can develop pretend play as I use my imagination and a variety of props and resources 'Going to the doctors', 'making the tea' I can use my speech sounds, p, b, m, w, Pronounce: /r/w/y, f/th, s/sh/ch/dz/j and multi-syllable words: 'banana', 'sausages'	<u>Rising 2 & 3yrs</u> I know how to look at the pictures in a book to help me understand what is happening I know that you can use words to talk about how an object looks I know you can use words to ask a question I know what a question is I can listen to simple stories and understand what is happening, with help from the pictures I can identify familiar objects and their properties when described to me I can understand and act on long sentences: Find your coat and hat'. I can understand simple questions: 'who', 'what' and 'where'.
	<u>Rising 3 & 4yrs</u> I know to stop and listen when I am asked to by an adult I know that it is important to listen and pay attention to others I know a number of unfamiliar words and can understand and use them in context when I talk to others. I enjoy listening to longer stories and can remember much of what happens I am learning to listen and pay attention to more than one thing at a time. I can look at a book independently and with friends. Talking about what I see or repeating language I have	<u>Rising 3 & 4yrs</u> I know and enjoy different rhymes by heart and am building on the number of rhymes I am familiar with and can sing independently. I know a few books and stories and can tell you what I like about them. I can sing a growing number of songs as I hear and learn new ones. Remembering the words and repeating them often. I can tell a story in my own words using my growing understanding and wider vocabulary.	<u>Rising 3 & 4yrs</u> I know to listen carefully when I am asked a question or given an instruction I know that a question requires a response I know what why means I can understand and respond to a simple question when I am asked. I can understand and respond to a simple instruction when given. I understand and can respond to a question or an instruction that has two parts, 'Get your coat and line up at the door'	<u>Rising 3 & 4yrs</u> I know communication is important and helps me to understand and be understood by others. I know that speaking and listening are important to be understood and to understand others I have a growing ability to communicate and make myself understood to others and to understand them in return. I am learning to pronounce my words clearly so that I may be understood by others I can speak in a full sentence and have little need for an adult to speak/model sentences for me	<u>Rising 3 & 4yrs</u> I know and understand how to use my words to describe and explain my thoughts and feelings to others. I know how to express my point of view and can discuss my thoughts and feelings on a topic or situation with my friends or a familiar adult I can make my sentences more interesting by using more words to describe and explain myself to others	<u>Rising 3 & 4yrs</u> I know that sometimes my thoughts and feelings may not be the same as my friends. I know that we may not always want to do the same things. I can tell my friend through words and actions when I want them to do something different. I can debate a point when I disagree with an adult or friend using my words as well as actions I can start a conversation with an adult or friend, continuing it for many turns I can clearly use talk to organise myself as I play and explore


	heard when read to me. I can widen my vocabulary and use a new word in my speech.		I am beginning to think about and ask why events happen I will attempt to answer why questions as my knowledge and understanding grows I understand and know how to ask and answer why questions to find out more about the world around me as I play and explore			
Communication and Language Links to Reception Readiness	I know that listening is so important I can understand how to listen carefully I know that the best way to communicate is through speech I know and am continuing to learn and use new vocabulary throughout the day, as my knowledge and understanding grows I know what a question is I can ask questions to find out more					
	Autumn 1 Marvellous Me	Autumn 2 Light and Dark	Spring 1 Local Heroes & Superheroes	Spring 2 Once Upon a Time	Summer 1 Around the World	Summer 2 Animal Parade
<i>EYFS Statutory Educational Programme: 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.</i>						
Personal, Social and emotional development	<u>Rising 2 & 3yrs</u> I know my parent/carer will return to collect me at home time I know how to recognise when I feel happy or said know and can talk about how I am different from my friends I know what I like and don't like and can choose what I wat to do I know to help tidy and take care of my things I can separate from my parent/carer as I find ways to calm myself with support from my key person I can recognise and express my own feelings, wants and needs. I can understand how I am different from others I can express my own preferences and make decisions as I try new things.	<u>Rising 2 & 3yrs</u> I know how to use words and actions to communicate and join in with others I know how to talk and work with my friends to accomplish a common goal I know what to do when it's time to move from one activity to another I can engage with others through gestures, gaze, body language and talk. I can use that engagement to communicate with others and achieve a goal i.e. gesture towards a cup and say they want a drink I can begin to manage transitions throughout my day (i.e. separate from parent)	<u>Rising 2 & 3yrs</u> I know how to join in and try something new, even if I haven't done it before I know when I can do things on my own and when I might need help I know how to explore and try something new I can play with increasing confidence on my own and with others I can look to my key person for support only when I feel I need to I can try new things with confidence, and believe in my abilities (self-assurance)	<u>Rising 2 & 3yrs</u> I know how to show different feeling and can tell others how I feel I know how to do things for myself I know when I want to try things on my own I know I can say no thank you to others if I don't want help I know when I feel frustrated and can take deep breaths to help myself calm down I can express a range of emotions as my understanding begins to develop further I can seek to do things for myself and begin to reject help as my independence grows I can begin to manage my feelings of frustration when my needs are not	<u>Rising 2 & 3yrs</u> I know and recognise the area in which I live I know there are different places I can visit and find out about As my understanding grows, I know I need to wait, take turns, and calm myself when I am feeling excited or upset I know how to talk about how I am feeling with others I know I may see something different or the same as what I know I know I can ask questions to find out more I can feel more confident when taken around the local neighbourhood as it becomes more familiar to me I can explore and enjoy new places I can begin to show effortful control as my understanding grows(i.e. wait	<u>Rising 2 & 3yrs</u> I know how to use stories, activities and play to find out about different feelings and emotions I know I can talk to others about how I am feeling I know why we use the toilet I know how to wash my hands I can develop friendships with others I can explore my emotions beyond their normal range through stories and play I can talk about my feelings in more elaborate ways I can learn to use the toilet with help, then independently


	<p>I can make simple choices, express my preferences and begin to take responsibility for my own actions (autonomy)</p> <p><u>Rising 3 & 4yrs</u> I am beginning to think about my play and know I can choose objects I am interested in to play and explore I know how to use some familiar resources and am learning how to use new ones as my understanding and curiosity grow</p> <p>I am feeling more confident in my play I am independent in my play choices I can choose equipment for my play I can use equipment correctly and safely I can think about and choose my own play I can tell you why I am playing with my chosen equipment I can choose my own play challenges</p>	<p><u>Rising 3 & 4yrs</u> I know I have to tidy away my things when I have finished playing I know how to tidy away my things I understand it is important to look after my own belongings</p> <p>I can help an adult to tidy I can independently tidy up after myself I can organise and tidy my own belongings I am beginning to show self-confidence and confidence with meeting someone new I can answer and ask a question to a visitor I can exhibit friendly behaviour to welcome a visitor to my setting I feel part of our Little Eagle family</p>	<p><u>Rising 3 & 4yrs</u> I know how to manage small changes in my routine i.e. when it's time to do something different I know how to build on my play as I play and explore I know that talking helps me to communicate my ideas and helps clarify my thinking</p> <p>I can cope with small changes in my routine I can play with others I can use talk to help extend and elaborate my play ideas I can use additional resources to extend and elaborate my play ideas</p>	<p>immediately met</p> <p><u>Rising 3 & 4yrs</u> I know how to make the right choices I know how to express my feelings and needs clearly and appropriately</p> <p>I understand why I need to make the right choices I can make the right choices during my play and daily routines I can begin to speak up for myself when I am not happy, or I feel things are unfair I can manage my emotions I am beginning to find ways to calm myself when I become upset</p>	<p>for their turn) I can talk about and manage own emotions I can notice and ask questions about differences and similarities</p> <p><u>Rising 3 & 4yrs</u> I know it is important to talk about my emotions to help others understand how I am feeling I know and understand my class rules I know I need to talk to others and find a solution when we disagree</p> <p>I can talk about my feelings and tell you when I am happy, sad, angry or worried I can remember and follow the class rules without adult reminders I understand why rules are important I can talk to others to find solution when we disagree or have a problem I understand we can find ways to solve it together</p>	<p><u>Rising 3 & 4yrs</u> I know that people can feel different emotions I know how to take care of myself i.e. using the toilet, washing my hands I know which foods and drink are healthy for me I know being active helps me to be healthy I know it is important to take care of my teeth</p> <p>I can take care of myself and my belongings as I become more independent I can tell if someone is happy, sad, upset by their face or their actions I can tell you how a character may be feeling in my favourite stories I can choose to eat and drink healthily I can choose to be active to help keep my body healthy and strong I can look after my teeth by brushing them in the morning and at bedtime.</p>
<p>Personal, Social and Emotional Development</p> <p>Links to Reception Readiness</p>	<p>I know how to be a good friend I can begin to build constructive and respectful relationships with others I know how to look after myself I can manage my own needs/self-care I know how to show, listen to and respect the feeling of others as well as my own I can begin to express my feelings more freely and respect the feelings of others I know I am special and can share my ideas and feelings with others I can see myself as a valuable individual.</p>					


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<p><i>EYFS Statutory Educational Programme: 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.</i></p>						
Physical Development P.E. Multi Sports pro	<p><u>Rising 2 & 3yrs</u> I know how to move my whole body in different ways using big and small movements I know how to make sound using my body I am beginning to move my body to music</p> <p>I can develop control of my whole body, using large movements such as walking, running, crawling, rolling</p> <p>I can clap, stamp and move to music</p> <p><u>Rising 3 & 4yrs</u> I know how to use gross motor movement to help move my body in different ways I know how to use balance and co-ordination to help with my movement I know how move and hold a pose in different ways without losing my balance</p> <p>I can continue to develop my gross motor movement, balance, riding and co-ordination, scooters, bikes, ball games I can skip, hop, stand on one leg and hold a pose</p>	<p><u>Rising 2 & 3yrs</u> I know how to make my body smaller I know by using my body in different ways I can accomplish different movements</p> <p>I can fit myself into small places, tunnels, dens, boxes</p> <p>I can kick, throw and catch a ball</p> <p><u>Rising 3 & 4yrs</u> I know that using my big arm movements will help me to accomplish a variety of tasks I know how to work with my friends, share ideas, take turns I know how to work together and be part of a team I know that using alternate feet when climbing will help me go up safely and steadily</p> <p>I can use large muscle movement to, wave, stretch, paint, mark make I can take part in group activities, be part of a team I can climb, go up steps using alternate feet</p>	<p><u>Rising 2 & 3yrs</u> I know by stacking objects I can create something new I know how to move in different ways by myself without the help of others</p> <p>I can build and construct independently with a range of resources I can walk, run, jump, and climb with increasing independence I can spin, roll, use ropes and swings independently</p> <p><u>Rising 3 & 4yrs</u> I know how to listen to the rhythm of music and move my body to the beat I know how to repeat a pattern of moves to the music I know this is called dancing</p> <p>I am increasingly able to use and remember sequences and patterns of movements, related to music and rhyme I can match my developing physical skills to a chosen task or activity, I can decide which action/movement would be best to use in each situation</p>	<p><u>Rising 2 & 3yrs</u> I know that I can use my movement skills to move and control objects in my environment I know how to use objects and equipment by myself, without the help of others</p> <p>I can use large, wheeled equipment such as push along, bike, scooter</p> <p>I can use large and small motor skills to do things independently</p> <p><u>Rising 3 & 4yrs</u> I know how to initiate ring and other group games I know I can take part in a game I know I can make up my own games I know how to choose resources for a purpose I know I can work together with others to move large equipment</p> <p>I can take part in some group activities which I make up for myself or in a team I can choose the right resources to carry out my own plan I can collaborate with others to manage large item</p>	<p><u>Rising 2 & 3yrs</u> I know that I can make choices and use my gross and small motor movement without the help of others I know that using cutlery helps me to eat my food</p> <p>I am becoming increasingly independent</p> <p>I am starting to eat independently,</p> <p>I am starting to use a knife and folk</p> <p><u>Rising 3 & 4yrs</u> I know how to use tools such as scissors in one hand with control I know how to hold and use my pen/pencil with good grip and control</p> <p>I can use one handed tools and equipment I can use a comfortable grip with good control when holding a pen/pencil</p>	<p><u>Rising 2 & 3yrs</u> I know that I can use my hands to move and direct objects I know how to use my hands to investigate new objects and equipment</p> <p>I can develop my manipulation and control</p> <p>I can explore different materials and tools</p> <p><u>Rising 3 & 4yrs</u> I know which hand feels most comfortable to hold my pen/pencil in I know how to put on my own clothes I know how to take off my own clothes</p> <p>I can show a preference for a dominant hand I am becoming increasingly independent when I'm getting dressed and undressed</p>
Links to Reception Readiness	<p>I know how to my body in different ways I can continue to develop fundamental movement skills such as: roll, jump, run, hop, skip, crawl, climb, walk I know that practising the movement and skills I have learnt helps me become stronger I can develop over all body strength, balance and agility in readiness for my future physical education sessions I know that practicing my fine motor movement will help me develop manipulation and control I can continue to develop my fine motor skills/muscles in readiness for writing and to help me manage my own needs/self-care such as buttons, zips, clips I can develop the ability to use a range of tools and equipment safely and confidently</p>					

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	<i>EYFS Statutory Educational Programme: 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).</i>					
Literacy Little Wandle Phonics Tuning into Sound Rhyme Time Love of Reading	<u>Rising 2 & 3yrs</u> I know I am engaged with songs and rhymes when I listen attentively, join in with the words or actions and enjoy repeating familiar parts of the song or rhyme I know how to use my voice to make different to sounds and pitches. I can even alter the speed in which I sing. I know I must look at books carefully I know books carry information I know how to share a book with others I can enjoy songs and rhymes as I tune in and paying attention. I can join in with songs, copying sounds, tunes and tempos. I can say some of the words in songs and rhymes. I can share books with an adult. I enjoy looking at them together. <u>Rising 3 & 4yrs</u> I know how to look at books carefully I know that using my words as I play and explore will help me to communicate my thoughts and needs to others I know exploring and finding out about something new will help me to develop my vocabulary further I can begin to understand the five key concepts about print: Print has meaning. I can develop new vocabulary through continuous provision, individual interests, and guided group activities Phonics Focus: Environmental sounds	<u>Rising 2 & 3yrs</u> I know I can copy the songs and rhymes I see as I pay close attention to the rhythm and movement as I join in I know I am developing my communication skill as I talk or point out familiar pictures/words that I see I know I can make marks on my paper in various ways to express myself I can develop my listening and attention as I copy actions to songs and rhymes I can respond to pictures or words from a book. I can understand I can make a mark (using tools or my fingers). <u>Rising 3 & 4yrs</u> I know that there are different kinds of print which can be used in different ways I know that using my words as I play and explore will help me to communicate my thoughts and needs to others I know exploring and finding out about something new will help me to develop my vocabulary further I know how to listen to and identify some sounds in words I know how to listen and identify objects in my environment by the sound they make I can understand the five key concepts about print: Print can have different purposes I can develop new vocabulary through continuous provision, individual interests, and guided group activities I can begin to develop my phonological awareness: Environmental sounds	<u>Rising 2 & 3yrs</u> I know which books are my favourite as I like to look at them again and again I know I am developing my language skills when I repeat words and phrases from books. Remembering parts of the story I have my favourite books and seek them out, to share with others, or I look at them independently. I can repeat words and phrases from familiar books. <u>Rising 3 & 4yrs</u> I know we read English text from left to right and from top to bottom I know how to look at books correctly I know that using my words as I play and explore will help me to communicate my thoughts and needs to others I know exploring and finding out about something new will help me to develop my vocabulary further I know how to listen to and identify initial sounds and sound patterns as I enjoy songs and rhymes. I can understand the five key concepts about print: I can look at and use a book correctly I can develop new vocabulary through continuous provision, individual interests, and guided group activities I can begin to develop my phonological awareness: Initial sounds and rhyme Phonics Focus: Initial sounds	<u>Rising 2 & 3yrs</u> I know how to ask questions I know I can share my ideas and comment on things I have seen I know print has meaning I can ask questions about a book and make comments as I share my ideas with others I can notice some print, such as first letter of their name, door number or logo. <u>Rising 3 & 4yrs</u> I know books are read from front to back I know a book has different parts I know how to listen and hear certain sounds and rhymes I know how to use talk to share stories of home and family I know there is a past and present I know and can recognise my name I know the letters in my name I know to use my fine motor manipulation to form the initial letter in my name I can understand the five key concepts about print: I can name the different parts of a book I can develop my phonological awareness: Spot and suggest rhymes I can begin to engage in short conversations about stories, family, past and present experiences I can recognise my name and Write the initial letter	<u>Rising 2 & 3yrs</u> I know I can use my voice to sing by myself I know I can use various tools and equipment to make marks on my paper I know the marks I make help me to give meaning to my pictures I know the marks I make show my ideas and thoughts I can sing songs and say rhymes independently. I can add some marks to my drawings. Giving meaning to the marks I make. I can draw freely I enjoy drawing freely <u>Rising 3 & 4yrs</u> I know a book has a sequence of pages I know how to use new vocab to talk about new and familiar stories I know some words begin with the same sound I know how to clap out the different syllables in a word I can understand the five key concepts about print: Page sequencing I can engage in extended conversations about stories using new vocabulary. I can develop my phonological awareness: I can recognise words with the same initial sound I can count or clap syllables in a word Phonics Focus: Blending and segmenting	<u>Rising 2 & 3yrs</u> I know I am developing my imagination and storytelling skills when I create my own stories using props. Building on ideas and characters I have seen in books I know I am developing my early writing skills when I make marks on my paper to represent my name I can develop my play around familiar stories using props. I can make marks on my picture to stand for their name. <u>Rising 3 & 4yrs</u> I know how to talk about the marks and make, giving them meaning I know I can use my fine motor skills to form the letters in my name I know how to form the letters I write carefully I know to read a book from top to bottom, left to right. I can handle books correctly, turning one page at a time. I can use some of my print and letter knowledge in my early writing (eg shopping list) I can recognise my name I can write some or all of my name. I can write some letters accurately.

<p>Literacy Links to Reception Readiness</p>	<p>I know by saying the letter sound I can identify what the letter is I can read individual letters by saying the letter sound I know by using my letter sounds I can blend them to make words I can begin to blend sounds into words, using known letter sounds I know by using my fine motor control and manipulation I can form some of the letters I know I can continue to develop my letter formation accuracy</p>					
	<p>Autumn 1 Marvellous Me</p>	<p>Autumn 2 Light and Dark</p>	<p>Spring 1 Local Heroes & Superheroes</p>	<p>Spring 2 Once Upon a Time</p>	<p>Summer 1 Around the World</p>	<p>Summer 2 Animal Parade</p>
	<p><i>EYFS Statutory Educational Programme: 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.</i></p>					
<p>Mathematics Mastering Number</p>	<p><u>Rising 2 & 3yrs</u> I know I am developing my understanding of simple concepts when I combine objects and explore how things can be changed and transferred I know I am developing my understanding of numbers when I take part in finger rhymes. Using my fingers to count I can combine objects i.e. stacking blokes I can fill and empty I can take part in finger rhymes with numbers <u>Rising 3 & 4yrs</u> I know I use different objects to make patterns I know how to use my fingers to help with my counting I know I can use talk to organise and order my thinking I can notice patterns and arrange things in patterns I can show finger numbers up to 5 I can say one number for each item in order 1,2,3,4,5</p>	<p><u>Rising 2 & 3yrs</u> I know I am developing my understanding of numbers as I notice how the amounts change as I explore and arrange objects into groups I know I am developing my mathematical skills when I count objects, sounds or actions in a sequence using maths in the correct order and understanding their meaning I can react to changes of amounts in a group of up to 3 objects I can develop counting like behaviour I can make sounds, point, say some numbers in sequence <u>Rising 3 & 4yrs</u> I know that the last number reached when counting tells how many in a small set of objects I can count how many are in a set I can develop fast recognition of up to 3 objects (subitising)</p>	<p><u>Rising 2 & 3yrs</u> I know I can make my body smaller by using my gross motor movement, balance, coordination and control I know I am developing my understanding of quantity when I notice which group has more, less or the same I can climb and squeeze myself into different types of spaces I can compare amounts. Lots, more, same <u>Rising 3 & 4yrs</u> I know I can use talk to count how many I know I can link numbers with the number of objects I see I know that numbers can be represented in different ways I can recite numbers past 5 I can link numbers and amount I can experiment with my own symbols, marks and numbers</p>	<p><u>Rising 2 & 3yrs</u> I know how to use numbers in real-life situations such as counting toys, steps, claps I know that exploring and building with different materials to create structures helps me to develop my creativity and problem-solving skills I can count in everyday context I can build with a range of resources <u>Rising 3 & 4yrs</u> I know I can use mathematical language to compare and describe quantities I know what a number problem is I know what a shape is I know there are different types of shapes I know what positional language means I know what the term route means I can compare quantities using language 'more than', 'less, fewer than'. I can solve problems with numbers up to 5 I can talk about and explore 2D and 3D shapes I can understand position/positional language through words only I can describe a familiar route</p>	<p><u>Rising 2 & 3yrs</u> I know how to match shapes and fit pieces together to complete a picture I know that using my hand eye coordination and fine motor skills helps me complete a variety of different jigsaws and puzzles I can complete inset puzzles I can complete, and enjoy a range of puzzles and simple jigsaws <u>Rising 3 & 4yrs</u> I know how to use positional language I know the language of size, shape, length I know the language of weight and capacity I know how to arrange shapes to form a pattern I can discuss familiar routes and locations, in front/behind I can make comparisons between objects relating to size, shape, length, weight, capacity I can select shapes appropriately for task I can combine shapes to make new one</p>	<p><u>Rising 2 & 3yrs</u> I know I am developing my understanding of size and weight when I compare objects, noticing which one is bigger, smaller, heavier, lighter I know I am developing my mathematical understanding as I use maths language in my play to name and explain things. Talking about size, shape, numbers. I can compare sizes, I can compare weights I can use mathematical language in my play through my talk and gesturing. 'bigger/smaller', 'high/low' <u>Rising 3 & 4yrs</u> I know objects can make patterns I know how to use my mathematical language appropriately when communicating with others I can recite numbers in order 1-10 I can talk about and identify patterns around me I can extend and create ABAB patterns I can notice and correct an error in a repeated pattern I can begin to describe a sequence of events, real or fictional using words such as 'first', 'then...'</p>

Mathematics Links to Reception Readiness	I know that objects, actions and sound can be counted I can count objects, actions and sounds I can count beyond ten I know what subitise means I can subitise I consider language when talking about capacity, size, length and mass I can begin to compare some numbers					
	Autumn 1 Marvellous Me	Autumn 2 Light and Dark	Spring 1 Local Heroes & Superheroes	Spring 2 Once Upon a Time	Summer 1 Around the World	Summer 2 Animal Parade
	<i>EYFS Statutory Educational Programme: 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.</i>					
Understanding the world	<u>Rising 2 & 3yrs</u> I know that when I repeat something I can see what happens I understand that my actions make a change I can repeat actions to see what happens and understand that my actions have an effect <u>Rising 3 & 4yrs</u> I know what my senses are I know how to use them as I play and explore I can use all my senses in hands-on exploration of natural materials	<u>Rising 2 & 3yrs</u> I know I can use my body and senses to find out about the world around me I can explore and experiment with different materials, noticing how they look, feel and smell. I can observe what happens when I touch, squeeze or move them <u>Rising 3 & 4yrs</u> I know how to organise and sort objects to make collections I can explore collections of materials with similar and different properties	<u>Rising 2 & 3yrs</u> I know there are natural materials both indoors and outdoors I know how to use them appropriately and safely I can explore natural materials both inside and outdoors <u>Rising 3 & 4yrs</u> I know what is meant by history I know my family has a history I know there are different people who help us I can begin to make sense of my own life-story and family history I can show interest in different occupations	<u>Rising 2 & 3yrs</u> I know that I can notice and talk about different things in nature i.e. weather, animals, plants I can explore and respond to different natural phenomena in setting and on trips <u>Rising 3 & 4yrs</u> I know I can use new experiences to help build and develop new vocabulary I know that I can explore how things work as I investigate further and see what happens I know plants need water and sunlight to help them grow I can talk about what I see, using a widening vocabulary I can explore how things work and learn about the different parts that are involved. I can explore how things grow and learn about the growing cycle of plants I can care for growing plants and seeds	<u>Rising 2 & 3yrs</u> I know that families are different I know that some aspects of our families can be the same I can make connections between the features of my family and other families <u>Rising 3 & 4yrs</u> I know that plants and animals grow and change in different ways I know it is important to look after the natural environment and living things I know and experience different forces as I play and explore i.e. push, pull, run, the wind I can understand the key features of the life cycle of plants and animals I can understand, respect and care for the natural environment and all living things I can explore and talk about different forces I can feel	<u>Rising 2 & 3yrs</u> I know that people can look different I know that people can act and sound differently I know that people can have different cultures and beliefs I can notice similarities and differences between people <u>Rising 3 & 4yrs</u> I know that different materials have different properties I know that there are different countries in the world I can talk about the difference between materials and the changes they notice I can continue developing positive attitudes about the differences between people I can talk about some of the differences in countries I have experienced or seen in photos
Links to Reception Readiness	I know who my family members are and can talk about the people who I know I can talk about members of my immediate family and community I know how to use my words to communicate I can name and describe people who are familiar to me I know my senses are important and can use them every day I can use all my senses and talk about what I see, hear, feel, taste and smell in my environment					

	Autumn 1 Marvellous Me	Autumn 2 Light and Dark	Spring 1 Local Heroes & Superheroes	Spring 2 Once Upon a Time	Summer 1 Around the World	Summer 2 Animal Parade
	<i>EYFS Statutory Educational Programme: 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.</i>					
Expressive Arts and Design	<u>Rising 2 & 3yrs</u> I know that by paying attention to sound and music as I play, I am noticing the different rhythm, and melody around me I know that music can affect how I am feeling I know it can affect my emotional and physical responses as I react to the change in music by moving, dancing or showing different emotions based on the rhythm, sound I know I can move my body to the sound of the music. Able to follow a tempo or beat I can show attention to sounds and music as I play I can respond emotionally and physically to music when it changes I can move and dance to music <u>Rising 3 & 4yrs</u> I know how to choose and use props and resources freely to help in my pretend play I know how to use my imagination in my play. I can take part in simple pretend play, I can use an object to represent something else even though they are not similar I can explore different materials freely	<u>Rising 2 & 3yrs</u> I know I am developing my memory and understanding when I join in with familiar parts of a rhyme or song, predicting what happens next I know how to explore my voice by experimenting with different pitches, tones and rhythms I can anticipate phrases and actions to rhymes in songs I can join in with songs and rhymes and make some sounds I can explore my voice and enjoy making sounds <u>Rising 3 & 4yrs</u> I know how to develop my story telling skills as I imagine different characters and scenarios when I play with various small world resources I can begin to develop complex stories using small world equipment I can make imaginative and complex small worlds using blocks and construction resources	<u>Rising 2 & 3yrs</u> I know how to use my voice over and over to make repetitive rhythm and sounds I know how to create various sounds and rhythms by playing with a range of sounds and musical instruments. Exploring and developing my understanding of sound I can make rhythmical and repetitive sounds I can explore a range of sound makers I can explore a range of musical instrument I can play them in different ways I can notice patterns with strong contrasts and am attracted to patterns resembling the human face <u>Rising 3 & 4yrs</u> I know how to use my fine motor skills to help me explore colours and colour mixing I know how to use my imagination to help develop my ideas as I choose what materials to use I can explore colour and colour mixing I can develop my own ideas, then decide what materials to use I can join different material, explore different textures	<u>Rising 2 & 3yrs</u> I know by using my body to experiment with different textures and ways to express myself I am developing my creative skills and my self-awareness I know how to use brushes and other mark making tools to explore giving my marks meaning and expressing myself visually in my own way I know how to move my body and join in with action songs I can start to make marks intentionally I can explore paint, using fingers and other parts of the body. I can experiment with a variety of other brushes and tools I can express ideas and feelings through making marks I can sometimes give meaning to marks I make I enjoy and can take part in action songs <u>Rising 3 & 4yrs</u> I know how to experiment with lines and circles to explore different ways to create pictures and express my ideas I know I can use lines and shapes to express action and noise in my pictures I know how to focus on different noises and identify them in my environment I can create closed spaces with continuous lines, and use these shapes to represent objects I can use drawing to represent ideas, movement, loud sound I can listen with increased attention to sound	<u>Rising 2 & 3yrs</u> I know I am creating my own stories and developing my imagination as I make believe and pretend I know I am learning to create as I use all my senses to explore different materials in my play. I can start to develop pretend play where one object represents another I can explore different materials using all my senses to investigate, manipulate and play <u>Rising 3 & 4yrs</u> I am learning to develop my drawing skills further I know that I can use my drawing as a way to express how I am feeling I know how to express my thoughts and feelings to what I have heard I know how to recall words and melody to help me sing a song I can draw with increasing complexity and detail I can respond to what I have heard I can express my thoughts and feelings I can remember and sing entire songs I know how to copy the sounds I hear I can sing the melodic shape of a familiar song (up, down, down, up)	<u>Rising 2 & 3yrs</u> I know I am developing my imagination and creativity as I think about my ideas and how to use different materials I know I can use different materials to represent and express my thoughts and imagination I can use my imagination as I consider what to do with different materials I can make simple models which express my ideas <u>Rising 3 & 4yrs</u> I know how to use instruments to create different sounds which match how I feel or what I want to express I know how to change my voice to create different melodies I know how to use my own ideas and imagination to create my own songs and rhymes I am learning to develop my drawing skills further I can show different emotions in my drawings and paintings I can attempt to draw a face I can sing the pitch of a tone sung by another person (pitch match) I can create my own songs or improvise one I know I can play instruments with increasing control, express feelings, and ideas.

<p>Expressive Art and Design</p> <p>Links to Reception Readiness</p>	<p>I know how to use various resources, and combine them to express my thoughts</p> <p>I can explore and use a range of creative resources, materials and effects to express my ideas and feelings</p> <p>I know it is important to share and work as part of a team</p> <p>I can create collaboratively, sharing resources, ideas and skills</p> <p>I know how to use my voice in different ways to create various sounds</p> <p>I can sing in a group or on my own, continuing to follow pitch and melody.</p>					
	<p>Autumn 1 Marvellous Me</p>	<p>Autumn 2 Light and Dark</p>	<p>Spring 1 Local Heroes & Superheroes</p>	<p>Spring 2 Once Upon a Time</p>	<p>Summer 1 Around the World</p>	<p>Summer 2 Animal Parade</p>
<p>Supplementary Texts</p>	<p>Toddle Waddle There was an old lady who swallowed a fly Don't Worry Douglas Slug in Love Five Minutes peace Big Red Bath The Disgusting Sandwich The Little Red Hen Hugasaurus</p>	<p>The Gruffalo's Child Usborne – Seasons and Weather Funny Bones Little Bear Little Snowflake Chickens Can't see in the Dark Diwali Betty and the Yeti Ten Little Elves</p>	<p>I'm a Fire Engine Driver This is the Bear and the Scary Night A Tree for all Seasons Under and Over the Snow Someone Bigger Charlie Crow in the Snow Jack Frost</p>	<p>Sly Fox & Little Red Hen Princess and the Pea The Little Gingerbread Man Where's Spot Zed's Bread Stompysaurus Little Raindrop Little Sunflower In the Garden and Down in the Dirt</p>	<p>Are We Nearly There Yet Worrysaurus Washing line Ben, Gran and the Whole Wide Wonderful World It's The Bear Henry's Holiday Alien's Love Underpants Alien's Save the World</p>	<p>My Friend Bear Rumble in the Jungle Harry and his Bucket full of Dinosaurs goes to School Monkey Puzzle Don't Eat the Teacher Atchoo! A Guide to Good Manners</p>