



All Hallows C of E Primary School Curriculum overview 2025/26- F2

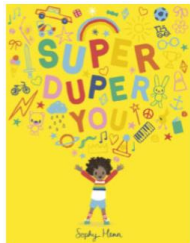
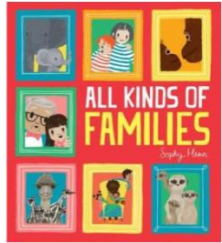

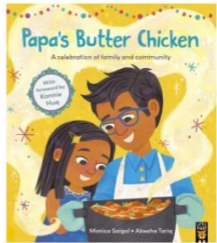


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	All about my family	All about my school	All about my community	All about my country	All about my world
The Literacy curriculum	The Little Red Hen The Colour Monster Goldilocks A Little Bit Brave Popeye Pink Panther	Rapunzel The Christmas Pine The Magic Porridge Pot The Magic Roundabout Willo the Wisp Mixed	Three Billy Goats Gruff The Odd Egg Chicken Licken Captain Pugwash Winter Sleep: A hibernation Story (Everybody Write)	Tiddler The Night Pirates Wacky Races Trapdoor The Gingerbread Man	Stuck Where the Wild Things Are Jack and the Beanstalk Bat fink White Hen and the Fox Bananaman	100 Decker Bus Lost and Found Hansel and Gretel Roadrunner Portland Bill The Three Little Pigs
Enrichment		Carol service Visit to the church		Local area walk to the post office and library		
Community links	Share a book morning	Going into the community				
School values	Respect	HEART	Empathy	Humility	Trust	Ambition
British values	Rule of Law	Mutual Respect	Individual Liberty	Mutual Respect	Tolerance	Democracy

	Ongoing; Mental health, Current affairs, Sun Safety					
Communication and Language	Know and name key body parts (eyes, ears, nose, mouth, hands, feet).	Know and name family members and the roles they have.	Know vocabulary linked to school (classroom, hall, office, playground).	Know the names and roles of different community helpers.	Know the name of the country we live in.	Know words linked to the natural world (planet, land, sea, environment, climate).
Knowledge	Know how to listen to an adult and look at the speaker.	Know how to talk about personal experiences using past tense.	Know how to follow two-step instructions. Know how to ask questions to find information.	Know new vocabulary linked to places (shop, post office, library).	Know words linked to the country (flag, capital city, weather). Know how to describe and compare places.	Know how to compare and explain differences between places.

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	<p>Know that talking in sentences helps people understand you.</p> <p>Know emotion words: happy, sad, angry, tired, worried.</p>	<p>Know some key vocabulary linked to celebrations and traditions.</p>		<p>Know how to describe where places are using positional language.</p>		
Skills	<p>Listens for short periods with adult support.</p> <p>Begins to comment on familiar topics with adult support.</p> <p>Begins to answer questions and respond in short exchanges.</p> <p>Joins in with short contributions with adult support.</p> <p>Offers simple explanations with adult support using recently introduced vocabulary.</p> <p>Begins to express ideas in short sentences with adult modelling.</p>	<p>Responds to what is heard with simple comments or actions.</p> <p>Makes relevant comments when prompted.</p> <p>Engages in short back and forth exchanges with familiar peer or adults.</p> <p>Begins to use recently introduced vocabulary in discussion</p> <p>Explains reasons for simple events in stories or play using new vocabulary</p> <p>Uses past and present tense with modelling and prompts.</p>	<p>Listens attentively and responds with relevant comments.</p> <p>Begins to ask simple questions to check understanding.</p> <p>Sustains simple conversations over several turns with support.</p> <p>Offers ideas in one-to-one, small group, or class discussions with some support.</p> <p>Offers explanations consistently with adult support.</p> <p>Uses simple future tense and basic conjunctions (and, but, because) with modelling.</p>	<p>Participates in discussions in small groups and whole class.</p> <p>Makes comments and asks questions with some independence.</p> <p>Provides additional detail or clarification in conversation.</p> <p>Participates independently in discussions; uses recently introduced vocabulary appropriately.</p> <p>Explains reasons for events confidently using new vocabulary.</p> <p>Uses sentences of 3–5 words with correct tense and simple conjunctions.</p>	<p>Listens attentively and responds with relevant questions, comments or actions.</p> <p>Sustains discussion and asks follow-up questions.</p> <p>Holds conversations confidently with familiar adults and peers.</p> <p>Expands ideas and uses recently introduced vocabulary confidently.</p> <p>Explains reasons clearly, making use of recently introduced vocabulary.</p> <p>Talks about past, present, and future experiences with support.</p>	<p>Listens attentively and responds with relevant questions, comments and actions.</p> <p>Makes comments about what they have heard and asks questions to clarify understanding.</p> <p>Holds conversation in back-and-forth exchanges with teachers and peers.</p> <p>Participates in discussions, offering own ideas, using recently introduced vocabulary.</p> <p>Offers explanations for why things might happen, using recently introduced vocabulary from stories, rhymes, and non-fiction.</p> <p>Expresses ideas and feelings using full sentences, including past, present, and future tenses, with conjunctions, supported by modelling.</p>

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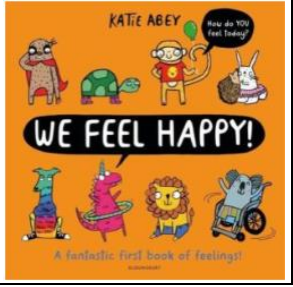


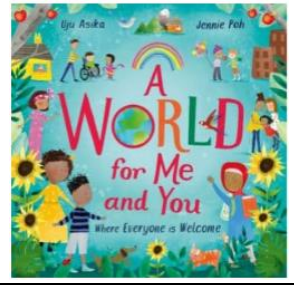

Key Books						
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PSED Knowledge	<p>Know basic classroom expectations (listening, sitting, taking turns).</p> <p>Know what to do when upset (talk to an adult, use calm strategies).</p> <p>Know that everyone has feelings and feelings can change.</p>	<p>Know that families can be different.</p> <p>Know how to share and take turns during play.</p> <p>Know what being "kind" looks like in action.</p>	<p>Know the class rules and why they help keep people safe.</p> <p>Know what a good learner does (tries, listens, has a go).</p> <p>Know how to work with others in a small group.</p>	<p>Know how to stay safe in the community (roads, strangers).</p> <p>Know what an emergency is and how to get help.</p> <p>Know how to cooperate in role play and small-world play.</p>	<p>Know that people live in different types of homes and places.</p> <p>Know how to show respect for different cultures and traditions.</p>	<p>Know how to look after the environment (litter, plants, animals).</p> <p>Know why caring for living things is important.</p>
PSED Skills	<p>Recognises and names basic emotions in themselves. Seeks adult support when upset.</p> <p>Begins to engage with short, adult-led tasks and routines.</p> <p>Responds to name and attends briefly to adult</p>	<p>Recognises basic emotions in others and shows simple empathy.</p> <p>Understands and works towards simple, short-term goals with support.</p> <p>Maintains attention during short adult-led activities and routines.</p>	<p>Talks about feelings and uses taught strategies with adult guidance</p> <p>Works towards simple goals with adult encouragement. Begins to wait for what they want.</p> <p>Follows instructions involving two linked ideas with support.</p>	<p>Uses familiar strategies with less support. Expresses feelings using words.</p> <p>Controls impulses in familiar contexts and works towards goals with less support.</p>	<p>Shows empathy and adapts behaviour across contexts.</p> <p>Sustains attention and waits appropriately in a range of situations.</p> <p>Sustains attention and follows multi-step instructions in a range of situations.</p>	<p>Independently understands and regulates feelings and behaviour.</p> <p>Sets and works towards simple goals, waits for what they want and controls impulses in familiar situations.</p> <p>Gives focused attention, responds appropriately even when engaged,</p>

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	<p>voice. Follows simple one-step instructions with support. Will try new activities with adult encouragement. Begins to explore independently.</p> <p>Begins to follow simple rules with reminders.</p> <p>Begins to manage personal needs with adult support.</p> <p>Begins to play alongside others with adult support.</p> <p>Begins to form secure attachments with familiar adults.</p> <p>Begins to recognise own needs and seek support.</p>	<p>Attempts new activities and begins to persist with support.</p> <p>Follows rules more consistently and begins to talk about them.</p> <p>Manages basic hygiene with decreasing support.</p> <p>Takes turns in familiar activities with reminders.</p> <p>Engages in play alongside peers and familiar adults.</p> <p>Recognises and responds to basic needs of others.</p>	<p>Perseveres with tasks and manages difficulty with adult guidance.</p> <p>Identifies right and wrong and responds appropriately with support.</p> <p>Understands simple links between food and health.</p> <p>Plays cooperatively with others with adult mediation.</p> <p>Forms friendships and plays cooperatively with support.</p> <p>Responds appropriately to others' needs with adult guidance.</p>	<p>Listens and responds to the teacher while engaged in activity.</p> <p>Shows independence and perseverance in familiar situations.</p> <p>Applies understanding of rules across familiar contexts.</p> <p>Independently manages hygiene and personal needs in familiar contexts.</p> <p>Works and plays cooperatively in familiar contexts.</p> <p>Maintains positive relationships with peers and adults.</p> <p>Shows sensitivity to own and others' needs in familiar situations.</p>	<p>Demonstrates resilience and independence across a range of activities.</p> <p>Explains reasons for rules and behaves accordingly.</p> <p>Manages personal needs confidently and consistently.</p> <p>Consistently works and plays cooperatively.</p> <p>Forms positive attachments and friendships across contexts.</p> <p>Responds sensitively across a range of contexts.</p>	<p>and follows instructions involving several ideas or actions.</p> <p>Confidently tries new activities and shows independence, resilience and perseverance.</p> <p>Explains reasons for rules, knows right from wrong and behaves accordingly.</p> <p>Independently manages basic hygiene and personal needs and understands healthy food choices.</p> <p>Works and plays cooperatively and takes turns with others.</p> <p>Forms positive attachments with adults and friendships with peers.</p> <p>Shows sensitivity to their own and others' needs.</p>
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Key Texts						
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Physical Development	<p>Know how to hold tools safely.</p> <p>Know how to use hands, fingers and whole body to explore movement.</p> <p>Know how to wash hands and look after their own body.</p>	<p>Know how to use both hands together for tasks (e.g., holding paper while cutting).</p> <p>Know how to move with balance and control in simple sequences.</p>	<p>Know how to negotiate space safely indoors and outdoors.</p> <p>Know how to handle scissors with correct grip and control.</p>	<p>Know how to move with control in different outdoor spaces.</p> <p>Know how to manipulate different joining materials effectively.</p>	<p>Know how to safely use outdoor equipment to climb, balance and travel.</p>	<p>Know how to control fine motor tools to create detail in drawings and models.</p>
Knowledge						
Skills	<p>Shows basic awareness of space and obstacles with adult guidance.</p> <p>Shows emerging balance and coordination with support.</p> <p>Moves with some energy in familiar activities with adult support.</p> <p>Begins to use a more refined grip with adult support.</p>	<p>Avoids obstacles and navigates around peers with adult prompts.</p> <p>Builds strength and core stability; can sustain simple physical activity.</p> <p>Sustains energetic movement with support; begins to coordinate movements.</p>	<p>Moves safely in open spaces, begins to plan movement.</p> <p>Coordinates movements more consistently with adult guidance.</p> <p>Demonstrates more control and variety in energetic movements with adult support.</p>	<p>Moves safely, considers other children and adjusts actions with support.</p> <p>Maintains balance and strength in more challenging play with guidance.</p> <p>Moves energetically and safely in familiar contexts with minimal support.</p>	<p>Moves confidently around obstacles and peers in familiar spaces.</p> <p>Can use balance, strength, and coordination in a range of activities.</p> <p>Maintains energetic movement for longer periods; movements are controlled.</p> <p>Maintains correct tripod grip independently, showing good control.</p> <p>Can use a variety of tools effectively in structured tasks.</p>	<p>Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrates strength, balance, and coordination when playing.</p> <p>Moves energetically, with control, across a variety of activities.</p> <p>Holds a pencil effectively using tripod grip in almost all cases, ready for fluent writing.</p>

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	<p>Begins to hold and use small tools with adult support.</p> <p>Makes purposeful marks with emerging control</p>	<p>Holds pencil with tripod grip consistently in guided activities.</p> <p>Holds tools effectively and can control movement with support.</p> <p>Draws shapes and simple objects with reasonable accuracy.</p>	<p>Holds pencil effectively for longer periods; forms letters and numbers fluently.</p> <p>Maintains grip and accuracy over longer periods with minimal support.</p> <p>Lines and shapes show increased accuracy; objects identifiable.</p>	<p>Uses tripod grip independently in most writing tasks.</p> <p>Uses tools independently in familiar activities.</p> <p>Draws complex objects/ scenes with care and control.</p>	<p>Draws with sustained accuracy and care independently.</p>	<p>Uses a range of small tools confidently and effectively.</p> <p>Draws with accuracy and care in most independent tasks.</p>
Get Set 4 PE	<p>Introduction to PE</p> <p>Fundamentals for PE</p>	<p>Introduction to PE</p> <p>Fundamentals for PE</p>	<p>Dance</p> <p>Gymnastics</p>	<p>Dance</p> <p>Gymnastics</p>	<p>Ball Skills</p> <p>Games</p>	<p>Ball Skills</p> <p>Games</p>

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<p>Mathematics</p> <p>Knowledge</p>	<p>Children know the number sequence to 5.</p> <p>Children count objects using 1:1 correspondence.</p> <p>Children understand that the final number counted represents the total (cardinality).</p> <p>Children subitise quantities to 3.</p> <p>Children compare quantities using more, fewer, same/equal.</p> <p>Children identify and create simple AB repeating patterns.</p> <p>Children describe positions using basic positional vocabulary (in, on, under, next to).</p> <p>Children recognise circles, triangles and 4-sided shapes.</p>	<p>Children recognise and represent numbers 1–5 confidently.</p> <p>Children count reliably to 10.</p> <p>Children subitise quantities to 4–5 when structured.</p> <p>Children understand that numbers 4 and 5 can be composed in different ways (early number bonds).</p> <p>Children compare numbers to 5 using correct mathematical vocabulary.</p> <p>Children say the number that is one more or one less than numbers to 5.</p> <p>Children describe and identify squares and rectangles using sides and corners.</p> <p>Children order simple daily events (first, next, last).</p>	<p>Children recognise, represent and count numbers 6, 7 and 8.</p> <p>Children understand that 6–8 are composed of 5 and “a bit more”.</p> <p>Children combine two groups to find a total (early addition).</p> <p>Children begin to subitise structured quantities to 6 and 7.</p> <p>Children compare and order objects by length and height using appropriate vocabulary.</p> <p>Children recognise everyday pairs and matching sets.</p> <p>Children continue to use simple repeating patterns.</p>	<p>Children count forwards and backwards to 10.</p> <p>Children understand the composition of 9 and 10 (part–whole).</p> <p>Children recall number bonds to 5 securely and some to 10.</p> <p>Children solve simple addition and subtraction stories with objects.</p> <p>Children identify missing numbers in a count.</p> <p>Children recognise and create more complex repeating patterns (AAB, ABB).</p> <p>Children name and describe common 3D shapes.</p> <p>Children sequence and compare objects and events.</p>	<p>Children understand teen numbers as “10 and some more”.</p> <p>Children recall doubles to 5 and understand halving as making two equal parts.</p> <p>Children share objects fairly between groups.</p> <p>Children recognise odd and even numbers using pairs and groups.</p> <p>Children group objects into 2s, 5s and 10s.</p> <p>Children work with simple patterns, rotations and spatial arrangements.</p> <p>Children describe shapes and models from different viewpoints.</p>	<p>Children count, order and compare numbers to 20.</p> <p>Children recall number bonds to 5 and some to 10 fluently.</p> <p>Children make sensible estimates and check using counting.</p> <p>Children solve practical number problems independently.</p> <p>Children identify odd/even numbers consistently.</p> <p>Children continue, correct and generalise repeating patterns.</p> <p>Children follow and create simple maps, routes and directions using positional language.</p> <p>Children use number, shape and measure knowledge to solve problems and explain reasoning.</p>
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Skills	Counts to 5 accurately and represents numbers using objects or fingers.	Understands that numbers to 5 are made of smaller numbers.	Understands numbers to 8 and begins to explore their composition.	Understands and explains how numbers to 10 are composed of smaller numbers.	Uses understanding of number composition flexibly in different situations.	Have a deep understanding of number to 10, including the composition of each number.
	Instantly recognises quantities to 3 without counting	Recognises quantities to 4 without counting.	Recognises quantities to 5 in familiar patterns without counting.	Subitises quantities to 5 in less familiar arrangement.	Uses subitising confidently in play and problem-solving	Subitise (recognise quantities without counting) up to 5.
	Explores part-whole relationships to 5 using concrete resources	Knows number bonds to 5 but may still use visual support.	Automatically recalls number bonds to 5	Recalls some number bonds to 10 and double facts	Recalls number bonds to 5 and some to 10 automatically	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Counts to 10 accurately in order.	Counts to 20 accurately in order	Counts beyond 20 confidently with increasing accuracy	Recognises the pattern in the counting system	Uses understanding of patterns to count beyond 20 accurately	
	Compares quantities to 5 using informal language.		Accurately compares quantities to 8 in different representations	Compares quantities to 10 accurately, sometimes without counting	Compares quantities up to 10 in a range of contexts	Verbally count beyond 20, recognising the pattern of the counting system.
	Identifies and continues simple patterns using objects or actions	Uses the language of greater than, less than and equal to when comparing quantities to 5	Shares quantities into equal groups up to 10	Identifies whether numbers up to 10 are even or odd by sharing	Represents number patterns using objects, drawings or symbols	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
		Notices patterns when quantities are grouped or arranged				Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Space, shape and measure knowledge and skills run progressively run throughout our year to prepare children for what they need to know moving into year 1.					
Understanding the World	Know simple differences between themselves and others.	Know that the past means "before now."	Know the different parts of the school and their purpose.	Know what a community is and who helps us.	Know the name of the country we live in.	Know the basic life cycle of a plant and animal.
Knowledge	Know what senses are and how they use them.	Know that photos show things from the past.	Know simple map words (near, far, next to).	Know features of the local area.	Know simple features of our country (flag, weather, capital city).	Know the features of Summer and how seasons change.
	Know the season Autumn and what changes they can observe.	Know the changes between Autumn and Winter.	Know how things at school have changed over time (school then/now).	Know how materials are used and how they can change (linked to your UTW statements).	Know that different countries have different foods, clothes and traditions.	Know what a habitat is and how animals survive in different ones.

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Skills	<p>Talks about familiar people and what they do in simple terms.</p> <p>Talks about recent past events in relation to their own experiences.</p> <p>Talks about characters and settings in stories using simple language.</p> <p>Describes features of the immediate environment using simple language.</p> <p>Talks about own family routines or celebrations.</p> <p>Describes familiar aspects of life in this country.</p> <p>Makes simple observations about animals and plants.</p> <p>Talks about features of the local natural environment.</p> <p>Talks about features of the current season.</p>	<p>Describes the roles of people in school and at home.</p> <p>Identifies simple similarities and differences between past and present.</p> <p>Identifies when a story is set in the past and notices differences.</p> <p>Describes familiar places using observational language.</p> <p>Talks about different celebrations and traditions.</p> <p>Identifies simple differences between life here and in another country through stories.</p> <p>Draws animals or plants based on what they have observed.</p> <p>Identifies simple differences between local environment and a contrasting one.</p> <p>Describes simple changes linked to the seasons.</p>	<p>Talks about people in the community and what they do.</p> <p>Talks about differences between past and present based on stories read.</p> <p>Talks about events in stories that happened in the past.</p> <p>Describes the environment using information from discussion or texts.</p> <p>Talks about religious or cultural communities shown in stories</p> <p>Talks about similarities and differences using non-fiction texts</p> <p>Makes observations about changes in animals or plants.</p> <p>Talks about similarities and differences using non-fiction texts.</p> <p>Describes changes in plants and animals over time.</p>	<p>Talks about similarities and differences between roles.</p> <p>Describes similarities and differences between past and present.</p> <p>Compares aspects of stories set in the past with life now.</p> <p>Uses simple maps or symbols to describe their environment.</p> <p>Identifies similarities and differences between communities.</p> <p>Uses simple maps to talk about where countries are and how life may differ.</p> <p>Compares animals or plants and records observations through drawing.</p> <p>Compares the local environment with a contrasting environment.</p> <p>Describes simple changes in materials.</p>	<p>Talks about people they know and links roles to real-life experiences.</p> <p>Compares multiple aspects of past and present confidently.</p> <p>Talks confidently about the past using stories read in class.</p> <p>Describes their immediate environment clearly using multiple sources.</p> <p>Talks about different religious and cultural communities using experiences and texts.</p> <p>Explains similarities and differences between life here and in other countries.</p> <p>Independently explores the natural world and records observations</p> <p>Independently explains similarities and differences between environments.</p> <p>Links changes to seasons or processes in the natural world.</p>	<p>Talks confidently about the lives of people around them and their roles in society.</p> <p>Knows similarities and differences between things in the past and now, drawing on experiences and stories read in class.</p> <p>Understands the past through settings, characters and events encountered in stories and books.</p> <p>Describes their immediate environment using observation, discussion, stories, non-fiction texts and maps.</p> <p>Knows some similarities and differences between different religious and cultural communities, using experiences and stories. Explains some similarities and differences between life in this country and life in other countries using stories, non-fiction texts and maps.</p> <p>Explores the natural world, making observations and drawing pictures of animals and plants</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments, using experiences and stories.</p> <p>Understands some important processes and changes in the</p>
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						<p>natural world, including seasons and changing states of matter.</p>
<p>Key Texts</p>	     	     				

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Expressive Arts and Design Knowledge	<p>Know primary colours.</p> <p>Know how to use paintbrushes, crayons and tools safely.</p> <p>Know how to sing familiar rhymes and join in with actions.</p>	<p>Know how to join materials using tape or glue.</p> <p>Know how to draw simple representations of people (head, body, limbs).</p> <p>Know songs related to seasonal celebrations.</p>	<p>Know how to use simple tools to change materials (cut, fold, roll).</p> <p>Know how to keep a steady beat with instruments.</p> <p>Know how to use lines and shapes to create drawings.</p>	<p>Know how to act out real-life scenarios using props.</p> <p>Know how to use instruments to create sound effects for stories.</p> <p>Know how to select materials to create a piece of artwork.</p>	<p>Know how to mix colours to make new ones.</p> <p>Know how to perform a simple song or poem.</p> <p>Know how to create artwork in the style of a given artist or tradition.</p>	<p>Know how to create artwork using different textures and materials.</p> <p>Know how to use instruments to create simple rhythms and patterns.</p> <p>Know how to act out imaginative stories using character, setting and plot.</p>
Skills	<p>Explores a variety of materials using senses and uses tools safely with guidance.</p> <p>Shares creations with an adult and gives simple comments about what they have done.</p> <p>Uses props in simple role play linked to familiar experiences.</p> <p>Joins in with repeated phrases and actions from familiar stories.</p> <p>Joins in with familiar rhymes and songs using simple words</p> <p>Joins in short songs, rhymes or stories with adult support; begins simple movement in time with music.</p>	<p>Chooses materials intentionally and begins to combine them using tools with emerging control.</p> <p>Describes simple actions and materials used when sharing work.</p> <p>Uses props to take on simple roles in familiar stories or scenarios.</p> <p>Retells familiar stories in the correct sequence with support.</p> <p>Sings a range of familiar songs confidently with appropriate words and phrases.</p> <p>Performs songs, rhymes, poems or stories confidently with peers and adult guidance; moves in time with music when prompted.</p>	<p>Experiments with tools and techniques and uses them safely with increasing control.</p> <p>Explains the main steps they took to create their work.</p> <p>Uses props to support a developing narrative in role play.</p> <p>Adapts familiar stories by changing characters, settings or events.</p> <p>Sings familiar songs independently and follows group rhythm.</p> <p>Performs songs, rhymes, poems or stories independently with peers; attempts to move in time with music.</p>	<p>Selects materials for a purpose and adapts ideas during the creative process.</p> <p>Explains what they did and begins to explain choices or changes.</p> <p>Uses props to stay in role and play cooperatively with others.</p> <p>Invents simple narratives with peers and adults.</p> <p>Sings accurately and begins to use expression, tone and rhythm.</p> <p>Performs with others, sustaining songs, rhymes or stories and moving in time with music.</p>	<p>Uses tools with good control and refines work to improve the outcome.</p> <p>Explains their process clearly using appropriate vocabulary.</p> <p>Uses props to create and act out original narratives.</p> <p>Recounts narratives clearly using sequencing and detail.</p> <p>Sings songs confidently in small groups or class performance.</p> <p>Performs confidently to peers or small audience; maintains voice, words and movement.</p>	<p>Confidently and safely uses a range of materials, tools and techniques and experiments independently.</p> <p>Confidently shares creations and clearly explains the process they used.</p> <p>Confidently uses props and materials to role play characters in narratives and stories.</p> <p>Confidently invents, adapts and recounts narratives with peers and adults.</p> <p>Sings a wide range of familiar nursery rhymes and songs confidently, accurately, and expressively.</p> <p>Confidently performs songs, rhymes, poems and stories with others, moving in time with music when appropriate.</p>

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Nursery Rhymes	Twinkle Twinkle	Incy Wincy Spider	Humpty Dumpty	5 Current Buns	Row Row Row your Boat	Down in the Jungle
	Days of the Week	Wind the Bobbin Up	Old MacDonald	The Grand Old Duke of York	The Wheels on the Bus	10 Fat Sausages
	If you're happy and you know it	Jingle Bells	Two Little Dickie Birds	5 Speckled Frogs	5 Little Monkeys	BINGO
	I'm a Little Teapot	Five Little Men in a Flying Saucer	Baa Baa Woolly Sheep	Dingle Dangle Scarecrow	London Bridge	
	Head, shoulders, knees and toes	Ten Green Bottles	1,2,3,4,5 Once I Caught a Fish alive	5 Little Ducks	Pat-a-cake	
	Hickory Dickory Dock	Ten in the Bed	Hot Cross Buns	Dingle Dangle Scarecrow	Ring a Ring o' Roses	