

# EYFS Curriculum Overview

2025-26

EYFS CURRICULUM OVERVIEW						
	AUTUMN		SPRING		SUMMER	
<b>NURSERY</b>						
TOPIC TITLE	ALL ABOUT ME AND MY COMMUNITY		MY LIFE NOW AND LIFE IN THE PAST		THE WORLD ALL AROUND ME	
<b>Core Texts</b>	Lulu's First Day The Colour Monster	Police Officer's On Patrol So Much	The Three Little Pigs Jack and the Beanstalk	We Completely Must Go to London Whatever Next! By Jill Murphy	The Very Hungry Caterpillar by Eric Carle  Clean up by Nathan Bryon	The Train Ride by June Crebbins  We're Sailing Down the Nile by Laura Krebs and Anne Wilson  Tiddler by Julia Donaldson
<b>TRIPS AND EXPERIENCES</b>	Tour of school Performing in the Nativity Visit from the Fire Brigade / Nurse / Trip to the Thames		Walk around the local area		Looking after Caterpillars Performing in Class Assembly Trip to the park	
<b>RECEPTION</b>						
TOPIC TITLE	ALL ABOUT ME AND MY COMMUNITY		MY LIFE NOW AND LIFE IN THE PAST		THE WORLD ALL AROUND ME	
<b>Core Texts</b>	Giraffe's Can't Dance by Giles Andreae  Funnybones by Janet and Allen Ahlberg	Supertato by Sue Hendra and Paul Linnet  Martha Maps it Out by Leigh Hodgkinson	In the Castle by Anna Milbourne and Benji Davies  The Three Billy Goats Gruff	On the Moon by Benji Davies  Izzy Gizmo and the Invention Convention by Pip Jones and Sarah Ogilvie	Growing Frogs by Vivian French  The Extraordinary Gardener by Sam Boughton	The Lighthouse Keeper's Lunch by Ronda and David Armitage  The Snail and the Whale by Julia Donaldson
<b>TRIPS AND EXPERIENCES</b>	Autumn Walk around the local community Trip to the Supermarket		Visit to the Tower of London Visit the Science Museum		Beach Trip Visit to the farm / garden Looking after chicks Performing in Class Assembly	

# EYFS (Nursery) Curriculum Yearly Overview

## All About Me and My Community

## My Life Now and Life in the Past

## The World All Around Me

### Core Texts

### Core Texts

### Core Texts

#### Autumn 1

#### Autumn 2

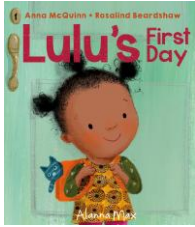
#### Spring 1

#### Spring 2

#### Summer 1

#### Summer 2

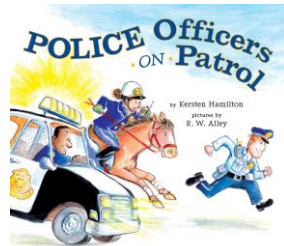
- Lulu's First Day at School



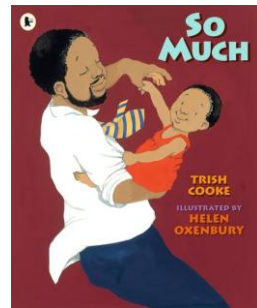
- The Colour Monster by Anna Llenas



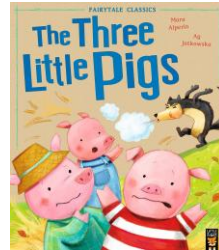
- Police Officers on Patrol by Kerstin Hamilton



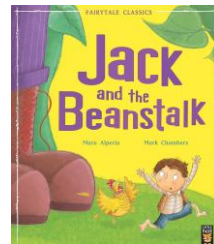
- So Much by Trishj Cook



- The Three Little Pigs



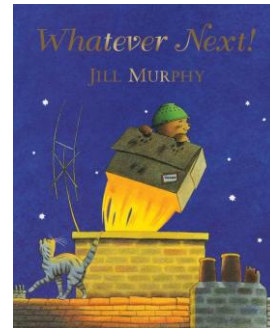
- Jack and the Beanstalk



- We Completely Must Go to London



- Whatever Next by Jill Murphy



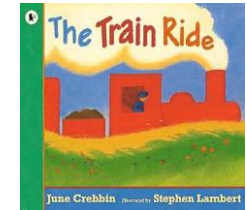
- The Very Hungry Caterpillar by Eric Carle



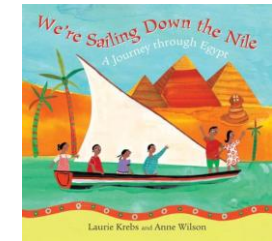
- Clean up by Nathan Bryon



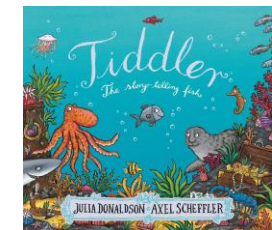
- The Train Ride by June Crebbins




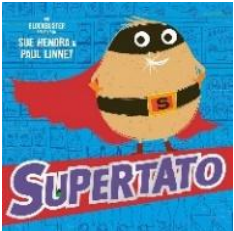
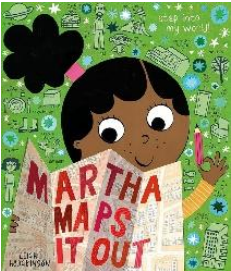
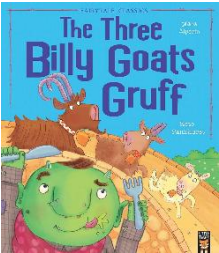
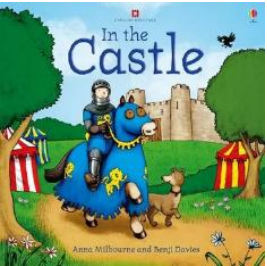
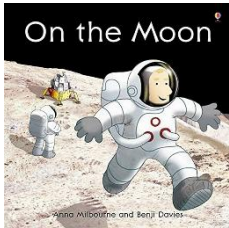
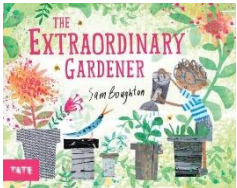
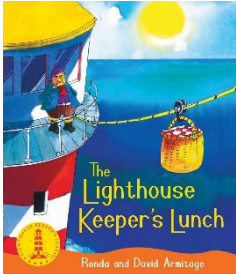
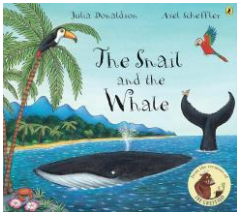
- We're Sailing Down the Nile by Laura Krebs and Anne Wilson



- Tiddler by Julia Donaldson



# EYFS (Reception) Curriculum Yearly Overview

All About Me and My Community		My Life Now and Life in the Past		The World All Around Me	
Core Texts		Core Texts		Core Texts	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Giraffe's Can't Dance by Giles Andreae</li> </ul>  <ul style="list-style-type: none"> <li>Funnybones by Janet and Allen Ahlberg</li> </ul> 	<ul style="list-style-type: none"> <li>Supertato by Sue Hendra and Paul Linnet</li> </ul>  <ul style="list-style-type: none"> <li>Martha Maps it Out by Leigh Hodgkinson</li> </ul> 	<ul style="list-style-type: none"> <li>The Three Billy Goats Gruff</li> </ul>  <ul style="list-style-type: none"> <li>In the Castle by Anna Milbourne and Benji Davies</li> </ul> 	<ul style="list-style-type: none"> <li>On the Moon by Benji Davies</li> </ul>  <ul style="list-style-type: none"> <li>Izzy Gizmo and the Invention Convention by Pip Jones and Sarah Ogilvie</li> </ul> 	<ul style="list-style-type: none"> <li>Growing Frogs by Vivian French</li> </ul>  <ul style="list-style-type: none"> <li>The Extraordinary Gardener by Sam Boughton</li> </ul> 	<ul style="list-style-type: none"> <li>The Lighthouse Keeper's Lunch by Ronda and David Armitage</li> </ul>  <ul style="list-style-type: none"> <li>The Snail and the Whale by Julia Donaldson</li> </ul> 

# The Characteristics of Effective Teaching and Learning

## Playing and Exploring

Children investigate and experience things, and 'have a go'

Realise that their actions have an effect on the world, so they want to keep repeating them.  
Plan and think ahead about how they will explore or play with objects.  
Plan and think ahead about how they will explore or play with objects.  
Make independent choices.  
Bring their own interests and fascinations into early years settings.  
Respond to new experiences that you bring to their attention.

## Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Participate in routines.  
Begin to predict sequences because they know routines.  
Show goal-directed behaviour.  
Begin to correct their mistakes themselves.  
Keep on trying when things are difficult.

## Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Take part in simple pretend play.  
Sort materials.  
Review their progress as they try to achieve a goal.  
Check how well they are doing.  
Solve real problems  
Use pretend play to think beyond the 'here and now' and to understand another perspective.  
Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.  
Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

## Progression of Knowledge and Skills - Communication and Language

	<b>Listening and Attention</b>	<b>Speaking</b>
<b>Nursery (Autumn)</b>	<ul style="list-style-type: none"> <li>Follow a simple one-part instruction.</li> <li>Sit and listen to a story</li> <li>Pay attention to more than one thing at a time (when engaged in play, stopping and listening to a simple instruction)</li> <li>Understand a question or an instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Enjoy listening to longer stories and can remember much of what happens</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to speak in simple sentences, supported through stem sentences</li> <li>Be able to answer simple questions</li> <li>Develop their back-and-forth communication but may continue to have problems with irregular tenses and plurals,</li> </ul>
<b>Nursery (Spring)</b>	<ul style="list-style-type: none"> <li>To be able to sit and pay attention for a longer period.</li> <li>Be able to start and follow a back-and-forth conversation with an adult or a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> <li>Be able to organise themselves and their play 'Let's go on a bus, you sit there, I'll be the driver'</li> <li>Ask lots of questions using words like 'what', 'where' and 'why'</li> <li>have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'</li> </ul>
<b>Nursery (Summer)</b>	<ul style="list-style-type: none"> <li>Be able to answer 'why' questions.</li> <li>Start to like simple jokes – though often their own jokes make little sense</li> <li>understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers</li> </ul>	<ul style="list-style-type: none"> <li>Consistently use longer sentences of 4 to 6 words</li> <li>Describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch"</li> <li>Be able express a point of view and debate with a peer agreeing or disagreeing politely.</li> </ul>
<b>Reception (Autumn)</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling using story language using some repeated sentences and some of their own words.</li> <li>Retell a story once they are familiar and understand the text.</li> <li>Describe events in some detail using adjectives</li> <li>Use past and present tense.</li> <li>Learn and use new vocabulary throughout the day.</li> <li>Orally constructing a caption.</li> </ul>
<b>Reception (Spring)</b>	<ul style="list-style-type: none"> <li>take turns in much longer conversations</li> <li>Use sentences that are well formed, for example, "I had spaghetti for tea at Jamilia's house"</li> <li>Show they are listening by asking questions to check for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Suggest rhyming words.</li> <li>Use past, present and future tenses.</li> <li>Begin to retell stories in more detail, using some vocabulary from the story.</li> <li>Describe events in some detail using adjectives.</li> <li>Connect one idea to another using a range of connectives.</li> <li>Articulate ideas and thoughts in well-formed sentences.</li> <li>Ask questions to check for understanding.</li> </ul>
<b>Reception (Summer)</b>	<ul style="list-style-type: none"> <li>Understand spoken instructions without stopping what they are doing to look at the speaker</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> <li>understand words that describe sequences such as "first we are going to the shop, next we will play in the park"</li> </ul>	<ul style="list-style-type: none"> <li>Uses well formed sentences, e.g. 'I played with Ben at lunch time' but there may still be some grammatical errors</li> <li>Easily understood by adults and peers, with only a few immaturities in speech sounds, for example, 'th', 'r' and three consonant combinations 'scribble'</li> <li>Frequently asks the meaning of unfamiliar words and may use them randomly</li> </ul>
<b>Year 1 ready</b>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	

## Progression of Knowledge and Skills - Literacy

	Comprehension	Word Reading	Writing
<b>Nursery (Autumn)</b>	<ul style="list-style-type: none"> <li>Be able to talk about familiar books.</li> <li>Answer simple question about what they've heard.</li> <li>Beginning to understand the five key concepts about print.</li> </ul>	<ul style="list-style-type: none"> <li>Develop children's listening skills and awareness of sounds in the environment</li> <li>Begin to develop their phonological awareness:</li> <li>Join in with nursery rhymes</li> <li>Discriminate between environmental sounds</li> <li>To experience and develop awareness of sounds made with instruments and noise makers</li> <li>To develop awareness of sounds and rhythms</li> <li>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</li> <li>Begin to recognise their name</li> </ul>	<ul style="list-style-type: none"> <li>Make marks and give meaning to their marks.</li> <li>To draw freely.</li> <li>Use some of their print and letter knowledge in their early writing.</li> <li><b>Producing a controlled line</b></li> <li><b>Producing pre letter shapes – vertical (top to bottom) and horizontal lines (left to right).</b></li> <li><b>Producing pre letter shapes – anti-clockwise circle.</b></li> <li>To write some or all of their name.</li> </ul>
<b>Nursery (Spring)</b>	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Developing an understanding of the five key concepts about print.</li> <li>Understand 'why' questions.</li> <li>Be able to talk about familiar books and be able to tell a longer story.</li> </ul>	<ul style="list-style-type: none"> <li>To develop understanding of alliteration</li> <li>To distinguish between the differences in vocal sounds, including oral blending and segmenting</li> <li>To develop oral blending and segmenting of sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>Producing pre letter shapes - <b>diagonal lines (top to bottom) and x.</b></li> <li>To give meaning to their marks To add some details to drawings.</li> <li>Be secure with producing pre letter writing shapes</li> </ul>
<b>Nursery (Summer)</b>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>A secure understanding of the five key concepts about print.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop and embed phonological awareness, whilst continuing to revisit discriminating sounds, awareness of instrumental sounds, awareness of sounds and rhythms, to develop an understanding of alliteration and to orally blend and segment cvc words.</li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>Begin to write some CVC words.</li> </ul>
<b>Reception (Autumn)</b>	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Ask questions about books.</li> <li>Make comments and share their own ideas.</li> <li>Develop play around favourite books using props.</li> <li>Children can answer 'what', 'who' and 'where' questions about a familiar text.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Oral blending.</li> <li>Blending CVC words using known GPCs.</li> <li>Read books that contain words using known GPCs.</li> <li>Read simple phrases made up of words with known GPCs</li> </ul>	<ul style="list-style-type: none"> <li>Write some or all of their name</li> <li>Learn correct letter formation.</li> <li>Segmenting and writing CVC words using known GPCs.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Understanding the difference between a letter and a word.</li> <li>Begin to use finger spaces.</li> <li>Write a simple caption.</li> <li>Form numerals 1-4 accurately.</li> </ul>
<b>Reception (Spring)</b>	<ul style="list-style-type: none"> <li>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</li> <li>Make predictions about what is going to happen next in stories.</li> <li>Have discussions about why things are happening in stories and encourage children to provide explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Blending VCC, CVCC and CCVC words using known GPCs.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Read books that contain words using known GPCs</li> <li>Read a few common exception words matched to school scheme. Read some letter groups that represent one sound.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known sound-letter correspondences.</li> <li>Begin to use full stops.</li> <li>Developing accuracy with letter formation, including letter size..</li> <li>Form numbers 0-9 accurately.</li> </ul>
<b>Reception (Summer)</b>	<ul style="list-style-type: none"> <li>Answer a range of questions about stories, including why questions.</li> <li>Anticipate key events in stories.</li> <li>Use vocabulary they've heard in stories throughout their talk.</li> </ul>	<ul style="list-style-type: none"> <li>Reading CCVCC, CCCVC words, including words with letter groups.</li> <li>Read a range of common exception words.</li> <li>Becoming more fluent when reading and reading books independently.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences using phonetic knowledge.</li> <li>Read back writing and improve what has been written.</li> <li>Forming most letters accurately.</li> <li>Write multiple sentences with connecting ideas.</li> <li>Consistently use capital letters, finger spaces and full stops when writing.</li> </ul>

## Progression of Knowledge and Skills – Physical Development

	<b>Fine Motor</b>	<b>Gross Motor</b>
<b>Nursery (Autumn)</b>	<ul style="list-style-type: none"> <li>• Begin using whole-hand grasp (palmar grasp) on tools like crayons or paintbrushes</li> <li>• Show preference in a dominant hand.</li> <li>• Enjoy making marks on paper, often random or circular scribbles</li> <li>• Start to imitate simple straight lines (vertical and horizontal).</li> <li>• Begin using fingers to manipulate objects (threading large beads, stacking blocks).</li> <li>• Explore sensory materials (playdough, sand) to strengthen hand muscles...</li> </ul>	<ul style="list-style-type: none"> <li>• Begin moving freely with confidence in familiar spaces.</li> <li>• Explore different ways of moving (running, jumping, hopping).</li> <li>• Start to negotiate space, adjusting speed to avoid obstacles.</li> <li>• Show emerging strength when climbing or pushing/pulling toys.</li> <li>• Begin experimenting with balance (walking along a low beam, standing on one foot briefly).</li> <li>• Start taking shoes off with help.</li> </ul>
<b>Nursery (Spring)</b>	<ul style="list-style-type: none"> <li>• Move from palmar grasp to more controlled mark making with a digital or four-finger grasp.</li> <li>• Imitate simple pre-writing shapes: vertical, lines, horizontal lines, circles</li> <li>• Begin snipping with scissors, though control is limited.</li> <li>• Show increased control in tasks like building small block towers.</li> <li>• Start managing small fastenings (Velcro, simple poppers)</li> </ul>	<ul style="list-style-type: none"> <li>• Move with increased control and coordination.</li> <li>• Attempt more complex movements like hopping on one foot or galloping.</li> <li>• Show better spatial awareness when moving among others.</li> <li>• Begin using large equipment with more confidence (trikes, climbing frames).</li> <li>• Start to develop core strength and stability during movement and play.</li> <li>• Try to put on coats independently (though may need help with fastenings).</li> <li>• Begin pulling up own sleeves or trousers more consistently.</li> </ul>
<b>Nursery (Summer)</b>	<ul style="list-style-type: none"> <li>• Use a thumb and two-finger grip (emerging tripod grasp) on writing tools.</li> <li>• Imitate and sometimes copy: cross shapes (+) diagonal lines</li> <li>• Start drawing simple shapes intentionally (e.g. circles as faces).</li> <li>• Cut along short, straight lines with some control.</li> <li>• Show more precision in manipulating small objects (buttons, pegs).</li> </ul>	<ul style="list-style-type: none"> <li>• Display more refined control over large movements.</li> <li>• Enjoy physical challenges and show persistence.</li> <li>• Balance more confidently for longer periods.</li> <li>• Begin linking sequences of movements (e.g. run, jump, land safely).</li> <li>• Start showing awareness of safety during physical play.</li> <li>• Begin practising simple fastenings (Velcro, zips with help).</li> </ul>
<b>Reception (Autumn)</b>	<ul style="list-style-type: none"> <li>• Hold pencil in a more refined tripod grasp, though grip may be tight or movement stiff.</li> <li>• Begin forming more complex pre-writing shapes: squares, triangles</li> <li>• Copy crosses and diagonal lines with growing accuracy.</li> <li>• Begin tracing over letters and shapes.</li> <li>• Manipulate small objects with improved dexterity (threading, pegging, puzzles)</li> <li>• Begin attempting anticlockwise movements (e.g. circles) in controlled mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Move energetically and confidently across spaces.</li> <li>• Show improved balance and coordination during running, jumping, and climbing.</li> <li>• Begin to refine gross motor skills for purpose (e.g. moving safely with objects, kicking a ball accurately).</li> <li>• Develop core strength to support posture during physical activity.</li> <li>• Put on coat independently, may still need help starting a zip.</li> <li>• Begin managing own clothing for toileting.</li> </ul>
<b>Reception (Spring)</b>	<ul style="list-style-type: none"> <li>• Use tripod grip with more relaxed and controlled movements.</li> <li>• Start forming some recognisable letters, though often large or irregular in size</li> <li>• Practise anticlockwise letter formations (c, o, a, d, g, q) with adult support.</li> <li>• Control scissors to cut around curved lines.</li> <li>• Show precision in handling small tools and materials (e.g. tweezers, pipettes).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate increasingly precise control over large movements.</li> <li>• Explore different ways of travelling and balancing.</li> <li>• Participate in group games requiring movement and rules (e.g. chasing, stopping on command).</li> <li>• Develop strength, coordination, and agility through climbing, swinging, and jumping.</li> <li>• Start putting on jumpers, cardigans, and simple items unaided.</li> <li>• Practice with shoes, beginning to distinguish left/right.</li> </ul>
<b>Reception (Summer)</b>	<ul style="list-style-type: none"> <li>• Form letters more consistently and on lines, though size and spacing may vary.</li> <li>• Confidently produce anticlockwise letters and circular shapes.</li> <li>• Write simple words, focusing on correct movement patterns.</li> <li>• Manipulate fastenings (buttons, zips) with increased independence.</li> <li>• Use tools for specific purposes (e.g. glue spreader, tweezers) with good control.</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence and skill in a range of movements including rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</li> <li>• Control movements safely in different physical challenges.</li> <li>• Show awareness of how physical activity impacts their body (e.g. noticing heartbeat, breathing faster).</li> <li>• Refine gross motor skills to support fine motor development (e.g. good posture and balance when seated for writing tasks).</li> <li>• Remove jumper or sweatshirt independently.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Use a comfortable and effective tripod grip for writing tools.</li> <li>• Confidently draw and write using anticlockwise movements where appropriate.</li> <li>• Form many letters correctly, particularly those with anticlockwise movements (c, o, a, d, g).</li> </ul>	<p>Move confidently, safely, and energetically in varied ways.</p> <p>Have good balance, coordination, and posture.</p> <p>Negotiate space and obstacles safely.</p>

## Progression of Knowledge and Skills – Personal Social Emotional Development

	Self Regulation	Managing Self	Building Relationships
<b>Nursery (Autumn)</b>	Begin to select and use activities with adult support. Follow simple rules with reminders, starting to understand why they are important. Begin to name simple feelings (happy, sad, angry, worried). Recognise that their actions affect others.	Show early confidence in social situations. Communicate basic needs to adults (e.g. toilet, hunger). Follow simple hygiene routines with support.	Begin to play alongside peers and join in group play. Seek comfort from familiar adults and need reassurance when separating from parents. Begin to develop a sense of community in play.
<b>Nursery (Spring)</b>	Develop strategies for managing emotions (e.g. saying “Stop it, I don’t like it”). Recognise when others are upset and begin to respond appropriately. Manage waiting with adult support (e.g. turn taking). Follow familiar rules with fewer reminders.	Show growing independence in meeting basic self-care needs. Explain why simple rules are important. Show confidence in new but familiar situations.	Play cooperatively, beginning to extend others’ play ideas. Seek help from adults to solve conflicts. Show increasing independence when separating from carers. Start to form friendships with a wider range of peers.
<b>Nursery (Summer)</b>	Use a wider vocabulary to describe feelings (frustrated, frightened). Begin to manage impulses with adult support. Remember and follow rules independently most of the time. Control their emotions with support in more challenging situations.	Manage self-care more independently (toileting, handwashing, brushing teeth). Begin to make healthy choices about food and drink with adult support. Speak confidently in small groups or to familiar peers.	Play with a range of children and sustain play for longer. Manage some conflicts with less adult input. Build confidence to speak with familiar adults and peers. Begin to show responsibility in group play.
<b>Reception (Autumn)</b>	Use a growing range of words to describe emotions (confused, excited). Begin to bounce back quickly after being upset. Show increasing independence in managing social and emotional responses. Identify and moderate their own feelings with some support.	Manage dressing/undressing with some reminders. Show confidence with less familiar people and situations. Begin to manage resources and own belongings independently. Follow daily routines with fewer reminders.	Play with a range of children and sustain play for longer. Manage some conflicts with less adult input. Build confidence to speak with familiar adults and peers. Begin to show responsibility in group play.
<b>Reception (Spring)</b>	Reflect on feelings within stories and own experiences. Work with others to solve conflicts with adult support. Follow routines and multiple-step instructions. Show self-control in different contexts (play, group work).	Develop understanding of good health (exercise, sleep, hygiene). Show growing independence in dressing and personal care. Take pride in achievements and begin to set simple goals. Actively show confidence in group situations.	Show empathy and understanding towards peers. Build constructive and respectful relationships. Manage conflicts with support, using strategies taught. Extend and elaborate play ideas with a range of children.
<b>Reception (Summer)</b>	Regulate feelings and explain them using a wide vocabulary. Manage impulses and behaviour independently in most situations. Set and work towards short goals with perseverance. Show resilience when challenges arise.	Meet self-care needs independently. Show resilience and persistence when tasks are difficult. Approach new situations with confidence. Manage own needs without reminders (hygiene, belongings, routines).	Resolve conflicts independently, showing compromise. Form positive attachments with adults and peers. Show confidence in building new friendships. Work collaboratively and support others in group tasks.
<b>KS1</b>	<p><b>Year 1:</b>  <b>Being Me in the World</b>                      Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p><b>Celebrating Difference:</b>                      Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p><b>Dreams and Goals:</b>                      Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>		

## Progression of Knowledge and Skills - Maths

	Number	Numerical Pattern	Shape, Space and Measure
<b>Nursery (Autumn)</b>	<p>Begin to recite numbers to 5 in play and routines. Show awareness of 'how many' through songs, rhymes, and finger numbers. Begin to subitise up to 2 in everyday contexts. Match small groups of objects with support.</p>	<p>Notice when things are the same/different. Begin to sort objects by one attribute (e.g. colour, shape). Begin to notice simple AB patterns in the environment (e.g. stripes, claps).</p>	<p>Make comparisons between objects relating to size and length. Notice and talk about shapes in the environment. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Explore and select shapes in play (posting toys, puzzles, blocks). Begin to use words like 'big/little' and 'more/less'. Explore positional language through play (in, on, under).</p>
<b>Nursery (Spring)</b>	<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Experiment with their own symbols and marks as well as numerals. Showing the right number of objects to match the numeral, up to 5. Subitise small groups of objects. Solve real world mathematical problems with numbers up to 5.</p>	<p>Copy and continue simple AB patterns. Begin to compare groups using language such as 'more' and 'fewer'.</p>	<p>Describe a familiar route. Use positional language more accurately ('in front', 'behind'). Compare objects by size and length. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>
<b>Nursery (Summer)</b>	<p>Count reliably to 5, showing cardinality (last number = total). Subitise to 3 consistently. Begin to understand composition of numbers to 5 (2 and 2 makes 4). Represent quantities with marks, fingers, or objects.</p>	<p>Extend, create and correct errors in ABAB patterns Talk about and identifies the patterns around them. Compare groups up to 5, saying which has 'more', 'fewer', or 'same'.</p>	<p>Combine shapes to make a new one. Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. </p>
<b>Reception (Autumn)</b>	<p>Count reliably to 5, showing understanding of 1:1 correspondence. Subitise to 3 confidently, beginning to recognise 4 and 5 without counting. Represent numbers 1–5 in different ways (fingers, objects, marks). Explore simple addition and subtraction using numbers to 5. Use their own mark making to represent 5</p>	<p>Compare numbers within 5, saying which is greater or smaller. Explore and create AB and ABB patterns. Begin to notice doubles in play (two hands, two eyes).</p>	<p>Find and match objects that are the same. Sort objects according to colour, size or shape. Use mathematical language to describe size. Hear and begin to use positional language Begin to represent real places in their maps, models and drawings Recognise shapes in everyday objects and the environment. Describe some properties of rectangles and squares</p>
<b>Reception (Spring)</b>	<p>Know that the word 'zero' and the numeral 0 represent 'nothing there' or 'all gone'. Identify representations of 6, 7 and 8. Understand that a pair is 2 and notice when some quantities have an odd one out. Make comparisons between groups of 0-5 objects. Identify representations of 9 and 10 Make comparisons between groups of 0- 10 objects.</p>	<p>Explore and notice the different compositions of 4, 5, 6, 7 and 8 Begin to explore the composition of 9 and 10. Explore number bonds to 10 using real objects Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC).</p>	<p>Compare length, mass and capacity using appropriate mathematical vocabulary Make direct comparisons of height and length using correct mathematical vocabulary. Use the vocabulary yesterday, today and tomorrow. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
<b>Reception (Summer)</b>	<p>Build and identify numbers to 20 and beyond Recount all the objects to see how many there are altogether. -Add more by counting on small numbers (1,2 or 3) Find the quantity in a group when items have been taken away -Represent number stories using 10's frames, number tracks and their fingers. Solve real mathematical problems in their play. Use visual models to identify how many more to make numbers 0-10. Begin to recall doubling facts. Recognise and make equal groups</p>	<p>Recognise that numbers 1-9 repeat after every full 10 Say what comes before or after numbers -Place sequences of numbers in order Recognise that some groups can be split into pairs and some have 1 left over. Continue and create repeating patterns with varying rules.</p>	<p>Use positional language to describe where shapes are in relation to one another - Explore how shapes can be combined and separated to make new shapes Visualise simple models from verbal instructions Replicate simple constructions, models and places in stories.</p>

## Progression of Knowledge and Skills – Understanding the World

	Past and Present	The Natural World	People, Culture and Communities	Computing
Nursery (Autumn)	Talk about family members. Notice similarities/differences. Begin noticing “people before me.”	Use senses to explore textures, sounds, and materials. Begin noticing animals/plants around them. Explore cause/effect with toys/objects.	Recognise immediate environments (classroom, home). Notice celebrations in their own family. Recognise community helpers (doctor, shopkeeper).	I can use pretend technology in my role play. I can take turns with digital devices. I can take photos
Nursery (Spring)	Share personal events (birthdays, celebrations). Begin noticing “people before me.”	Begin to notice similarities/differences in materials (smooth/rough, hot/cold). Talk about how we care for plants/animals. Plant seeds with support; begin to understand growth needs (water, light). Notice how simple tools/objects can be used for different purposes.	Talk about community helpers (doctor, shopkeeper). Recognise that others may celebrate differently.	I can use a touchscreen to make things happen (e.g. game on an iPad / interactive whiteboard) I can put pictorial instructions in order I can follow a sequence of instructions. I can make a toy do something using buttons and
Nursery (Summer)	Talk about how they’ve grown/changed (baby → now). Begin to notice changes in living memory.	Begin grouping objects by properties (hard/soft, shiny/dull). Begin to explain what plants/animals need to survive. Begin making predictions about outcomes.	Talk about local places they visit (park, shop). Begin to talk about special times with their family.	I can talk about different digital devices that I see I can ask an adult for help when I use technology I can follow the rules when I use digital devices. I can talk to an adult if something on a screen upse
Reception (Autumn)	Discuss our own history and begin to create a timeline of our lives. Discuss our family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Begin to sequence events in simple chronological order.	Describe features of the environment in more detail. Use comparative language (bigger/smaller, heavier/lighter). Begin to explain what plants/animals need to survive. Start explaining why things happen (e.g. wheels turn, water flows down)	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about what I am doing on the an iPad I can use technology/digital devices to help me lea about the world. I can answer questions about what I am doing with technology I can ask questions about digital devices.
Reception (Spring)	Compare and contrast past and present figures/events using photos, stories and role play. Look at how technology has changed.	Use vocabulary to describe changes (melt, freeze, grow). Begin to explain why something has changed. Observe changes over time (growth of a plant, tadpoles). Use knowledge to solve problems (e.g. build stronger tower).	Understand that some places are special to members of their community. Talk about members of their immediate family and community. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways.	I can make choices on a digital device about what to do. (e.g. choose a game to play, activity to com I can use a digital device to make a picture, video, I can plan out a route for a friend or robot. I can program a robot to perform a task. I can debug an algorithm.
Reception (Summer)	Talk about real historical figures and what they achieved. Explain simple differences between life then and now. Learn about real people who lived in the past. Comment on images of familiar situations in the past.	Talk about life cycles and natural processes in sequence. Use scientific vocabulary confidently. Explain life cycles (frog, butterfly) with correct sequence. Make predictions, test, and explain outcomes using reasoning.	Talk about and visit members of their community. Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.	I can recognise, online or offline, that anyone can say ‘no I can recognise some ways in which the internet can be communicate. I can give examples of how I (might) use technology to c with people I know I can identify ways that I can put information on the inte I can describe ways that some people can be unkind onli I can offer examples of how this can make others feel I can talk about how to use the internet as a way of findi information online

## Progression of Knowledge and Skills – Expressive Arts and Design

	<b>Creating With Materials</b>	<b>Expressive Arts and Design</b>
<b>Nursery (Autumn)</b>	<p>Explore freely with different materials and tools.</p> <p>Create closed shapes and begin to use them to represent objects.</p> <p>Begin to add simple details (e.g. a face with eyes and a mouth).</p> <p>Explore colour through play (noticing bright/dull, same/different).</p> <p>Select colours from a limited choice with support.</p>	<p>Take part in pretend play, joining in simple role play.</p> <p>Begin to develop stories in play with small world equipment.</p> <p>Build simple “worlds” with blocks.</p> <p>Join in singing familiar songs and rhymes.</p> <p>Sing short musical phrases, sometimes matching pitch.</p>
<b>Nursery (Spring)</b>	<p>Explore colour mixing with support (e.g. mixing two colours).</p> <p>Select from a wider range of colours and tools when drawing.</p> <p>Show simple emotions in drawings (happy, sad).</p> <p>Begin combining different media in one piece (paint and collage).</p> <p>Make simple imaginative marks (e.g. zigzags for noise).</p>	<p>Invent own songs or improvise around familiar tunes.</p> <p>Begin imaginative play with props, adding story elements.</p> <p>Use blocks and small worlds to create more complex play scenarios.</p> <p>Copy simple melodic shapes (going up/down).</p> <p>Sing with growing control of pitch.</p>
<b>Nursery (Summer)</b>	<p>Draw with increasing complexity (adding details such as fingers, clothes).</p> <p>Use closed shapes more deliberately to represent objects.</p> <p>Show awareness of artists by looking at their work and talking about it.</p> <p>Develop own ideas and choose materials to express them.</p> <p>Continue exploring colour mixing more independently.</p>	<p>Respond to music and sounds by expressing feelings.</p> <p>Play simple instruments with increasing control.</p> <p>Sing a wider range of familiar songs with shape and pitch.</p> <p>Listen attentively to sounds, commenting on what they hear.</p> <p>Begin to move/dance to music in response.</p>
<b>Reception (Autumn)</b>	<p>Add finer details in drawings (faces with features, patterns).</p> <p>Explore artistic effects (layering, blending colours).</p> <p>Use drawing to represent movement/noise with intention.</p> <p>Join and combine materials with growing skill (glue, tape, clay).</p> <p>Return to and refine previous learning, improving on ideas.</p>	<p>Develop storylines in role play and small worlds.</p> <p>Remember and perform entire songs.</p> <p>Create imaginative settings with construction kits (e.g. building a town).</p> <p>Explore different ways to express feelings through music and art.</p> <p>Begin to adapt and retell known stories in play.</p>
<b>Reception (Spring)</b>	<p>Explore and compare textures in natural and man-made materials.</p> <p>Use a wider range of tools (pastels, watercolours).</p> <p>Mix primary colours with more control to make secondary colours.</p> <p>Use black/white to lighten/darken shades.</p> <p>Plan and create simple props, models or masks for role play.</p> <p>Select the right tools and brushes for purpose.</p>	<p>Improvise songs to express ideas and feelings.</p> <p>Respond to music through dance and performance, sharing ideas.</p> <p>Experiment with instruments for rhythm and tempo.</p> <p>Listen attentively and talk about changes in music.</p> <p>Perform in a group, showing confidence.</p>
<b>Reception (Summer)</b>	<p>Study a range of artists’ work and talk about what they notice.</p> <p>Draw and paint from observation (e.g. plants, nature).</p> <p>Use learned techniques to represent detail more accurately.</p> <p>Share and explain choices about their artwork.</p> <p>Refine their work for an intended effect or audience.</p>	<p>Develop complex role play with storylines and characters.</p> <p>Retell and adapt a range of familiar stories in play.</p> <p>Perform confidently for an audience (storytelling, music, dance).</p> <p>Sing in a group or alone, matching pitch and following melody.</p> <p>Express feelings and ideas through performance with increasing confidence.</p>
<b>Year 1 ready</b>	<p><b>Art</b></p> <p>Draw simple pictures from observation and imagination, adding increasing detail.</p> <p>Use a range of materials (paint, pencils, pastels, collage) to create artwork.</p> <p>Mix colours and experiment with shades and tones.</p>	<p><b>Design and Technology</b></p> <p>Design and make simple models using a range of materials (boxes, tubes, paper, clay).</p> <p>Join materials in different ways (tape, glue, slotting, folding).</p> <p>Talk about what they are making and how it works.</p>