



All Hallows Primary School

EYFS Long Term Plan

2025-26

Our Early Years curriculum is designed to give every child the **strong foundations** they need for future learning. It reflects the principles set out in the EYFS Framework, the Strong Foundations guidance, and current research on early language, cognitive development and effective pedagogy. At the heart of our approach is the belief that children learn best when they feel secure, understood and challenged through meaningful experiences.

We begin by recognising each child's **unique starting points**. Through careful observation and high-quality interactions, staff build an accurate picture of what children know and can do. This ensures that learning is responsive, ambitious and tailored so that every child, including those who are disadvantaged or have additional needs, can access the full curriculum and make strong progress.

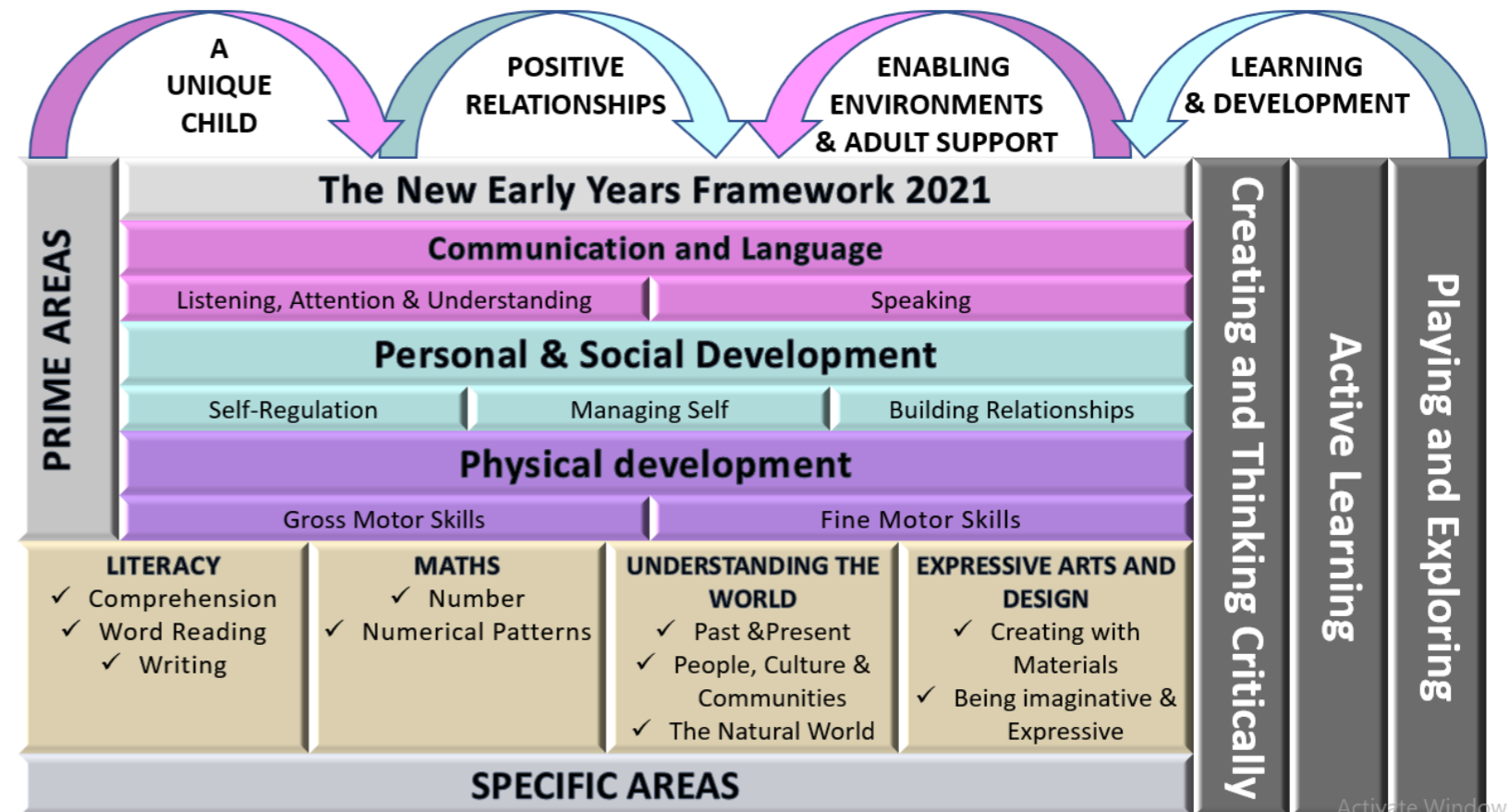
Interactions are central to our provision. Children develop knowledge and skills through sustained shared thinking, modelling, questioning and dialogue with skilled adults who know how to move learning forward. These interactions help children embed new concepts, develop language, and build confidence as thinkers and communicators.

We prioritise strong, **collaborative relationships** between staff, parents, and children to establish a secure and effective foundation in the Early Years. Through consistent communication, shared expectations, and a partnership approach with families, we ensure every child feels supported, confident, and ready to engage fully in their learning and development.

Our curriculum is carefully sequenced so that knowledge builds step by step across the year. Key concepts, vocabulary and skills are revisited and deepened, enabling children to secure understanding in all areas of learning. Through rich experiences, purposeful play, and intentional teaching, we provide the essential foundations that prepare children for the demands of Key Stage 1 and support lifelong learning.

Our curriculum follows the EYFS 2021 principles and begins with valuing every child as unique. We build strong relationships with families and create enabling environments where children feel secure, supported, and ready to learn. We prioritise the Prime Areas—Communication and Language, Personal, Social and Emotional Development, and Physical Development—as these form the essential foundations for progress.

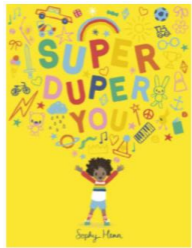
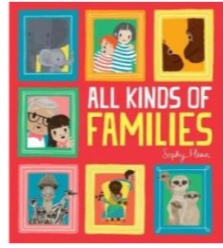




Children then access a broad range of experiences across the Specific Areas, including Literacy, Maths, Understanding the World, and Expressive Arts and Design. The Characteristics of Effective Learning are woven throughout, helping children develop curiosity, independence, and resilience. This model guides our practice and ensures every child makes strong, holistic progress.



Characteristics of Effective Learning in Reception

We explicitly teach the Characteristics of Effective Learning throughout the year to create lifelong learners. Staff use consistent vocabulary and phrases to encourage children to show curiosity, perseverance and thinking outside the box. Staff openly welcome children taking risks, learning by error and making mistakes as well as highlighting and rewarding the process rather than the result. Extended time in continuous provision enables children to become fully absorbed in their play, giving opportunities to develop these skills.

| Playing and Exploring – Engagement | | | Active Learning – Motivation | | | Creating and Thinking Critically - Thinking | | |
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| Finding out and Exploring | Playing with what they know | Being willing to “have a go” | Being involved and concentrating | Keeping on trying | Enjoying achieving what they set out to do | Having their own ideas (Creative thinking) | Making Links (Building theories) | Working with ideas (Critical thinking) |
| <p>Showing curiosity about objects, events and people e.g. Settling into new school life and making friendships with new people.</p> <p>Using senses to explore the world around them e.g. Using binoculars outside to look at the wildlife.</p> <p>Engaging in open-ended activity e.g. Playing in home corner.</p> <p>Showing particular interests e.g. bringing in a book from home to read as a class on bodies.</p> | <p>Pretending objects are things from their experience e.g. Pretending mud is chocolate.</p> <p>Representing their experiences in play e.g. being teachers.</p> <p>Taking on a role in their play e.g. Being teachers.</p> <p>Acting out experiences with other people e.g. joining in with a group of children in being dinosaurs outside.</p> | <p>Initiating activities e.g. finding a torch on the shelf and pretending to be searching for treasure.</p> <p>Seeking challenge e.g. picking up regular scissors when they have been using adaptive scissors.</p> <p>Showing a “can do” attitude e.g. Keeping on trying to stick their picture together after it not originally sticking.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Using different glue to stick their picture down.</p> | <p>Showing a deep drive to know more about people and their world e.g. asking questions when reading BAME themed books.</p> <p>Maintaining focus on their activity for a period of time e.g. listening to the teacher during class input.</p> <p>Showing high levels of involvement, energy, fascination e.g. joining in with interactive stories.</p> <p>Not easily distracted e.g. focusing on writing their name even with children playing around them.</p> <p>Paying attention to details e.g. adding on more detailed features to their drawings.</p> | <p>Persisting with an activity or toward their goal when challenges occur e.g. Keeping on trying to write their name even if they are struggling.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-set) e.g. finding different ways to stick their model together e.g. glue or Sellotape.</p> <p>Bouncing back after difficulties e.g. not giving up after the first time using the bikes.</p> | <p>Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they put on their P.E kits.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p> | <p>Thinking of ideas that are new and meaningful to the child e.g. making something in the workshop from an idea they had.</p> <p>Playing with possibilities (what if? what else?) e.g. adapting their ideas to involve new creative resources.</p> <p>Visualising and imagining options e.g. children looking at the materials provided before making something.</p> <p>Finding new ways to do thing e.g. testing out new tools when making to find an easier way.</p> | <p>Making links and noticing patterns in their experience e.g. noticing on the last day of school we always do P.E.</p> <p>Making predictions e.g. looking at the picture of a book and making a prediction as to what will happen next.</p> <p>Testing their ideas e.g. putting items into the water to see if they float or sink.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened e.g. They broke the toy because they pushed too hard.</p> | <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. looking at a puzzle picture before starting to make the puzzle.</p> <p>Checking how well their activities are going e.g. discussing with their friend if they think they should use a different type of tweezer to pick up the buttons.</p> <p>Flexibly changing strategy as needed e.g. getting a thicker paintbrush to paint a larger area.</p> <p>Reviewing how well the approach worked e.g. children discussing together how the playdough they have made is too sticky and needs more flour next time.</p> |

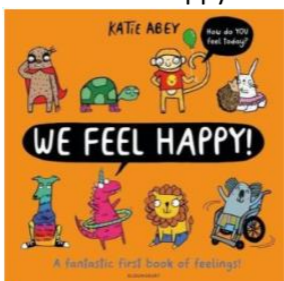
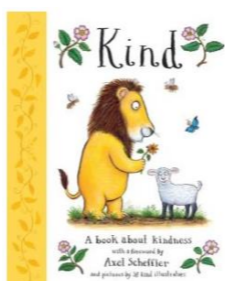


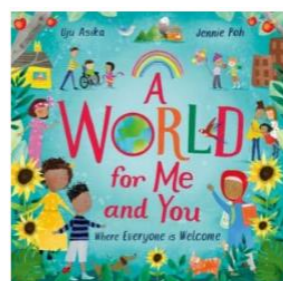

| Communication and Language | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |
| <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | | |
| Key Texts | <p>Super Duper You!</p>  | <p>All Kinds of Families</p>  | <p>All Are Welcome</p>  | <p>Papa’s Butter Chicken</p>  | <p>Coming to England</p>  | <p>Welcome to Our Table</p>  |
| Teachers will... | <p>Teach listening first</p> <p>Use familiar topics to invite talk</p> <p>Prompt short response and exchanges</p> <p>Model and invite short contributions</p> <p>Model a simple explanation using key vocabulary</p> <p>Expand children’s words into sentences</p> <p>Use shared stories to build talk</p> <p>Scaffold talk through play</p> <p>Recast and extend children’s words</p> | <p>Use shared experiences as the starting point for discussion.</p> <p>Model talk for children to copy using simple sentences including the new vocabulary.</p> <p>Prompt relevant comments to answer a question. These will be closed questions to begin with.</p> <p>Build back and forth exchanges</p> <p>Use stories to model explanation and tense</p> <p>Model interactions through play experiences</p> <p>Scaffold vocabulary use explicitly</p> <p>Encourage children to use past and present tense through modelling</p> | <p>Teach what attentive listening looks like by modelling and purposeful and focused conversations.</p> <p>Model relevant comments and build on what has been said.</p> <p>Teach children to ask simple questions using sentence starters.</p> <p>Build on turn-taking conversations.</p> <p>Give time to offer ideas in different contexts.</p> <p>Model and reinforce explanations consistently using the model “... happened because...”</p> <p>Teach future tense through planning play talk.</p> <p>Model the use of conjunctions and, but, because.</p> <p>Recast and extend children’s talk</p> | <p>Establish clear expectations for discussions using “we listen, then we speak.”</p> <p>Encourage independent comments and questions using open-ended prompts.</p> <p>Teach children about adding detail and clarifying ideas through modelling.</p> <p>Reinforce the use of new vocabulary in talk.</p> <p>Support children to give confident explanations of known events.</p> <p>Develop sentence length and structure using modelling and repetition.</p> <p>Teach and model correct tense use by recasting and in the moment commentary.</p> <p>Encourage participation of talk across contexts, circle time, partner talk and group work.</p> <p>Use feedback to refine spoken language.</p> | <p>Teach active listening and purposeful response. Get children to ask a question as a response to what has been said.</p> <p>Build sustained discussions through modelling.</p> <p>Support confident, natural conversations by providing time and space for talk and encouraging peer-to-peer interactions.</p> <p>Encourage expansion of ideas using vocabulary by revisiting key vocabulary and prompting children to expand ideas.</p> <p>Model clear, confident explanations using “It happened because...” or “My reason is...”</p> <p>Teach talking about time (past, present and future).</p> <p>Use stories and real events as discussion starters.</p> <p>Recast and refine language naturally.</p> | <p>Teach deep purposeful listening by asking children to explain what they have heard.</p> <p>Model clarifying comments and questions.</p> <p>Provide opportunities for partner and small group talk to build confident back and forth conversations.</p> <p>Support participation in discussions by inviting ideas.</p> <p>Develop use of full sentences by recasting and modelling.</p> <p>Model past, present and future tense.</p> <p>Teach the use of conjunctions to extend ideas.</p> <p>Model explanation using text-based vocabulary.</p> <p>Encourage explanation of possibilities and predictions.</p> |
| Our Non-Negotiable Knowledge | <p>Know and name key body parts (eyes, ears, nose, mouth, hands, feet).</p> <p>Know how to listen to an adult and look at the speaker.</p> <p>Know that talking in sentences helps people understand you.</p> | <p>Know and name family members and the roles they have.</p> <p>Know how to talk about personal experiences using past tense.</p> | <p>Know vocabulary linked to school (classroom, hall, office, playground).</p> <p>Know how to follow two-step instructions.</p> <p>Know how to ask questions to find information.</p> | <p>Know the names and roles of different community helpers.</p> <p>Know new vocabulary linked to places (shop, post office, library).</p> <p>Know how to describe where places are using positional language.</p> | <p>Know the name of the country we live in.</p> <p>Know words linked to the country (flag, capital city, weather).</p> <p>Know how to describe and compare places.</p> | <p>Know words linked to the natural world (planet, land, sea, environment, climate).</p> <p>Know how to compare and explain differences between places.</p> |

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| | Know emotion words: happy, sad, angry, tired, worried. | Know some key vocabulary linked to celebrations and traditions. | | | | |
| Assessment Points This could look like: | Listens for short periods with adult support. Joining in with repeated phrases. Following simple instructions. | Responds to what is heard with simple comments or actions. Answers simple questions Joins in discussion with prompts | Listens attentively and responds with relevant comments. Makes simple predictions Answers questions accurately | Participates in discussions in small groups and whole class. Listens and responds appropriately | Listens attentively and responds with relevant questions, comments or actions. Asks relevant questions Follows instructions accurately | Listens attentively and responds with relevant questions, comments and actions. Participates confidently Responds appropriately |
| Assessment Point This could look like: | Begins to comment on familiar topics with adult support. Says "I like..." or "It's about..." Answers simple questions about a story. | Makes relevant comments when prompted. Says "The wolf is big" after story Points out characters actions | Begins to ask simple questions to check understanding. "Why did he do that?" "What is that?" during discussion | Makes comments and asks questions with some independence. Responds and asks questions about story events | Sustains discussion and asks follow-up questions. Engages in dialogue about story or topic Explains ideas in own words | Makes comments about what they have heard and asks questions to clarify understanding. Offers opinions and observations Asks relevant questions independently |
| Assessment Point This could look like: | Begins to answer questions and respond in short exchanges. "Yes, I like that" Respond appropriately when prompted. | Engages in short back and forth exchanges with familiar peer or adults. "I have a blue one. Can I play?" Answers questions with more than one word | Sustains simple conversations over several turns with support. Exchanges ideas during play Responds to peers' statements | Provides additional detail or clarification in conversation. "I built a tower. It's tall." Explains their idea with help | Holds conversations confidently with familiar adults and peers. Discusses play plans Responds to questions without prompting | Holds conversation in back-and-forth exchanges with teachers and peers. Engages in dialogue independently Responds, asks questions, and builds on ideas |
| Assessment Point This could look like: | Joins in with short contributions with adult support. Answers simple questions in group Uses recently introduced word with support. | Begins to use recently introduced vocabulary in discussion "The dinosaur is huge!" Explains simple ideas using new words | Offers ideas in one-to-one, small group, or class discussions with some support. Suggests solutions in play Describes an event using recently learned words | Participates independently in discussions; uses recently introduced vocabulary appropriately. Adds comments to peers' ideas Responds with short explanations | Expands ideas and uses recently introduced vocabulary confidently. Suggests alternatives in play Explains their thinking in a sentence | Participates in discussions, offering own ideas, using recently introduced vocabulary. Contributes ideas independently Uses new words accurately in context |
| Assessment Point This could look like: | Offers simple explanations with adult support using recently introduced vocabulary. "The snow is cold because it's winter" "The wolf is running because he is scared" | Explains reasons for simple events in stories or play using new vocabulary "He is sad because he lost his hat." "The leaf fell because the wind blew" | Offers explanations consistently with adult support. "She is crying because the toy broke" "The frog jumped because it was scared" | Explains reasons for events confidently using new vocabulary. "The sun is hot because it's daytime" | Explains reasons clearly, making use of recently introduced vocabulary. "The baby cried because he was hungry" | Offers explanations for why things might happen, using recently introduced vocabulary from stories, rhymes, and non-fiction. "The fox ran away because he heard the dog barking" "The flower grew because we watered it and it got sunlight" |
| Assessment Point | Begins to express ideas in short sentences with adult modelling. | Uses past and present tense with modelling and prompts. | Uses simple future tense and basic conjunctions (and, but, because) with modelling. | Uses sentences of 3–5 words with correct tense and simple conjunctions. | Talks about past, present, and future experiences with support. | Expresses ideas and feelings using full sentences, including past, present, and future |

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| This could look like: | "I went to the park" "I like the big ball" | "Yesterday I played football." "I am drawing a picture." | "I will play with my friend tomorrow." "I like apples and I like bananas." | "I went to the park because it was sunny." "I am painting and I am singing." | "Yesterday I baked a cake and tomorrow I will eat it." | tenses, with conjunctions, supported by modelling. "Yesterday I played with my friends and today I am drawing a picture." "I am happy because I got a new book and tomorrow I will read it." |
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| PSED | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus | All About Me! | All About my Family | All About my School | All About my Community | All About my Country | All About my World |

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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| Key Texts | We Feel Happy!  | Kind  | The Perfect Fit  | Meesha Makes Friends  | A World for Me and You  | The Worry Jar  |
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| Teachers will... | <p>Teach children to recognise and name emotions using stories and modelling.</p> <p>Teach children how to seek adult support by responding consistently and calmly.</p> <p>Teach engagement using adult led tasks such as singing sessions.</p> <p>Teach responding to name by using name before speaking and lowering voice.</p> <p>Teach one step instructions using visuals to support.</p> <p>Teach willingness to try new activities by modelling curiosity.</p> <p>Use open-ended provision to teach independent exploration.</p> | <p>Teach Recognition of Emotions in Others by modelling noticing and naming emotions, using stories and photos.</p> <p>Teach simple empathy responses such as: "shall we help them?"</p> <p>Teach working towards short term goals by using visuals and clear endpoints.</p> <p>Use actions songs to develop attention.</p> <p>Encourage trying new activities and persistence by modelling failing and trying again.</p> <p>Teach consistent rule-following by revisiting rules regularly.</p> | <p>Teach talking about feelings and using strategies as well as using the calming corner.</p> <p>Teach waiting using visual countdowns or timers.</p> <p>Teach following two step instruction using visuals as support.</p> <p>Model perseverance and managing difficulty using "It's tricky, but keep going" or "Let's try a different way."</p> <p>Teach right and wrong through real situations.</p> <p>Talk about the link between food and health.</p> <p>Teach cooperative play with mediation using sharing and turn taking language when scaffolding.</p> <p>Support friendship formation.</p> | <p>Prompt children to use regulation strategies.</p> <p>Develop clear expression of feelings by encouraging children to verbalise their feelings.</p> <p>Remind children on goals to strengthen goal focus.</p> <p>Teach listening while engaged in activity.</p> <p>Promote independence and perseverance by stepping back and encouraging problem solving skills.</p> <p>Support transfer of rules across contexts by applying expectations across settings.</p> <p>Encourage independent management of personal needs.</p> | <p>Teach empathy that transfers across contexts by modelling across different settings and explicitly teaching how behaviour can change depending on context.</p> <p>Extend waiting times and expectation for sustained attention.</p> <p>Teach following multi-step instructions reducing the visual prompts and getting children to repeat back instructions.</p> <p>Promote resilience and independence across activities by praising perseverance not success.</p> <p>Teach reasoning about rules by asking children to explain them.</p> | <p>Enable independent emotional regulation by acknowledging successful self-regulation and prompting reflection.</p> <p>Support independent goal setting and impulse control by setting clear expectations.</p> <p>Teach complex instruction following by encouraging children to repeat instructions key words.</p> <p>Promote independence, resilience and perseverance by delaying adult intervention.</p> <p>Deepen moral understanding and rule awareness by discussing consequences and fairness.</p> <p>Discuss health and hygiene choices naturally.</p> |
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| | <p>Teach simple rules and consistent expectations. Model hand washing. Teach early social interaction by narrating play and modelling simple social language. Regular check ins with adults. Notice and narrate: "I wonder if you are feeling..." "I can see you may need some help with..."</p> | <p>Support increasing independence in hygiene using visual prompts. Teach turn-taking using the saying "my turn, your turn." Support parallel and social play by setting up cooperative play opportunities. Teach awareness of others' needs by modelling noticing others facial expressions.</p> | <p>Teach responding to others' needs by prompting helpful actions.</p> | <p>Promote cooperative work and play by setting shared tasks. Support positive relationships by encouraging kindness and inclusion through the use of stories. Support understanding of needs of self and others by encouraging reflecting and modelling empathy.</p> | <p>Expect confident, consistent self-care by only stepping in when absolutely necessary. Promote cooperative play and work by setting shared goals. Model respectful communication and encourage inclusion.</p> | <p>Support cooperative work and turn taking by stepping back and only intervening when necessary. Model respectful communication to foster positive attachments and friendships. Develop sensitivity of needs of self and others using "How are you feeling?" or "What might they need?"</p> |
| Our Non-Negotiable Knowledge | <p>Know basic classroom expectations (listening, sitting, taking turns). Know what to do when upset (talk to an adult, use calm strategies). Know that everyone has feelings and feelings can change.</p> | <p>Know that families can be different. Know how to share and take turns during play. Know what being "kind" looks like in action.</p> | <p>Know the class rules and why they help keep people safe. Know what a good learner does (tries, listens, has a go). Know how to work with others in a small group.</p> | <p>Know how to stay safe in the community (roads, strangers). Know what an emergency is and how to get help. Know how to cooperate in role play and small-world play.</p> | <p>Know that people live in different types of homes and places. Know how to show respect for different cultures and traditions.</p> | <p>Know how to look after the environment (litter, plants, animals). Know why caring for living things is important.</p> |
| Assessment Point This could look like: | <p>Recognises and names basic emotions in themselves. Seeks adult support when upset. Says "I'm sad" or "I'm cross". Goes to a familiar adult for comfort. Settles into routine with reassurance.</p> | <p>Recognises basic emotions in others and shows simple empathy. Notices a peer crying and looks concerned. Says "He's sad". Offers comfort or seeks adult help.</p> | <p>Talks about feelings and uses taught strategies with adult guidance Uses calm corner area when prompted. Takes deep breaths with an adult. Says "I need help".</p> | <p>Uses familiar strategies with less support. Expresses feelings using words. Says "I don't like that" instead of reacting physically. Negotiates turn-taking with support.</p> | <p>Shows empathy and adapts behaviour across contexts. Manages disappointment during games. Follows expectations indoors and outdoors.</p> | <p>Independently understands and regulates feelings and behaviour. Uses strategies without prompting. Resolves simple conflicts. Explains how others might feel.</p> |
| Assessment Point This could look like: | <p>Begins to engage with short, adult-led tasks and routines. Joins in carpet time briefly Waits a short time for adult support Responds to clear instructions</p> | <p>Understands and works towards simple, short-term goals with support. Follows 1–2 step instructions Waits for a turn in games with reminders</p> | <p>Works towards simple goals with adult encouragement. Begins to wait for what they want. Completes a task with reminders Waits briefly for resources or adult attention</p> | <p>Controls impulses in familiar contexts and works towards goals with less support. Raises hand instead of calling out Waits for their turn during activities</p> | <p>Sustains attention and waits appropriately in a range of situations. Completes self-chosen tasks Waits during transitions</p> | <p>Sets and works towards simple goals, waits for what they want and controls impulses in familiar situations. Completes tasks independently Waits calmly for turn or resource Thinks before acting</p> |
| Assessment Point This could look like: | <p>Responds to name and attends briefly to adult voice. Follows simple one-step instructions with support. Stops and looks when name is called Follows "sit down" or "come here" with prompts</p> | <p>Maintains attention during short adult-led activities and routines. Listens during story time Follows routine instructions (e.g. line up)</p> | <p>Follows instructions involving two linked ideas with support. "Put your coat on and line up" Listens and responds correctly in small groups</p> | <p>Listens and responds to the teacher while engaged in activity. Pauses play to respond appropriately Follows instructions during continuous provision</p> | <p>Sustains attention and follows multi-step instructions in a range of situations. Completes tasks involving several steps Responds accurately to verbal instructions</p> | <p>Gives focused attention, responds appropriately even when engaged, and follows instructions involving several ideas or actions. Listens and acts on instructions independently</p> |

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| | | | | | | Maintains focus during teaching |
| Assessment Point This could look like: | Will try new activities with adult encouragement. Begins to explore independently. Joins an activity after adult support Explores resources with reassurance | Attempts new activities and begins to persist with support. Tries again after encouragement Completes simple tasks | Perseveres with tasks and manages difficulty with adult guidance. Tries different approaches Accepts help and continues | Shows independence and perseverance in familiar situations. Completes tasks independently Tries again after setbacks | Demonstrates resilience and independence across a range of activities. Tackles new tasks confidently Sustains effort over time | Confidently tries new activities and shows independence, resilience and perseverance. Persists with challenge Works independently Recovers from setbacks |
| Assessment Point This could look like: | Begins to follow simple rules with reminders. Responds to “kind hands” reminders Stops when an adult explains an expectation | Follows rules more consistently and begins to talk about them. Says “We share the toys” Waits turn with reminders | Identifies right and wrong and responds appropriately with support. Says “That’s not kind” Accepts adult guidance | Applies understanding of rules across familiar contexts. Follows playground and classroom rules | Explains reasons for rules and behaves accordingly. Says “We line up so everyone is safe” | Explains reasons for rules, knows right from wrong and behaves accordingly. Makes positive choices Explains expectations |
| Assessment Point This could look like: | Begins to manage personal needs with adult support. Attempts to wash hands with prompts Uses toilet with help | Manages basic hygiene with decreasing support. Washes hands independently Attempts to dress/undress | Understands simple links between food and health. Says “Fruit is good for me” Makes healthy snack choices | Independently manages hygiene and personal needs in familiar contexts. Uses toilet independently Dresses appropriately for activities | Manages personal needs confidently and consistently. Independently dresses/undresses Maintains hygiene routines | Independently manages basic hygiene and personal needs and understands healthy food choices. Toilets independently Dresses independently Chooses healthy food |
| Assessment Point This could look like: | Begins to play alongside others with adult support. Joins small group play briefly Takes turns with adult prompting | Takes turns in familiar activities with reminders. Shares resources with support Participates in turn-taking games | Plays cooperatively with others with adult mediation. Joins group role play Follows simple group rules | Works and plays cooperatively in familiar contexts. Negotiates turn-taking Resolves minor disagreements with support | Consistently works and plays cooperatively. Takes turns fairly Shares resources independently | Works and plays cooperatively and takes turns with others. Negotiates turn-taking Sustains group play |
| Assessment Point This could look like: | Begins to form secure attachments with familiar adults. Seeks comfort from key adult Settles with reassurance | Engages in play alongside peers and familiar adults. Joins shared activities Plays near others | Forms friendships and plays cooperatively with support. Chooses to play with specific peers | Maintains positive relationships with peers and adults. Resolves minor issues with support | Forms positive attachments and friendships across contexts. Engages confidently with adults and peers | Forms positive attachments with adults and friendships with peers. Maintains friendships Seeks adult support appropriately |
| Assessment Point This could look like: | Begins to recognise own needs and seek support. Says “I need help” Seeks adult comfort | Recognises and responds to basic needs of others. Offers comfort Gets an adult for help | Responds appropriately to others’ needs with adult guidance. Shares resources after reminder Uses kind words | Shows sensitivity to own and others’ needs in familiar situations. Takes turns thoughtfully Adjusts behaviour | Responds sensitively across a range of contexts. Considers others during play Manages own needs appropriately | Shows sensitivity to their own and others’ needs. Adjusts behaviour Communicates needs appropriately |

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| Physical Development | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |

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.

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| <p>What adults do...</p> | <p>Model physical movements, tool use, and mark-making clearly and consistently Stay close to children, offering physical support where needed and gradually reducing it Use clear, simple language to describe actions, movements, and positions Break skills down into small, manageable steps Provide repeated opportunities to practise the same skills in familiar contexts Join in with activities to encourage confidence, engagement, and enjoyment Offer encouragement and specific feedback that focuses on effort and progress Ensure resources are accessible and appropriate to children’s developmental stages Value the process of learning rather than the finished outcome</p> | <p>Prompt children to notice obstacles and peers, using clear spatial language Plan regular opportunities for physical activity that develop strength, balance, and core stability Model coordinated movements and support children to practise these in manageable steps Provide targeted guidance to support a consistent tripod grip during pencil-based activities Demonstrate effective tool use and support children to control their movements Model drawing shapes and simple objects, breaking them down into simple lines and movements Give specific feedback that supports refinement and improvement Gradually reduce physical and verbal support as children become more confident and independent Ensure resources and activities offer appropriate challenge without pressure</p> | <p>Provide open spaces and planned opportunities for children to move freely and safely Encourage children to think ahead and plan movements through prompts and modelling Support the refinement of coordinated movements through guided practice and feedback Introduce increasingly complex energetic movement activities that promote control and variety Ensure regular, meaningful opportunities for writing and mark-making that promote fluency and stamina Support children to maintain effective grip and control during sustained tool use Model accurate formation of letters, numbers, shapes, and objects Step back appropriately, intervening only when guidance or refinement is needed Celebrate independence, accuracy, and effort rather than speed or quantity</p> | <p>Support children to consider others during movement through reminders, modelling, and prompts Provide appropriate challenge in physical play that builds strength and balance safely Observe children’s movement and intervene only when guidance or reassurance is required Ensure regular opportunities for energetic physical play in familiar environments Provide consistent expectations for effective pencil grip and writing behaviours Ensure tools and resources are accessible and familiar so children can use them independently Model drawing and mark-making techniques when refinement is needed Give specific, constructive feedback that supports precision and care Encourage independence while maintaining a safe and supportive environment</p> | <p>Ensure environments are well organised and predictable, enabling safe and confident movement Plan a range of physical activities that require balance, strength, and coordination Offer opportunities for sustained physical activity that build stamina and control Maintain high expectations for pencil grip and control, intervening only when necessary Provide structured tasks that allow children to apply tool use skills independently Observe children’s drawing and mark-making, offering feedback only to support refinement Encourage children to take pride in accuracy, care, and effort Step back appropriately, allowing independence while remaining available to support</p> | <p>Provide well-organised spaces that support safe movement and shared use Offer a range of physical activities that challenge strength, balance, and coordination Ensure regular opportunities for energetic movement across different contexts Maintain high expectations for pencil grip and writing behaviours Provide access to a range of small tools that children can use independently Observe children’s drawing and mark-making, offering guidance only when refinement is needed Encourage care, accuracy, and pride in independent work Step back appropriately, allowing children to demonstrate confidence and independence</p> |
| <p>Our Non-Negotiable Knowledge</p> | <p>Know how to hold tools safely. Know how to use hands, fingers and whole body to explore movement. 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). Know how to move with balance and control in simple sequences.</p> | <p>Know how to negotiate space safely indoors and outdoors. Know how to handle scissors with correct grip and control.</p> | <p>Know how to move with control in different outdoor spaces. 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> |

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| <p>Assessment Point</p> <p>Shows basic awareness of space and obstacles with adult guidance.</p> | <p>Avoids obstacles and navigates around peers with adult prompts.</p> | <p>Moves safely in open spaces, begins to plan movement.</p> | <p>Moves safely, considers other children and adjusts actions with support.</p> | <p>Moves confidently around obstacles and peers in familiar spaces.</p> | <p>Negotiates space and obstacles safely, with consideration for themselves and others.</p> |
| <p>This could look like:</p> <p>Walks around furniture carefully Avoids stepping on friends' feet</p> | <p>Steps over low barriers Walks carefully around other children</p> | <p>Skips around peers without contact Starts to stop when approaching others</p> | <p>Slows down near others Chooses safe paths through crowded areas</p> | <p>Walks across balance beams carefully Navigates indoor/outdoor equipment safely</p> | <p>Avoids collisions while running or playing Pauses and adjusts when moving near others Walks carefully around furniture or equipment</p> |
| <p>Assessment Point</p> <p>Shows emerging balance and coordination with support.</p> | <p>Builds strength and core stability; can sustain simple physical activity.</p> | <p>Coordinates movements more consistently with adult guidance.</p> | <p>Maintains balance and strength in more challenging play with guidance.</p> | <p>Can use balance, strength, and coordination in a range of activities.</p> | <p>Demonstrates strength, balance, and coordination when playing.</p> |
| <p>This could look like:</p> <p>Can stand on one foot briefly with adult prompts Passes a ball to a peer with some control Walks along a low beam with adult guidance</p> | <p>Climbs onto low climbing equipment with support Runs short distances without tripping Balances on tiptoes briefly</p> | <p>Can throw and catch a ball with some accuracy Can hop or skip using alternate feet with support</p> | <p>Runs, stops, and changes direction safely Climbing and descending low equipment with control</p> | <p>Jumps, runs, and climbs safely Uses equipment like scooters or bikes with some control</p> | <p>Runs, jumps, climbs, and balances confidently Catches, throws, and kicks balls with accuracy Navigates playground equipment safely</p> |
| <p>Assessment Point</p> <p>Moves with some energy in familiar activities with adult support.</p> | <p>Sustains energetic movement with support; begins to coordinate movements.</p> | <p>Demonstrates more control and variety in energetic movements with adult support.</p> | <p>Moves energetically and safely in familiar contexts with minimal support.</p> | <p>Maintains energetic movement for longer periods; movements are controlled.</p> | <p>Moves energetically, with control, across a variety of activities.</p> |
| <p>This could look like:</p> <p>Runs across playground with guidance Jumps from low platforms with control Participates in simple movement games</p> | <p>Runs around obstacle courses with guidance Can skip short distances with adult modelling Participates in simple dances</p> | <p>Can hop, skip, or jump in sequence Participates in short dances or movement routines Climbs safely with guidance</p> | <p>Participates in group games independently Climbs, hops, skips, and jumps in structured activities</p> | <p>Runs, hops, skips, jumps, and climbs safely during longer play sessions Participates in dance or movement routines with guidance</p> | <p>Runs, jumps, hops, skips, dances, and climbs safely and confidently Sustains movement during group games and structured activities</p> |
| <p>Assessment Point</p> <p>Begins to use a more refined grip with adult support.</p> | <p>Holds pencil with tripod grip consistently in guided activities.</p> | <p>Holds pencil effectively for longer periods; forms letters and numbers fluently.</p> | <p>Uses tripod grip independently in most writing tasks.</p> | <p>Maintains correct tripod grip independently, showing good control.</p> | <p>Holds a pencil effectively using tripod grip in almost all cases, ready for fluent writing.</p> |
| <p>This could look like:</p> <p>Uses a static tripod grip with prompting Makes simple lines, circles, or letters Shows emerging control when drawing or tracing</p> | <p>Writes letters and shapes with increasing control Uses correct pencil posture with occasional prompts</p> | <p>Writes short words or captions with tripod grip Draws shapes and patterns steadily</p> | <p>Writes letters, numbers, and short words with control Sustains writing during guided activities</p> | <p>Writes sentences and simple stories with neat letters Draws diagrams or patterns accurately</p> | <p>Writes sentences, captions, or labels independently Draws with control and precision Maintains tripod grip for sustained writing</p> |
| <p>Assessment Point</p> <p>Begins to hold and use small tools with adult support.</p> | <p>Holds tools effectively and can control movement with support.</p> | <p>Maintains grip and accuracy over longer periods with minimal support.</p> | <p>Uses tools independently in familiar activities.</p> | <p>Can use a variety of tools effectively in structured tasks.</p> | <p>Uses a range of small tools confidently and effectively.</p> |
| <p>This could look like:</p> <p>Holds scissors with guidance and makes simple snips Paints with some control in guided tasks</p> | <p>Cuts along straight or curved lines with guidance Paints shapes or patterns with reasonable control Uses fork/spoon/chopsticks</p> | <p>Cuts, paints, and uses cutlery steadily Can decorate, draw, or cut shapes with reasonable precision</p> | <p>Cuts, paints, and uses cutlery with confidence Applies skills in simple craft or mealtime activities</p> | <p>Cuts, paints, and manipulates tools for different purposes Uses tools with accuracy in craft, cooking, or art activities</p> | <p>Cuts, paints, and uses cutlery independently with accuracy Applies skills in craft, cooking, or creative play</p> |

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| | Uses cutlery with prompts to scoop or cut | correctly with occasional prompts | | | | Chooses appropriate tool for task |
| Assessment Point | Makes purposeful marks with emerging control | Draws shapes and simple objects with reasonable accuracy | Lines and shapes show increased accuracy; objects identifiable. | Draws complex objects/ scenes with care and control. | Draws with sustained accuracy and care independently. | Draws with accuracy and care in most independent tasks. |
| This could look like: | Draws simple shapes or lines with guidance. Begins to stay within boundaries of paper or template. | Circles, squares, triangles formed clearly. Simple objects like houses, suns, or trees recognisable. | Draws people with head, body, arms and legs. Shapes are proportional and recognisable. | Combines multiple shapes into one coherent drawing. Maintains neat lines and spacing. | Produces recognisable drawings of people, animals or objects. Lines, spacing, and proportion mostly correct. | Lines, shapes, and proportions show control. Drawings recognisable and deliberate. |

| Literacy | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |
| 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). | | | | | | |
| Monster Phonics Progression Sounds | s a t p i n m d g o c k c k e u r h b | f f l l s s j v w x y z z z q u c h s h t h t h n g o o a r | oo ow ee ur ai or | oa er igh air oi ear ure | cvcc ccvc cvc+ ccvcc | cvc+ ccc ccvcc+ cvc+ HFW |
| HFW/CEW | a at as in it is I an and am dad to into go no the get dog can got on not cat up mum put had oh him his big has | he she me we be of if off you my they for will all went was from help too her with are yes then them that this said | look now down see going just have it's do so | come some were one like by when little what day away play children | you're here saw time out house about | made make came I'm very old called asked looked their our Mr Mrs don't people could |
| Drawing Club Focus: | 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 |
| What adults do: | Read stories regularly, using expression, repetition, and actions to support understanding Draw attention to characters, events, and repeated language in familiar texts Introduce and explain new vocabulary in context, revisiting it across the day Model and practise letter sound regularly, using clear | Read and re-read familiar stories, encouraging children to retell and sequence key events Ask predictive questions during shared reading to support anticipation and comprehension Provide opportunities for children to use story language during role play and imaginative play | Introduce and reinforce recently taught vocabulary in discussions and reading activities Ensure systematic phonics teaching, supporting recall and application of digraphs Provide opportunities to blend words containing taught digraphs independently Support independent reading of short storybooks, offering | Provide opportunities for children to use recently introduced vocabulary across discussions, role play, and guided play Ensure systematic phonics teaching, supporting blending of letters and digraphs in both reading and writing Support children to read simple CVC words independently, providing guidance only when needed | Provide opportunities for children to retell stories independently, using prompts only if needed Ask questions and facilitate discussions that support anticipation of key events in stories Encourage the independent use of recently introduced vocabulary across multiple contexts | Provide regular opportunities for children to retell stories independently, using prompts only when necessary Encourage children to anticipate story events and explain predictions using story details Model and reinforce recently introduced vocabulary, supporting children to use it confidently across contexts |

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| | <p>and consistent phonics routines</p> <p>Support children to blend sounds in familiar words through guided practice</p> <p>Read with children in small groups or individually, supporting decoding using phonics</p> <p>Model correct letter formation and support children to practise</p> <p>Encourage children to write initial sounds and simple words in meaningful activities</p> <p>Value attempts at reading and writing, focusing on confidence and engagement</p> | <p>Teach phonics systematically, ensuring children practise and apply letter–sound knowledge</p> <p>Support children to blend sounds confidently through daily, structured phonics activities</p> <p>Provide regular opportunities for children to read simple sentences independently</p> <p>Model and reinforce correct letter formation during writing activities</p> <p>Encourage children to spell simple words using phonics, valuing accuracy and effort</p> <p>Provide meaningful writing opportunities where children can practise sentence writing</p> <p>Offer targeted feedback to support refinement while promoting independence</p> | <p>guidance only when decoding is challenging</p> <p>Model and encourage correct letter formation and independent writing of familiar words</p> <p>Support children to spell words phonetically using taught sounds and digraphs</p> <p>Offer meaningful opportunities to write short sentences independently, praising accuracy, effort, and readability</p> | <p>Model fluent reading of simple sentences and guide children to decode unfamiliar words and recognise common exception words</p> <p>Encourage correct letter formation and independence in writing familiar words</p> <p>Support children to spell words accurately, applying taught phonics and digraph knowledge</p> <p>Provide meaningful opportunities for independent sentence writing and offer specific feedback to promote readability and accuracy</p> | <p>Support children to apply letter sounds and digraphs confidently when reading and writing</p> <p>Provide opportunities to read sentences and short books independently, guiding decoding and recognition of common exception words as necessary</p> <p>Model and reinforce correct letter formation and accurate spelling in writing activities</p> <p>Encourage children to write simple sentences and short stories, providing feedback on accuracy and phonics application</p> <p>Step back to allow independence while observing and providing targeted support only when required</p> | <p>Ensure systematic phonics teaching, supporting children to recall sounds and digraphs independently</p> <p>Provide opportunities for independent reading of words, sentences, and short books, supporting decoding and CEW recognition as needed</p> <p>Model correct letter formation and encourage independent writing of words and sentences</p> <p>Support children to spell words independently using phonics and letter–sound knowledge</p> <p>Provide meaningful opportunities for children to write short phrases and sentences, giving specific feedback only to refine accuracy and readability</p> <p>Step back to allow independence, encouraging fluency, accuracy, and confidence</p> |
| Our Non-Negotiable Knowledge | <p>Know that print carries meaning.</p> <p>Know how to handle books correctly.</p> <p>Know key stories from memory (linked to your texts).</p> <p>Know some initial sounds through environmental print.</p> | <p>Know how to retell a familiar story using events in order.</p> <p>Know some taught phonemes and how to blend orally.</p> <p>Know that letters represent sounds.</p> | <p>Know common taught phonemes and blend to read VC and CVC words.</p> <p>Know how to form most single letters correctly.</p> <p>Know that stories have characters, settings and events.</p> | <p>Know how to read CVC and some CVCC/CCVC words.</p> <p>Know how to write simple phrases using known sounds.</p> <p>Know how to sequence main events in non-fiction texts.</p> | <p>Know simple story language and repeated phrases.</p> <p>Know how to write sentences using capital letters, finger spaces and full stops (emerging).</p> <p>Know how to read common exception words being taught.</p> | <p>Know how to retell a story independently using a clear structure.</p> <p>Know how to write a short series of sentences about a familiar topic.</p> <p>Know how to decode words with known digraphs.</p> |
| Assessment Point | <p>Listens attentively to stories and responds verbally or through actions, showing awareness of characters or repeated phrases.</p> | <p>Retells key events from a familiar story in the correct order using some story language.</p> | <p>Retells a familiar story with a clear beginning, middle and end using sequencing language.</p> | <p>Uses recently introduced vocabulary to describe characters’ actions, feelings and events.</p> | <p>Retells stories independently in the correct sequence using own words.</p> | <p>Retells stories using own words, including characters, settings and main events, using recently introduced vocabulary.</p> |

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| This could look like: | Joining in with repeated refrains Naming characters when prompted | "First he ran, then he hid" Using repeated phrases in role play | "First Goldilocks went inside, then she tried the porridge" | "He was furious because they broke his chair" | Retelling without a book or images | Retelling a new story heard once Using story vocabulary in play |
| Assessment Point | Shows awareness of familiar stories and reacts to repeated events as they occur. | Anticipates what will happen next in predictable or repetitive stories. | Anticipates key events using knowledge of story structure or characters. | Anticipates events based on characters' actions, feelings or problems. | Independently anticipates key events during familiar and unfamiliar stories. | Anticipates key events and explains predictions using story details. |
| This could look like: | Smiling, laughing or joining in just before a repeated action | "He's going to run away!" | "The wolf will blow the house down" | "She will cry because she's lost" | "I think the bridge will break" | "He will find the treasure because he followed the map" |
| Assessment Point | Shows understanding of new vocabulary when supported by an adult. | Uses words from a story during role play | Uses recently introduced vocabulary accurately during discussions about texts. | Uses recently introduced vocabulary across discussions, role play and play-based learning. | Uses recently introduced vocabulary independently across a range of contexts. | Uses and understands recently introduced vocabulary confidently during discussions and play. |
| This could look like: | Points to an object when named Responds appropriately to new words | Uses words from a story during role play | Uses story or non-fiction vocabulary correctly | Uses text vocabulary in child-initiated play | Uses vocabulary from books in role play and discussion | Uses new vocabulary in stories, non-fiction discussions and role play |
| Assessment Point | Says the sound for most letters of the alphabet when prompted. | Says most letter sounds independently and applies them to simple words. | Says at least 10 digraphs accurately and can recall them independently. | Blends letters and digraphs independently to read simple CVC words. | Uses letter sounds and digraphs independently when reading and writing simple words. | Says a sound for every letter in the alphabet and at least 10 digraphs confidently. |
| This could look like: | Correctly identifying sounds in games or letter cards | Identifying initial sounds in familiar words during reading or play | Correctly reading or spelling simple words containing taught digraphs | Reading words like "ship", "rain" independently | Spelling CVC words correctly in independent writing | Reading and writing using letters and digraphs independently |
| Assessment Point | Can blend 2–3 sounds in familiar words with adult support. | Blends CVC words independently using known letter sounds. | Blends words containing taught digraphs independently. | Blends letters and digraphs fluently to read simple words independently. | Reads sentences independently using sound-blending. | Reads words consistent with phonic knowledge by sound-blending independently. |
| This could look like: | Blends "c...a...t" to say "cat" with prompting | Reads words like "cat", "sit", "hop" without adult support | Reads "ship", "rain", "chop" correctly | Reads "shop", "train", "fish" smoothly | Reads "The cat ran" fluently | Reads familiar and unfamiliar words confidently in books and captions |
| Assessment Point | Reads simple sentences with support, using phonic knowledge to decode words. | Reads simple sentences independently, decoding phonic words and recognising some CEWs. | Reads short storybooks independently, decoding words and recognising CEWs. | Reads simple sentences aloud fluently, decoding words and recognising CEWs. | Reads short books independently, decoding new words and recognising most CEWs. | Reads aloud simple sentences and books confidently using phonic knowledge and recognising CEWs. |
| This could look like: | Reads "The cat sat" with adult prompting | Reads "I can see a dog" fluently | Reads "The sun is hot" in guided reading | Reads "The big cat is in the garden" smoothly | Reads a short book aloud without help, self-correcting mistakes | Reads a short story aloud independently, decoding CEWs accurately |
| Assessment Point | Writes some letters correctly when guided or modelled. | Writes most letters correctly with minimal support. | Forms most letters correctly and can write familiar words independently. | Writes most letters correctly and applies letter formation in independent words. | Writes familiar words and some simple sentences with most letters formed correctly. | Writes recognisable letters, most correctly formed, in words and short sentences independently. |
| This could look like: | Writes the first letter of their name accurately; copies letters from a model | Writes name and familiar words with mostly correct letter formation | Writes "dog", "mum", "hat" with correct letter formation | Writes labels, simple words, or captions accurately | Writes "I can see a cat" with mostly correct letter formation | Writes "The cat is big" with correct letter formation and spacing |

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| Assessment Point | Writes some letters to represent the initial sounds of words. | Spells simple CVC words independently, representing most sounds correctly. | Spells most words phonetically, representing all sounds with letters or digraphs. | Spells words independently, representing all sounds, including taught digraphs. | Spells words accurately in short sentences and simple stories using phonics. | Spells words by identifying sounds and representing them with letters independently. |
| This could look like: | Writes “c” for “cat” or “d” for “dog” | Writes “dog”, “sun”, “hat” with all sounds represented | Writes “ship” as “ship”, “rain” as “rain” | Writes “I can see a cat” correctly | Writes “I like my dog” with all sounds represented | Writes “I can see a cat” or “The dog ran fast” correctly |
| Assessment Point | Writes simple words or phrases that can sometimes be read by others | Writes simple sentences using known words and phonics, mostly readable. | Writes short sentences independently that can be read by others. | Writes simple sentences independently that are readable by others. | Writes simple sentences independently that can be read by others, including in captions or short stories. | Writes simple phrases and sentences independently that can be read by others. |
| This could look like: | Writes “my cat” or “I see dog” with recognisable letters | Writes “I can see a cat” with correct spacing and letter formation | Writes “I like my dog” or “The cat is big” | Writes “I can see the dog” with correct spacing and letters | Writes “I like my cat. It is brown.” | Writes “The cat is big. I like the cat.” clearly with spacing and readable words |

| Mathematics | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |
| 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. | | | | | | |
| Key Vocabulary: | <p>Tier 1</p> <p>big, small, tall, short, circle, triangle, square, same, more, fewer</p> <p>Tier 2</p> <p>compare, sort, match, pattern, position, arrangement, equal, repeat</p> <p>Tier 3 (Mathematical)</p> <p>subitise, quantity, numeral, compose, partition, side, corner</p> | <p>Tier 1</p> <p>four, five, more, less, same, first, next, last</p> <p>Tier 2</p> <p>compare, sequence, order, equal, match, represent, group</p> <p>Tier 3 (Mathematical)</p> <p>subitise, composition, numeral, quantity, part-whole, rectangle, square, corner, side</p> | <p>Tier 1</p> <p>six, seven, eight, long, short, tall, together, total</p> <p>Tier 2</p> <p>match, pair, combine, compare, measure, represent</p> <p>Tier 3</p> <p>composition, partition, tens-frame, numeral, length, height</p> | <p>Tier 1</p> <p>nine, ten, add, take away, back</p> <p>Tier 2</p> <p>compare, order, sequence, pattern, whole, part</p> <p>Tier 3</p> <p>sphere, cube, cylinder, cone, partition, number bond</p> | <p>Tier 1</p> <p>share, group, double, half, fair</p> <p>Tier 2</p> <p>equal, rotate, viewpoint, route</p> <p>Tier 3</p> <p>teen number, composition, even, odd</p> | <p>Tier 1</p> <p>left, right, near, far, around</p> <p>Tier 2</p> <p>estimate, predict, solve, explain</p> <p>Tier 3</p> <p>orientation, direction, partition, total, equation</p> |
| Key Texts/ Numberblocks Episodes: | Simon Sock, All Sorts, Actual size, Ten Seeds | Monster Needs One More, Monster Musical Chairs, Circle, Triangle, Rosie’s Walk | Square, Night Monkey Day Monkey, Two Short Two Long, None is the Number, The Ugly Five, Handa’s Surprise | Superworm, I can only Draw Worms, Ten Little Fingers and Ten Little Toes, Circle! Sphere! Series 2: Odds and Even, Series 2: Double Trouble, Series 2: | One Moose 20 Mice, One Ted Falls out of Bed, Which One Doesn’t Belong, The Last Marshmallow, The Squirrels who Squabbled | I see a Pattern, We’re Going on a Bear Hunt, In Every House on Every Street |

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| | Series 1: One, Series 1: Two, Series 1: Another One | Series 1: Three, Series 1: Four, Series 1: Five | Series 1: Four, Series 1: Five, Series 1: Stampoline, Series 1: The Whole of Me, Series 2: Six, Series 2: Seven, Series 2: Eight, Series 3: Zero | Nine, Series 2: Ten, Series 2: Blast Off, Series 3: Numberblobs | Series 3: Eleven, Series 3: Twelve, Series 3: Thirteen, | Series 4: I can count to 20 |
| Adults will: | <p>Model mathematical vocabulary.</p> <p>Encourage children to explain how they know.</p> <p>Use manipulatives consistently (counters, shapes, objects, cubes).</p> <p>Provide opportunities for counting in routines (lining up, snack, tidy up).</p> <p>Challenge children through questioning (“How do you know that’s more?”).</p> <p>Provide varied representations of 1–3.</p> <p>Embed subitising in games, songs and daily routines.</p> | <p>Model mathematical vocabulary at every opportunity.</p> <p>Use five-frames and tens-frames consistently for composition.</p> <p>Reinforce one more/less in daily routines (snack time, lining up).</p> <p>Provide manipulatives for children to explore 4 and 5 in different ways.</p> <p>Encourage explanations (“How do you know it’s 5?”).</p> <p>Use bar modelling/part-whole representations practically.</p> | <p>Provide tens-frames</p> <p>Provide measuring resources</p> <p>Provide dice, dominoes, Numicon</p> <p>Provide paired objects</p> | <p>Model part-whole vocabulary</p> <p>Model pattern reasoning</p> <p>Model efficient counting strategies</p> | <p>Model grouping thinking</p> <p>Model using 10 as a unit</p> <p>Model multiplicative vocabulary</p> | <p>Provide open-ended challenges</p> <p>Provide multi-step problems</p> <p>Provide real-life maths stories</p> <p>Provide spatial puzzles</p> <p>Provide pattern investigations</p> |
| Children will learn through: | <p>Sorting trays, natural objects, pattern blocks.</p> <p>Pattern creation in provision.</p> <p>Role-play using positional language.</p> <p>Exploring shapes in the environment.</p> <p>Small-group adult-led number sessions.</p> | <p>Counting games.</p> <p>Subitising flashcards.</p> <p>Matching activities.</p> <p>Comparing sets in provision.</p> <p>Shape hunts around the environment.</p> <p>Daily visual timetable sequencing.</p> | <p>Measuring games</p> <p>Frame-building tasks</p> <p>Combining groups in role-play</p> <p>Sorting/matching pairs</p> | <p>Use tens-frame activities</p> <p>Use Pattern investigations</p> <p>Use 3D shape construction</p> <p>Use Story-based addition/subtraction</p> | <p>Tens & ones manipulatives</p> <p>Sharing stations</p> <p>Doubling games</p> <p>Pattern blocks for spatial work</p> | <p>collaborative problem solving</p> <p>building and construction</p> <p>outdoor directional play</p> |
| Our Non-Negotiable Knowledge | <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</p> | <p>Children recognise and represent numbers 1–5 confidently.</p> <p>Children count reliably to 10.</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 count forwards and backwards to 10.</p> <p>Children understand the composition of 9 and 10 (part-whole).</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 count, order and compare numbers to 20.</p> <p>Children recall number bonds to 5 and some to 10 fluently.</p> |

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| | <p>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 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 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 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 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 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> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Counts to 5 accurately and represents numbers using objects or fingers.</p> <p>Counts 5 cubes correctly. Shows 3 on fingers.</p> | <p>Understands that numbers to 5 are made of smaller numbers.</p> <p>Explains 4 as 2 and 2. Makes 5 using 3 and 2</p> | <p>Understands numbers to 8 and begins to explore their composition.</p> <p>Makes 6 using 4 and 2. Splits 7 into 5 and 2</p> | <p>Understands and explains how numbers to 10 are composed of smaller numbers.</p> <p>Explains 8 as 5 and 3. Makes 10 using 6 and 4</p> | <p>Uses understanding of number composition flexibly in different situations.</p> <p>Solves practical problems to 10. Uses composition in play</p> | <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Explains numbers in parts. Uses number facts confidently</p> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Instantly recognises quantities to 3 without counting</p> <p>Names 2 or 3 on a dice face. Says how many objects when briefly shown</p> | <p>Recognises quantities to 4 without counting.</p> <p>Names 4 on a ten-frame. Identifies 4 objects at a glance</p> | <p>Recognises quantities to 5 in familiar patterns without counting.</p> <p>Names 5 on a dice or ten-frame</p> | <p>Subitises quantities to 5 in less familiar arrangement.</p> <p>Names 5 on scattered dots</p> | <p>Uses subitising confidently in play and problem-solving</p> <p>Instantly names quantities during games</p> | <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Instantly recognises quantities. Explains thinking</p> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Explores part-whole relationships to 5 using concrete resources</p> <p>Makes 4 from 2 and 2. Splits 3 into 1 and 2</p> | <p>Knows number bonds to 5 but may still use visual support.</p> <p>Says “3 and 2 makes 5”</p> | <p>Automatically recalls number bonds to 5</p> <p>Instantly answers “What makes 5?”</p> | <p>Recalls some number bonds to 10 and double facts</p> <p>Knows double 2 is 4. Says 5 and 5 make 10</p> | <p>Recalls number bonds to 5 and some to 10 automatically</p> <p>Answers quickly in games</p> | <p>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.</p> <p>Instant recall. Explains related facts</p> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Counts to 10 accurately in order.</p> <p>Counts objects to 10. Joins in with counting songs</p> | <p>Counts to 20 accurately in order</p> <p>Counts aloud during routines</p> | <p>Counts beyond 20 confidently with increasing accuracy</p> <p>Counts to 30 correctly</p> | <p>Recognises the pattern in the counting system</p> <p>Notices ‘teen’ numbers Identifies repeating decade pattern</p> | <p>Uses understanding of patterns to count beyond 20 accurately</p> <p>Correctly continues a number sequence</p> | <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> |

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| Assessment Point | Compares quantities to 5 using informal language. | Uses the language of greater than, less than and equal to when comparing quantities to 5 | 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 | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| This could look like: | “This has more”. “They are the same” | 5 is greater than 3 | Compares counters, dots or groups | Uses subitising or known facts | Compares groups in play. Uses real-life examples | Makes accurate comparison. Uses correct language |
| Assessment Point | Identifies and continues simple patterns using objects or actions | Notices patterns when quantities are grouped or arranged | 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 | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| This could look like: | Continues AB patterns. Claps a repeated pattern | Spots 2 and 2 in 4 | Shares 6 between two teddies | Explains which numbers share equally | Draws equal groups. Models doubles | |
| <p>Space, Shape and Measure: Although space, shape and measure are not assessed as separate Early Learning Goals at the end of Reception, they remain an essential part of our maths curriculum. Throughout the year, children experience regular, purposeful teaching of spatial reasoning, shape properties, pattern, position, length, height, mass, capacity and time. These concepts are woven through continuous provision, adult-led sessions and problem-solving activities to build the spatial language, visualisation skills and practical understanding that underpin later mathematical learning. By developing secure foundations in space, shape and measure, children are better prepared for the Year 1 curriculum, where geometry, measurement and spatial reasoning become formally assessed and increasingly abstract. This ensures our pupils enter Key Stage 1 with confidence, fluency and a broad, balanced mathematical understanding.</p> | | | | | | |

| Understanding the World | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |
| <p>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.</p> | | | | | | |
| Key Texts: | <p>I Love Me</p>  <p>That’s Not my Name</p>  | <p>My Family, Your Family</p>  <p>My Two Grandads</p>  | <p>The Blue Umbrella</p>  <p>Lunch at 10 Pomegranate Street</p>  | <p>Real Superheroes</p>  <p>A Place Called Home</p>  | <p>Big Picture Atlas</p>  <p>From My Window</p>  | <p>Let’s Celebrate!</p>  <p>Children of the World</p>  |
| What adults will do: | Encourage children to talk about familiar people and | Encourage children to describe roles of people at home and in | Provide opportunities for children to discuss people in | Encourage children to talk about and compare people’s | Provide opportunities for children to discuss people they | Provide opportunities for children to talk about people |

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| | <p>their roles, using clear and simple language</p> <p>Provide opportunities to recall and discuss recent events from children’s own experiences</p> <p>Read and discuss stories, prompting children to describe characters and settings</p> <p>Guide children to describe features of the immediate environment, noticing differences and similarities</p> <p>Encourage discussion of family routines, celebrations, and cultural practices</p> <p>Introduce and explain aspects of life in the local community and country</p> <p>Support observation of animals and plants through first-hand experiences and resources</p> <p>Provide opportunities to explore and discuss the local natural environment, highlighting seasonal features</p> <p>Ask open-ended questions to encourage description and reflection, e.g., “What do you notice about this tree?”</p> | <p>school, prompting discussion about responsibilities and routines</p> <p>Support children to notice similarities and differences between past and present in their own lives</p> <p>Discuss story settings and historical contexts, helping children identify when a story is set in the past</p> <p>Provide opportunities for careful observation of familiar places and model descriptive language</p> <p>Introduce different celebrations and traditions, supporting children to notice similarities and differences</p> <p>Use stories, images, and discussions to explore life in other countries and cultures</p> <p>Support children to draw animals or plants based on careful observation, prompting discussion of features</p> <p>Encourage exploration of the local environment and guide comparisons with contrasting environments</p> <p>Ask questions to extend thinking and reasoning, e.g., “How is this place different from our school?”</p> | <p>their local community and their roles</p> <p>Guide discussions about past and present, using stories to highlight differences</p> <p>Support children to identify events in stories that happened in the past and relate them to current experiences</p> <p>Encourage children to describe the environment, using prompts, discussions, or information from texts</p> <p>Introduce religious or cultural communities through stories, images, or experiences and discuss similarities and differences</p> <p>Provide non-fiction texts to support children in making comparisons between places, people, or animals</p> <p>Support observation of changes in animals or plants, prompting children to notice patterns and sequences</p> <p>Ask open-ended questions to encourage reasoning and reflection, e.g., “How has this plant changed?” or “Why do you think this animal looks different now?”</p> <p>Scaffold learning, gradually allowing children to describe and explain changes independently</p> | <p>roles in different contexts, using discussion and real-life examples</p> <p>Support children to notice similarities and differences between past and present, including in stories</p> <p>Model comparisons between historical story events and life now, asking reflective questions</p> <p>Introduce simple maps or symbols to describe environments and model how to use them</p> <p>Encourage children to compare communities, highlighting similarities and differences in ways of life</p> <p>Provide opportunities to use simple maps to locate countries and discuss differences in lifestyles</p> <p>Support comparison of animals and plants, encouraging children to record observations through drawings or diagrams</p> <p>Guide exploration of the local environment, comparing it with contrasting environments, and prompt discussion</p> <p>Provide materials and experiences to explore simple changes (e.g., melting, freezing, mixing) and discuss observations</p> <p>Ask open-ended questions to extend reasoning, such as “What is similar here?” or</p> | <p>know and link roles to real-life experiences</p> <p>Encourage confident comparisons between past and present using stories, artefacts, and discussion</p> <p>Use high-quality texts to support children’s understanding of the past and prompt confident discussion</p> <p>Provide varied sources of information (first-hand experiences, maps, texts, images) to support environmental understanding</p> <p>Introduce religious and cultural communities through meaningful experiences, stories, and celebrations</p> <p>Encourage children to explain similarities and differences between life in different countries</p> <p>Provide rich opportunities for independent exploration of the natural world</p> <p>Support children to record observations independently and accurately</p> <p>Guide children to make connections between changes and seasons or natural processes</p> <p>Ask thoughtful questions to deepen reasoning, stepping back to allow independence</p> <p>Maintain high expectations while offering support only where refinement is needed</p> | <p>in their lives and the wider community, linking roles to real-life experiences</p> <p>Support children to compare past and present using stories, artefacts, and shared discussion</p> <p>Use high-quality texts to explore the past through characters, settings, and events</p> <p>Provide varied sources of information to support environmental understanding, including maps, stories, and non-fiction texts</p> <p>Introduce religious and cultural communities through meaningful experiences, stories, celebrations, and discussion</p> <p>Use stories, non-fiction texts, and maps to support comparisons between life in different countries</p> <p>Provide regular opportunities to explore the natural world, encouraging careful observation and recording through drawing</p> <p>Support comparisons between local and contrasting environments through experiences and stories</p> <p>Provide practical experiences to explore processes and changes in the natural world, such as seasonal change and changing states of matter</p> <p>Ask thoughtful questions to deepen understanding and</p> |
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| | | | | <p>“Why has this material changed?”</p> <p>Gradually reduce adult support as children develop independence in observing, comparing, and recording</p> | | reasoning, stepping back to encourage independence |
| Our Non-Negotiable Knowledge | <p>Know simple differences between themselves and others.</p> <p>Know what senses are and how they use them.</p> <p>Know the season Autumn and what changes they can observe.</p> | <p>Know that the past means “before now.”</p> <p>Know that photos show things from the past.</p> <p>Know the changes between Autumn and Winter.</p> | <p>Know the different parts of the school and their purpose.</p> <p>Know simple map words (near, far, next to).</p> <p>Know how things at school have changed over time (school then/now).</p> | <p>Know what a community is and who helps us.</p> <p>Know features of the local area.</p> <p>Know how materials are used and how they can change (linked to your UTW statements).</p> | <p>Know the name of the country we live in.</p> <p>Know simple features of our country (flag, weather, capital city).</p> <p>Know that different countries have different foods, clothes and traditions.</p> | <p>Know the basic life cycle of a plant and animal.</p> <p>Know the features of Summer and how seasons change.</p> <p>Know what a habitat is and how animals survive in different ones.</p> |
| Assessment Point | Talks about familiar people and what they do in simple terms. | Describes the roles of people in school and at home. | Talks about people in the community and what they do. | Talks about similarities and differences between roles. | Talks about people they know and links roles to real-life experiences. | Talks confidently about the lives of people around them and their roles in society. |
| This could look like: | <p>“My mum works”</p> <p>“The teacher helps us”</p> | <p>“The caretaker fixes things”</p> <p>“The cook makes our lunch”</p> | <p>“Firefighters put out fires”</p> <p>“The doctor helps people”</p> | <p>“Both doctors and nurses help people”</p> | <p>“When I was ill, the doctor...”</p> | <p>Describes what people do and why</p> <p>Makes links to own experiences</p> |
| Assessment Point | Talks about recent past events in relation to their own experiences. | Identifies simple similarities and differences between past and present. | Talks about differences between past and present based on stories read. | Describes similarities and differences between past and present. | Compares multiple aspects of past and present confidently. | Knows similarities and differences between things in the past and now, drawing on experiences and stories read in class. |
| This could look like: | <p>“When I was a baby...”</p> <p>“Yesterday we...”</p> | <p>“This is old, this is new”</p> <p>Compares toys or photos</p> | <p>“They didn’t have phones”</p> <p>Identifies old transport or houses</p> | <p>“They wore different clothes.”</p> <p>“We still go to school.”</p> | <p>Talks about homes, transport, toys</p> <p>Refers to stories and experiences.</p> | <p>Describes what people do and why</p> <p>Makes links to own experiences</p> |
| Assessment Point | Talks about characters and settings in stories using simple language. | Identifies when a story is set in the past and notices differences. | Talks about events in stories that happened in the past. | Compares aspects of stories set in the past with life now. | Talks confidently about the past using stories read in class. | Understands the past through settings, characters and events encountered in stories and books. |
| This could look like: | <p>Names characters</p> <p>Talks about where the story happens</p> | <p>“They didn’t have cars”</p> <p>Notices old clothes or houses</p> | <p>“This happened a long time ago.”</p> <p>Describes key events</p> | <p>“We still go to school”</p> <p>“Houses look different”</p> | <p>Describes characters’ lives</p> <p>Talks about settings and events</p> | <p>Makes clear comparisons</p> <p>Refers to texts and real-life experiences</p> |
| Assessment Point | Describes features of the immediate environment using simple language. | Describes familiar places using observational language. | Describes the environment using information from discussion or texts. | Uses simple maps or symbols to describe their environment. | Describes their immediate environment clearly using multiple sources. | Describes their immediate environment using observation, discussion, stories, non-fiction texts and maps. |
| This could look like: | <p>“There is a door”</p> <p>“The playground has a slide”</p> | <p>“The hall is big”</p> <p>“The classroom has tables”</p> | <p>“The park has grass and trees”</p> <p>Refers to non-fiction books</p> | <p>“This shows the playground”</p> <p>Follows a simple map</p> | <p>Talks about school grounds using maps and walks.</p> | <p>Explains how stories show the past</p> |

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| | | | | | | Uses evidence from texts |
| Assessment Point | Talks about own family routines or celebrations. | Talks about different celebrations and traditions. | Talks about religious or cultural communities shown in stories | Identifies similarities and differences between communities. | Talks about different religious and cultural communities using experiences and texts. | Knows some similarities and differences between different religious and cultural communities, using experiences and stories. |
| This could look like: | “We celebrate birthdays” “We eat special food” | “At Diwali they light lamps” “We celebrate Christmas” | Identifies clothing, buildings or practices | “They both celebrate special days” | Links visitors, stories or celebrations. | Makes clear, detailed descriptions Uses multiple sources of knowledge |
| Assessment Point | Describes familiar aspects of life in this country. | Identifies simple differences between life here and in another country through stories. | Talks about similarities and differences using non-fiction texts | Uses simple maps to talk about where countries are and how life may differ. | Explains similarities and differences between life here and in other countries. | Explains some similarities and differences between life in this country and life in other countries using stories, non-fiction texts and maps. |
| This could look like: | “We go to school” “We wear coats when it’s cold” | “They live in a hot place” Notices clothing or housing | Compares homes, food or transport | “This country is far away” Identifies land and water | “Children go to school but their school looks different” | Makes clear comparisons. Refers to books and experiences. |
| Assessment Point | Makes simple observations about animals and plants. | Draws animals or plants based on what they have observed. | Makes observations about changes in animals or plants. | Compares animals or plants and records observations through drawing. | Independently explores the natural world and records observations | Explores the natural world, making observations and drawing pictures of animals and plants |
| This could look like: | “The leaf is green” Notices insects outdoors | Draws a leaf after a walk Draws a class pet | Notices growing plants Talks about seasonal change | Draws two plants and talks about differences | Draws minibeasts found outdoors Talks confidently about findings | Makes clear comparisons Refers to learned content |
| Assessment Point | Talks about features of the local natural environment. | Identifies simple differences between local environment and a contrasting one. | Talks about similarities and differences using non-fiction texts. | Compares the local environment with a contrasting environment. | Independently explains similarities and differences between environments. | Knows some similarities and differences between the natural world around them and contrasting environments, using experiences and stories. |
| This could look like: | “We have trees” “There are birds in the playground” | “They live in a hot place” Notices animals or plants | Compares weather, animals or plants | “We have rain but the desert is dry” | Refers to stories and texts | Drawings reflect observations Talks about what they have seen |
| Assessment Point | Talks about features of the current season. | Describes simple changes linked to the seasons. | Describes changes in plants and animals over time. | Describes simple changes in materials. | Links changes to seasons or processes in the natural world. | Understands some important processes and changes in the natural world, including seasons and changing states of matter. |
| This could look like: | “Leaves are falling” “It is colder” | “It gets darker earlier” Notices trees changing | “Seeds grow into plants” Notices baby animals | “Ice melts into water” “Water freezes” | “Plants grow in spring” “It’s hotter in summer” | Makes clear comparisons Refers to texts and experiences |

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| Expressive Arts and Design | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |
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| The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | |
| Nursery Rhymes: | Twinkle Twinkle Days of the Week If you’re happy and you know it I’m a Little Teapot Head, shoulders, knees and toes Hickory Dickory Dock | Incy Wincy Spider Wind the Bobbin Up Jingle Bells Five Little Men in a Flying Saucer Ten Green Bottles Ten in the Bed | Humpty Dumpty Old MacDonald Two Little Dickie Birds Baa Baa Woolly Sheep 1,2,3,4,5 Once I Caught a Fish alive Hot Cross Buns | 5 Current Buns The Grand Old Duke of York 5 Speckled Frogs Dingle Dangle Scarecrow 5 Little Ducks Dingle Dangle Scarecrow | Row Row Row your Boat The Wheels on the Bus 5 Little Monkeys London Bridge Pat-a-cake Ring a Ring o’ Roses | Down in the Jungle 10 Fat Sausages BINGO |
| Adults will: | Provide a range of materials and tools for sensory exploration and model safe use Talk with children about what they are creating, encouraging them to share simple comments Join children in role play, modelling how props can be used to represent familiar experiences Read and re-read familiar stories, encouraging children to join in with repeated phrases and actions Sing familiar rhymes and songs regularly, supporting children to join in using simple words Lead short music, rhyme, and story sessions, encouraging movement in time with music Offer praise and encouragement, valuing | Provide a range of materials and tools and model how to combine them safely and purposefully Encourage children to talk about what they have made, prompting them to describe actions and materials Support role play by providing props and modelling simple roles linked to familiar stories or experiences Read and retell familiar stories, supporting children to sequence events correctly Lead singing, rhyme, and performance opportunities, supporting confidence and participation Model movement in time with music and prompt children to join in | Provide a range of tools and techniques and model their safe and effective use Encourage children to talk through the steps of their creative process Support role play by providing props and modelling how narratives can be developed Encourage children to adapt stories, prompting changes to characters, settings, or events Provide regular opportunities for singing and group music-making, supporting rhythm and confidence Encourage independent performance with peers, offering guidance when needed Praise creativity, effort, and willingness to experiment | Provide a range of materials and encourage children to select and adapt them purposefully Prompt children to talk about their creative process, supporting them to explain choices and changes Support cooperative role play by providing props and modelling how to stay in role Encourage children to invent and develop simple narratives with others Model expressive singing, supporting children to use tone, rhythm, and expression Provide regular opportunities for group performance, supporting stamina and coordination Offer specific feedback that values creativity, collaboration, and effort | Provide high-quality tools and materials and encourage children to refine and improve their work Support children to articulate their creative process using appropriate vocabulary Encourage originality by providing opportunities to invent and act out narratives Support children to structure and recount narratives clearly, prompting sequencing and detail Provide regular opportunities for group singing and performance Create supportive performance opportunities where children can present to peers or small audiences Offer specific, constructive feedback that supports refinement and confidence | Provide a rich range of materials, tools, and techniques and encourage independent experimentation Encourage children to share and explain their creative processes using appropriate language Support role play and storytelling through high-quality resources while allowing children to lead narratives Provide opportunities for children to invent, adapt, and recount stories collaboratively Offer frequent opportunities to sing a wide range of songs and nursery rhymes Create performance opportunities that allow children to perform confidently with others Model expressive performance and celebrate |

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| | <p>participation and enjoyment rather than outcomes</p> <p>Repeat experiences to build familiarity, confidence, and engagement</p> | <p>Praise effort, creativity, and engagement rather than outcomes</p> <p>Provide repeated opportunities to practise and refine creative skills</p> | <p>Gradually reduce support, allowing children to lead and express ideas independently</p> | <p>Step back appropriately, allowing children to lead, adapt, and perform independently</p> | <p>Step back to allow children to take ownership of their creative choices and performances</p> | <p>accuracy, expression, and effort</p> <p>Step back appropriately, allowing children to take ownership of their creative work and performances.</p> |
| Our Non-Negotiable 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> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Explores a variety of materials using senses and uses tools safely with guidance.</p> <p>Finger paints or explores dough freely</p> <p>Comments on texture or colour</p> <p>Uses tools safely with reminders</p> | <p>Chooses materials intentionally and begins to combine them using tools with emerging control.</p> <p>Selects colours deliberately</p> <p>Uses glue or tape to join materials</p> <p>Begins to explain choices</p> | <p>Experiments with tools and techniques and uses them safely with increasing control.</p> <p>Mixes colours and notices changes</p> <p>Uses different brush strokes</p> <p>Manipulates malleable materials</p> | <p>Selects materials for a purpose and adapts ideas during the creative process.</p> <p>Changes materials to improve outcome</p> <p>Explains choices</p> <p>Uses tools independently</p> | <p>Uses tools with good control and refines work to improve the outcome.</p> <p>Neatly joins materials</p> <p>Improves work after review</p> <p>Chooses appropriate tools</p> | <p>Confidently and safely uses a range of materials, tools and techniques and experiments independently.</p> <p>Selects and uses tools safely</p> <p>Experiments with colour, texture, form and function</p> <p>Explains process and choices</p> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Shares creations with an adult and gives simple comments about what they have done.</p> <p>“I made a picture”</p> <p>Points to parts of work</p> <p>Names colours or materials</p> | <p>Describes simple actions and materials used when sharing work.</p> <p>“I cut it”</p> <p>“I used glue”</p> <p>Answers “what did you use?”</p> | <p>Explains the main steps they took to create their work.</p> <p>“First I painted, then I cut it”</p> <p>Uses sequencing language</p> | <p>Explains what they did and begins to explain choices or changes.</p> <p>“I changed it because it fell”</p> <p>“I chose blue”</p> | <p>Explains their process clearly using appropriate vocabulary.</p> <p>Describes tools and techniques</p> <p>Talks about improvements made</p> | <p>Confidently shares creations and clearly explains the process they used.</p> <p>Explains steps in order</p> <p>Uses subject-specific language</p> <p>Speaks independently</p> |
| <p>Assessment Point</p> <p>This could look like:</p> | <p>Uses props in simple role play linked to familiar experiences.</p> <p>Pretends to cook using kitchen equipment</p> <p>Uses phone in role play</p> | <p>Uses props to take on simple roles in familiar stories or scenarios.</p> <p>Acts as a character from a known story</p> <p>Uses costumes appropriately</p> | <p>Uses props to support a developing narrative in role play.</p> <p>Acts out beginning/middle of a story</p> <p>Uses props to represent characters</p> | <p>Uses props to stay in role and play cooperatively with others.</p> <p>Negotiates roles</p> <p>Uses props to support storyline</p> | <p>Uses props to create and act out original narratives.</p> <p>Invents characters</p> <p>Uses materials to represent ideas</p> | <p>Confidently uses props and materials to role play characters in narratives and stories.</p> <p>Selects props independently</p> <p>Acts in role within a clear narrative</p> |

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| Assessment Point | Joins in with repeated phrases and actions from familiar stories. | Retells familiar stories in the correct sequence with support. | Adapts familiar stories by changing characters, settings or events. | Invents simple narratives with peers and adults. | Recounts narratives clearly using sequencing and detail. | Confidently invents, adapts and recounts narratives with peers and adults. |
| This could look like: | Says refrains Uses actions to retell parts | Retells beginning, middle and end Uses characters appropriately | Changes ending Substitutes characters | Suggests events or characters Builds on others' ideas | Uses "first, next, then" Describes key events | Invents original stories Adapts familiar ones Retells clearly |
| Assessment Point | Joins in with familiar rhymes and songs using simple words. | Sings a range of familiar songs confidently with appropriate words and phrases. | Sings familiar songs independently and follows group rhythm. | Sings accurately and begins to use expression, tone and rhythm. | Sings songs confidently in small groups or class performance. | Sings a wide range of familiar nursery rhymes and songs confidently, accurately, and expressively. |
| This could look like: | Sings "Twinkle Twinkle" with adult guidance. Repeats key phrases accurately. | Sings "Incy Wincy Spider" independently Joins in group singing | Maintains tune. Joins in at correct times. Sings with peers without adult support. | Matches rhythm of instruments. Adds facial expression or actions. | Performs to peers or teacher. Maintains tune and rhythm. Joins actions with singing. | Sings independently. Maintains pitch, rhythm, and expression. Joins group performance successfully. |
| Assessment Point | Joins in short songs, rhymes or stories with adult support; begins simple movement in time with music. | Performs songs, rhymes, poems or stories confidently with peers and adult guidance; moves in time with music when prompted. | Performs songs, rhymes, poems or stories independently with peers; attempts to move in time with music. | Performs with others, sustaining songs, rhymes or stories and moving in time with music. | Performs confidently to peers or small audience; maintains voice, words and movement. | Confidently performs songs, rhymes, poems and stories with others, moving in time with music when appropriate. |
| This could look like: | Sings "Twinkle Twinkle" with help Stomps or taps in time to rhythm. | Sings in small groups. Uses simple gestures or body movements to match rhythm. | Sings rhymes to audience. Uses gestures or tapping to match rhythm. | Maintains singing and movement over a full rhyme of song. Coordinates with peers. | Recites rhymes with gestures. Moves with music consistently. | Performs independently. Coordinates words, rhythm and movement. Sustains performance over full song or rhyme. |

Our Vocabulary Spine

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--------------|---------------------|---------------------|------------------------|----------------------|--------------------|
| Focus | All About Me | All About my Family | All About my School | All About my Community | All About my Country | All About my World |
| <p>A language-rich environment is a fundamental part of our Early Years curriculum because vocabulary is the foundation of thinking, learning and understanding. Research is unequivocal: children's vocabulary at age five is a significant predictor of later academic success, reading comprehension, writing attainment and long-term educational outcomes. For this reason, we prioritise the <i>explicit</i>, <i>deliberate</i> and <i>systematic</i> teaching of vocabulary throughout the EYFS. Without secure vocabulary, children cannot access story structures, mathematical reasoning, scientific concepts, or the knowledge of their community and the wider world. The Strong Foundations documents for early reading and mathematics also emphasise the critical role of oral language development, explaining that children must have the necessary conceptual vocabulary before they can grasp more complex ideas. In line with oracy research, our approach recognises that vocabulary is not learned incidentally. Young children need repeated, high-quality exposure to new words and structures, in context, through meaningful interactions. Therefore, we ensure that adults' model rich language, recast children's responses, and provide precise linguistic structures, enabling all children—including those with limited prior vocabulary exposure—to access the full curriculum. We explicitly plan tiered vocabulary (Tier 1, Tier 2 and Tier 3) so that children acquire the words needed to describe their ideas, express emotions, talk about their learning and understand key concepts. This aligns with the Education Endowment Foundation's guidance, which emphasises the importance of identifying and teaching essential vocabulary that unlocks curriculum content. Words are revisited throughout the year, enabling children to transfer vocabulary across contexts and embed it into long-term memory. A vocabulary-rich environment does not rely solely on displays or resources but is brought to life through high-quality interactions. Adults prompt children to articulate their thinking, justify their ideas and use increasingly sophisticated vocabulary. This aligns with the oracy framework, which stresses that spoken language development is both a cognitive and social process. By teaching vocabulary explicitly and embedding it across the curriculum, we ensure that children build secure conceptual knowledge in every domain. They become confident communicators, curious learners and, ultimately, successful readers and writers. This approach gives all children—particularly those who are disadvantaged or have speech and language needs—the strongest possible foundations for future learning.</p> | | | | | | |

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| Tier 1 | me, my, I, body, face, eyes, ears, nose, mouth, hands, feet, hair, happy, sad, tired, hungry, help, stop, family, home | mum, dad, sister, brother, baby, grandma, grandad, friend, house, together, share, kind, help, visit | teacher, classroom, playground, rules, listen, turn, wait, line-up, tidy, inside, outside | shop, park, road, bus, doctor, nurse, firefighter, police, helper, job, safe, near, far | country, flag, weather, rain, sun, cold, hot, food, clothes, travel | world, planet, land, sea, animal, plant, big, small, same, different |
| Tier 2 | similar, different, favourite, belong, feelings, describe, healthy, safe, calm, routine, change | celebrate, tradition, special, similar, different, respect, belong, remember, event | community, responsibility, cooperate, instruction, organise, sequence | danger, emergency, consequences, service, local, protect, environment, observe | nation, culture, tradition, compare, similar, different, celebrate, journey | environment, climate, explore, discover, lifecycle, survive, habitat, compare |
| Tier 3 | UTW: senses, smell, taste, touch PD: balance, grip PSED: emotion, calm corner | UTW: past, long ago, season, autumn, map, place | UTW: building, route, then / now Literacy: character, setting | UTW: map, symbol, key, town, material, change, light, dark | UTW: UK, England, Scotland, Wales, Northern Ireland, capital city, past, years ago, habitat, living, non-living | UTW: continent, ocean, lifecycle, growth, seasons |