



EYFS

Curriculum Overview



Nursery Curriculum Overview: **Communication and Language**

PRIME AREAS OF LEARNING

Communication and language

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.

Learning opportunities:

Communication and Language is developed throughout the year through:

- High quality interactions.
- Attention Autism (Cohort Dependent)
- Daily group discussions.
- Learning new vocabulary and its meaning.
- Using new vocabulary in a range of contexts.
- Using new vocabulary in conversations and discussions – with teachers and peers.
- Learning new rhymes, poems and songs and repeating these.
- Speech and Language interventions when needed.
- Communication and interaction interventions when needed..

By the end of nursery children should be able to:

- Enjoy listening to longer stories and can remember much of what happens
- Be able to sing a simple nursery rhyme all the way through e.g., Twinkle, Twinkle Little Star, Humpty Dumpty, Baa, Baa Black Sheep, Incy Wincy Spider
- Foster a love of a variety of stories, poems, songs and rhymes
- Attend to, listen and respond appropriately in a range of situations (one to one, small group or whole class) with adults and/or their peers.
- To be able to understand and follow adult directions in a range of contexts, e.g. 'Give me your attention please. It's time to stop and tidy up'
- Use a wider range of vocabulary linked to stories, curriculum and experiences
- Show an understanding of prepositions, such as under, on top, behind by carrying out an action or selecting correct picture
- Understand 'who', 'how' and 'why' questions, such as 'Why do you think the caterpillar got so fat?', and give an explanation
- Develop their pronunciation but may have problems saying sounds: r,j,th,ch and sh and multisyllabic words such as 'pterodactyl', 'subitising' and 'hippopotamus'
- Speak clearly in a sentence using 4-6 words consistently
- Be able to use language in recalling past experiences
- Use talk to explain what is happening and organise themselves in their play, e.g. 'Let's go on a bus...you be the driver...I'll sit here'
- Begin to use a range of tenses (e.g. play, playing, will play, played)
- Develop their communication, recognising some age-appropriate errors in language (e.g. *swimmed*, *runned*) and will absorb and use language they hear around them in their community and culture
- Be able to express a point of view and to debate when they disagree with an adult / friend, using words as well as actions
- Start a conversation with an adult / friend and continue it for many turns
- Begin to use some expression in their conversations
- Begin to recognise 'waiting your turn' in a conversation when someone else is speaking
- Understand a question or instruction that has 2 parts, such as "Get your coat and wait at the door"



Nursery Curriculum Overview: **PSED**

PRIME AREAS OF LEARNING

Personal, Social and Emotional Development

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.

Learning opportunities:

PSED is developed throughout the year through:

- Practitioners promote social interactions between children through managing activities involving teamwork and encouraging social skills such as turn-taking and sharing.
- Practitioners help to build a child's self-esteem and self-confidence by giving praise throughout the day for activities they do and tasks they complete.
- Provide stable and familiar environment.
- Model empathy and talk about emotions.
- Feelings check in.
- Circle time.
- Reflection time (Self-regulation focus groups when needed).
- Sensory area
- Buddy Bear – Look after him and send home.
- Sharing PSED stories with a key focus.
- Class Elephant for good listening and social skills.
- School values – Teddies
- Introducing and reinforcing 'The Woodham Burn Way' rules and expectations.

By the end of nursery children should be able to:

- Begin to understand that expectations vary depending on different events and changes in routine.
- Show an awareness of how others might be feeling.
- Express a wide range of self-aware emotions and feelings in their interactions with others and through their behaviour and play, including guilt and self-doubt
- Show some awareness of the similarities and differences between themselves and others.
- Play with one or more other children, extending and elaborating play ideas.
- Find a supportive adult for help in resolving conflict with peers.
- Be able to access and concentrate on an adult directed task.
- Be able to follow routines, rules and adult direction (expectations) and understand why they are important.
- Selects and uses activities and resources, with help when needed.
- Remember routines and boundaries without needing an adult to remind them.
- Becoming independent with an ever-increasing range of personal skills e.g. putting on own socks and shoes, fastening/unfastening zips and large buttons, helping with small responsibilities (e.g. giving out the cups at snack time).
- Make healthy choices about food, drink, activity and toothbrushing.



Nursery Curriculum Overview: **Physical Development**

PRIME AREAS OF LEARNING

Physical Development

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.

Learning opportunities:

Physical Development is developed throughout the year through:

- Dough Disco
- Wiggle me into squiggle.
- Squiggle while you wiggle
- Fine motor focus groups.
- Fine motor area with enhancements to improve fine motor skills.
- Writing groups – Practitioners work with children to establish an accurate pencil grip and improve pencil control.
- Loose parts provision area.
- Outdoor provision – A range of provision areas which provide several learning opportunities. Small World, Mud Kitchen, Craft area, Fine motor area, Den Building, Construction area, Bicycles and ride on vehicles, Literacy area and Maths area.
- Outdoor team games- preparation for Sports Day in Summer term.
- Health and hygiene- toileting, hand washing, healthy snack choices, exercise. Working with parents to support the children's good health and hygiene routines at home.
- Daily teeth brushing.
- Autumn – needs based 'movement' linked to Trust Ready document
- Move with Max in Spring and Summer.

By the end of nursery children should be able to:

- Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Enjoy playing with a range of balls – roll, kick, throw.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, hairbrushes, toothbrush, scarves or ribbons
- Jump up into the air with both feet leaving the floor and can jump forward a small distance
- Begin to understand and choose different ways of moving.
- Attempt to skip, hop, stand on one leg.
- Hold equipment/tools consistently in the same hand, e.g., pencil, paint brush, glue spreader.
- Hold a pencil consistently in the same hand using a tripod grip for mark making, name writing, drawing etc.
- Have developed finger strength and control in order to be able to manipulate and use tools independently and effectively.
- Hold and operate scissors correctly to make snips in paper
- Attempt to put on own shoes and coat
- Be able to pour water from a smaller bottle or jug into another container.



Nursery Curriculum Overview: **Literacy**

SPECIFIC AREAS OF LEARNING

Literacy

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).

Learning opportunities:

Literacy is developed throughout the year through:

- Text of the week with key vocabulary - A focus text will enable children to deepen their story language, comprehension and mark making skills.
- Opportunities to explore vocabulary through role play areas.
- Daily stories of children's choice.
- Shared reading in the provision areas.
- Self-registration - name recognition.
- Regular name writing – Children work on independent name writing each week.
- Regularly clapping syllables of name (daily hello song)
- Activities which focus on initial sounds.
- Little Wandle Foundations for phonics, activities to begin segmenting and blending CV and CVC words in preparation for Reception.
- Daily nursery rhymes.

By the end of nursery children should be able to:

- Understand the five concepts: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
- Listen to familiar stories with increasing attention and engagement.
- Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves
- Retell their favourite part of a familiar story.
- Look at and enjoy books independently, use illustrations to gain an understanding of story events.
- Distinguish between illustrations and print.
- Engage in non-fiction books.
- Engage in oral blending and segmenting activities.
- Continue to develop phonological awareness through exposure to alliteration, rhyming words and stories, syllable demarcation.
- Include mark making and early writing in their play, using more letter like shapes/letters they are familiar with.
- Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Make an attempt at writing their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Independently recognise their name in different contexts
- Be able to sing a simple nursery rhyme all the way through e.g. Twinkle, twinkle, Humpty Dumpty, Baa, Baa Black sheep, Incy Wincy Spider. Paying attention to the rhythm/rhyme e.g. pausing in appropriate places.



Nursery Curriculum Overview: **Mathematics**

SPECIFIC AREAS OF LEARNING		
Mathematics	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.	
Learning opportunities:	Mathematics is developed throughout the year through: • Daily songs to learn days of the week. • Daily counting, how many children are here today? • Mathematical opportunities at snack time to subitise, sort, notice, see, • Simple sequencing. • Regular use of 5 frames to embed subitising. • Sorting according to colour and size. • Ordering objects by size, length and capacity. • Opportunities to use of mathematical vocabulary in all provision areas. • Representing numbers to five in various ways. • Recognising numerals to five. • Counting objects using 1:1 correspondence. • Link quantities to numerals to five. • Simple real-world problem solving. • Recognising, continuing and making repeated patterns. Naming and exploring properties of simple 2D shapes.	
By the end of nursery children should be able to:	• Subitise up to three objects (fast recognition without counting) • Recite numbers past 5 by rote and with visual aid e.g number track with picture to match each numeral • Count back from 5 to 0 by rote • Hold fingers up correctly for each number to 5 when counting orally. • Count on in 1s from any number up to 5 – visual aid and fingers • Chant rhymes and songs involving numbers to 5 and beyond, e.g., <i>1,2,3,4,5 once I caught a fish alive</i> • Recognise numerals 0-3 • Counting one-to-one correspondence to 3 – how many? (1:1 principle)/Counting one-to-one correspondence to 3 – give me? (1:1 principle) • Know that the order in which objects are counted doesn't affect the total e.g left to right or right to left ... (order irrelevance principle) • When counting objects, Say one number for each item in order e.g 1,2,3 ... (stable order principle) • Know that the last number reached when counting a small set tells you how many there are (cardinal principle) • Know that anything can be counted to 3, for example drumbeats, claps, pictures in a book, large objects and tiny... (Abstraction principle) • Link numerals and amounts to up to 3 by matching objects to the number • Experience the language of zero meaning nothing through play and everyday practical activities, e.g., <i>there are no oranges left in the bowl.</i>	• Display an understanding of the composition of numbers to 3, practical part whole model • Practical exposure to quantities, more/fewer, eg, snack time. • Be able to recognise and name numicon pieces for 1, 2, 3,4 and 5 • Say some common shape names, e.g., circle, square, rectangle, triangle, talk about and explore 2D and 3D shapes using informal language – sides, corners, straight, flat, round • Sort by a given criteria. • Understands and uses the language of position, e.g., on, inside, next to, under, over, in front behind through play, for example a doll's house or garage • Create their own spatial patterns showing some organisation or regularity. • Make models in the block area and respond to practitioners using the vocabulary can you make it taller? Shorter? Longer? • In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items • Recognise and discuss patterns on clothes, in nature and in the environment, • Notice and correct an error in a repeating pattern • Recall a sequence of events in everyday life and stories • Begin to use time words such as now, then • Begin to sing days of the week



Nursery Curriculum Overview: Understanding the World

SPECIFIC AREAS OF LEARNING

Understanding the World

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.

Learning opportunities:

Understanding the World is developed throughout the year through:

- Noticing and exploring seasonal changes, investigation and discussion.
- Exploring and creating different environments in small world play.
- Bonfire Night, Christmas, Easter, Shrove Tuesday
- Living Eggs- Chicks in school, simple life cycles
- Animals and their babies.
- Exploring habitats.
- Mother's Day and Father's Day
- Role play areas.
- Picture News – EY assembly (in Autumn – this will be for children for whom this is appropriate).

By the end of nursery children should be able to:

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a developing range of vocabulary
- Begin to make sense of their own life story
- Ask questions about people outside their immediate family using different sources, eg, current life
- Know that there are different jobs and occupations and talk about some common ones
- Talk about the weather and appropriate clothing
- Plant seeds, care for them and know they will grow into a plant. Relate this to life cycle of a plant
- Understand the life cycle of an animal - they are born, they grow – using stories
- Use images, stories and real experiences to develop an understanding of animal mothers and babies, e.g. Sheep / Lamb
- Begin to understand the need to respect and care for the natural environment and all living things
- Talk about different forces they can feel e.g. push
- Know that some materials change and give examples e.g. ice, baking
- Continue developing positive attitudes about the differences between people
- Know that there are countries beyond ours and that things are the same and different in these, in comparison to ours (use children's experiences, photos and books)
- Show some awareness of the similarities and differences between themselves and others in more detailed ways e.g. hair colour, skin



Nursery Curriculum Overview: **Expressive Arts and Design**

SPECIFIC AREAS OF LEARNING

Expressive Arts & Design

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.

Learning opportunities:

Expressive Arts and Design is developed throughout the year through:

- Music- signing, exploring instruments; the sounds they make, their names and how to play them, keeping a rhythm and steady beat.
- Singing familiar songs, learning new songs throughout the year and remembering new songs to sing independently through daily songs and rhyme.
- Dance- sticky kids and free movement.
- Outdoor large-scale movement with materials and music.
- Crafts- adult led activities teaching new skills and independent free flow activities; painting easel, junk modelling.
- Progression using scissors beginning with spring loaded scissors.
- Summer Term – Jump start Jonny!
- Performing to an audience through the Christmas show.

By the end of nursery children should be able to:

- Listen to and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern
- Moves creatively in response to music
- Sing a simple nursery rhyme or song all the way through e.g. Twinkle, Twinkle, Humpty Dumpty, Baa, Baa Black Sheep
- Draws an identifiable picture of a person and basic animal
- Explores colour mixing with a range of media, e.g. tissue paper, food colouring/water, light boxes, paint
- Use a range of resources to build with a purpose or meaning e.g. junk modelling, construction kits, loose parts, wooden blocks
- Engage in imaginative play based on own ideas or first-hand or peer experiences
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses
- Use available resources to create props or creates imaginary ones to support play
- Play with one or more other children, extending and elaborating play ideas
- Use drawing to represent ideas like movement or loud noises, such as movement / art to music.
- Show different emotions in their drawing / paintings like happiness, sadness, fear e.g. on people's faces



Nursery Long-Term Curriculum Map 2025-2026

	Autumn		Spring		Summer	
MAIN TOPIC THEMES	LOOK AT ME! How would I describe me? What do I look like? How old am I and when is my birthday? What do I like? What do I dislike? Who is important to me? Where do I live and who lives with me? How should I look after myself? Who do I like to play with? How are they the same or different to me? How can we care for each other? How do good friends share? What makes me happy? What makes me sad? What other feelings might we feel? How can we help someone who is feeling sad or upset?	OUR COLOURFUL WORLD What colour is it? What are the colours of the rainbow? What happens if we mix colours? What is your favourite colour? What colours do we see in autumn? How can we explore autumn using all of our senses? What weather do we have in autumn? What changes happen in autumn e.g. clothing, trees, animals. What can we learn about colourful festivals? What patterns and shapes can we see? Why do we celebrate Christmas? How do we celebrate it in school and at home?	AROUND THE WORLD: BRRRR! What changes do we see and feel during winter? How can we explore snow and ice using our senses? What happens when ice melts? How can we turn water into ice? Is it always cold where we live? What is it like to live in a place that's always cold? Where are these places and what do they look like? What animals live there? How are they different or the same to where we live?	ON THE FARM What animals do we know? Where do they live? Can we explore what a farm looks like? What animals live on a farm? What happens on a farm? How are the animals cared for? What food do farm animals produce? How do animals grow and change? Can we explore what happens to a baby chick or duckling? Which baby animal belongs to which mother?	IN THE GARDEN What is different outside? What is a garden? What might you find in a garden? Insects, habitats, plants. Are they all the same? Can we explore the minibeasts that live in a garden? What can we learn about them? What minibeasts live in our nursery garden? What do we need to make our nursery garden grow?	LET'S GET PHYSICAL What day-to-day things do we do to look after ourselves? How do we brush our teeth properly? What food do we know? Which food are more/less healthy? What sports/activities do I enjoy? How do we feel when we do exercise? Why do we need to follow rules when take part in sports?
IMPORTANT EVENTS	STARTING NURSERY HARVEST BLACK HISTORY MONTH	HALLOWEEN BONFIRE NIGHT DIWALI REMEMBERANCE CHILDREN IN NEED CHRISTMAS	CHINESE NEW YEAR SHROVE TUESDAY NATIONAL NUMBER DAY VALENTINE'S DAY	WORLD BOOK DAY MOTHER'S DAY EASTER	MENTAL HEALTH AWARENESS FATHER'S DAY	STARTING RECEPTION SPORT'S DAY

EYFS Curriculum Overview

Nursery Autumn 1: Look at me!

KEY KNOWLEDGE/GOALS

- Know that everybody is different in the way they look, feel and what they prefer.
- Know what is special about themselves.
- Know that there are different types of feelings.
- Know that we can have different feelings at different times.
- Know the people who are important to them
- Know who they live with and where and understand some people live in more than one place.
- Know some of their own likes and dislikes e.g. colours, food etc.
- To begin to know how to "notice and see"
- Know some of the rules and routines of Nursery life.

FUTURE LEARNING LINKS

- Know how to recognize similarities and differences between each other.
- Know about the basic life cycle of a human.
- Know the names of and be able to identify common body parts.
- Know that we can use photographs and maps to learn about the past.
- Know that changes can make things better.
- Learn that their own family has changed within living memory. (Y1).
- Explore their own family tree (Y1).

KEY LEARNING OPPORTUNITIES

- Use of mirrors to look at and discuss facial features, such as eye colour, hair colour.
- Create self portraits using a range of different medias, eg, people crayons, paints,
- Use malleable materials to create their faces including unique facial features.
- Use of puppets to create scenarios and participate in imaginative role play.
- Learn to use polite phrases, such as 'please', 'thank you' and 'excuse me'.
- Share a range of stories to promote discussions around feelings and emotions, making links to their own experiences.
- Link colours to feelings from stories.
- Enhancements in home corner to promote discussions around who lives in their home.
- Create own imaginative play ideas through the use of small world resources.
- Sing and recite a range of songs and rhymes linked to themes.
- Circle time opportunities to share personal stories and experiences.
- Talk about favourite colours, foods, animals, songs.
- Explore a range of colours, sort, create, mix, discuss.
- Talk about how we are ready to learn in nursery, we do good sitting, good listening etc.

KEY TEXTS



NURSERY RHYMES/SONGS

Heads, shoulders,
knees and toes.
I've got a body.
If you're happy and
you know it.
When Goldilocks
went to the house of
the bears

Pat a cake.
1,2,3,4,5 once I
caught a fish alive.
Row the boat
5 Currant Buns
5 Sausages

VOCABULARY

SPECIAL SAME DIFFERENT MUM DAD SISTER BROTHER COUSIN GRANDPARENT PARENT FAMILY IMPORTANT
CARE HELP LOVE HAPPY SAD ANGRY CALM FRIGHTENED UPSET WORRIED COLOURS FAVOURITE

✓ PSED

- build relationships with special people
- developing a positive sense of self.
- begin to follow routines and boundaries

✓ Understanding the World

- be interested in photos of themselves, their family and objects
- make connections between the features of their family and other families.
- notice differences between people.

✓ Expressive Arts & Design

- explore colour and how colours can be changed.
- take part in simple pretend play

✓ PSHE

Being Me in My World
Celebrating Differences.

✓ Geography

Local Area Study-key geographical features of home and school.

✓ Art

Drawing-Using drawing tools in a variety of ways to create different lines.

EYFS Curriculum Overview

Nursery Autumn 2: Our Colourful World

PRIOR LEARNING LINKS

- Know some familiar, basic colours linked to personal experiences, e.g. the colour of their front door.
- To know that there are different types of weather.
- Understand they need to wear different items of clothing dependent on the weather.
- Have an awareness of Christmas.

KEY KNOWLEDGE/GOALS

- Recognise and name primary colours.
- Know colours can be changed when they are mixed together.
- Know the typical weather in autumn.
- Know there are four seasons which have different weather.
- Talk about the weather
- Know the changes which occur during the season of autumn.
- Know you can make a simple pattern by repeating simple shapes and colours.
- Sing Nursery rhymes from nursery rhyme week.
- Know how to use tools for a purpose, eg tape dispenser.
- Know some key facts about why we celebrate Bonfire Night.
- Know some safety rules around Bonfire Night.
- Know Halloween, Bonfire Night, Christmas and Easter are festivals they may participate in.

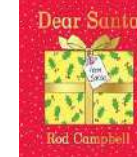
FUTURE LEARNING LINKS

- Learn that shapes and lines can be repeated to create a pattern (Rec).
- Learn the primary colours are red, yellow and blue (Rec).
- Learn that primary colours can be mixed to make secondary colours (Y1).
- Learn how to represent common weather as a symbol (Rec/Y1).
- Learn why the weather changes in different seasons (Y1).
- Learn when we have less /more hours of daylight and why (Y1).
- Learn about other events and festivals (Rec).

KEY LEARNING OPPORTUNITIES

- Autumn walk to explore autumnal changes and natural objects using senses.
- Create autumnal art using natural objects.
- Create a simple repeated pattern using selected primary colours.
- Use of weather board to identify seasons and discuss seasonal changes.
- Share a range of fiction and non-fiction books about seasons.
- Explore a range of woodland animals through small world play and talk about how they adapt to seasonal changes.
- Celebrate World nursery rhyme week, have a nursery rhyme day where children come into nursery dressed as a character from their favourite rhyme.
- Use a selection of colours to create bonfire and firework representations.
- Create a new colour by mixing two colours together.
- Know the names of some common materials within the indoor and outdoor nursery environment.
- Practice self-care skills, such as putting on own coat, wellies, hat, gloves etc.
- Talk about family traditions and expereinces at Christmas.
- Wrap "gifts" in brightly coloured and patterned paper.
- Sing a range of familiar Christmas songs.
- Explore festivals through a range of stories and videos.
- Create imaginative storylines through role play.
- Create Christmas cards and crafts and decorations using a range of mark making and craft materials. Perform Christmas songs for family members.

KEY TEXTS



NURSERY RHYMES & WORLD NURSERY RHYME WEEK

Humpty Dumpty
I hear thunder
Two little dickie
birds
Hickory, Dickory
Dock.

Wind the Bobbin Up
Round and Round
the Garden
5 Speckled Frogs
5 Little Monkeys
Head, Shoulders,
Knees and Toes

VOCABULARY

COLOUR	LIGHT	LEAF	RED	ORANGE	MIX	COLD	CONKER	YELLOW	BROWN
	CHANGE	WET	PINECONE	BLUE		DARK	ACORN	GREEN	
CHRISTMAS	GUESS	QUESTION	WROTE	WRAPPED	OUTSIDE	WALK	EXPLORE	CELEBRATION	MIX
SPARKLE	BELIEVE	CRACKLE	WORSHIP	WORLD	SAFETY	COLOUR	BELIEF	JESUS	

✓ Physical Development

-sensory exploration of the immediate environment.

✓ Understanding the World

-make sense of their physical world.
-understand some important changes in the natural world.

✓ Expressive Arts & Design

-explore and play with a wide range of media and materials.

✓ Science

Earth Science-Seasonal Changes.

✓ History

Significant individuals and events from the past.

✓ Art

Painting and Mixed-Media Primary Colours and Pattern.

EYFS Curriculum Overview

Nursery Spring 1: Around the World-Cold Places

PRIOR LEARNING LINKS

- Know ways to stay warm in colder weather.
- Know how to look after themselves in colder weather.
- Know that the weather changes during the four seasons.
- Know how to use senses to help talk about how something looks and feels.
- Know key vocabulary to describe how something look and feels.

KEY KNOWLEDGE/GOALS

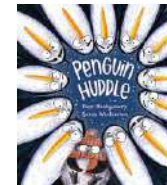
- Know ways to stay warm in winter.
- Know that they live in a place called Newton Aycliffe.
- Know that it is cold in Newton Aycliffe during the winter.
- Know that people and animals live in different places across the world.
- Know that in cold places you might see snow and ice.
- Know that ice is frozen water.
- Know that ice melts when the temperature gets higher.
- Know that the Arctic and Antarctic are cold places.
- Know that penguins and polar bears live in cold places.

FUTURE LEARNING LINKS

- Learn that they live in Newton Aycliffe in England and that in England the weather changes.
- Learn that in England it is warmer in the summer but cold in the winter.
- Learn about Africa where it is hot all year round.
- Learn that in hot places you might see sand or palm trees
- Learn about how people live in Africa in the heat.
- Explore animals that live in hot places like Africa and compare this to other animals they have previously learnt about e.g. farm animals and arctic animals.

KEY LEARNING OPPORTUNITIES

- Explore the outdoor area, using vocabulary to describe what they see and feel.
- Introduce 'Newton Aycliffe' through circle time and resources, promoting class discussion about where we live.
- Experiment with water and ice, looking at the physical changes as water freezes and melts.
- Explore ice through sensory play.
- Explore role play ideas and create imaginative stories through small world resources, including arctic animals.
- Mark making opportunities using fake snow and a range of mark making materials.
- Create an Arctic and Antarctic scene with construction and small world resources.
- Practice self-care skills, such as putting on own coat, wellies, hat, gloves etc.
- Share a range of stories about arctic animals such as penguins and polar bears.
- Play with technological toys, cause and effect, wind up toys, pulleys etc
- Make jelly- what do we notice, what do we see?
- Make chocolate krispie nests for Easter- what do we notice, what do we see?



KEY TEXTS



NURSERY RHYMES/SONGS

5 Little Snowmen
Polar bear, polar bear.
5 Little Penguins
I'm a little penguin.

Twinkle, twinkle.
Down at the station.
Wheels on the bus.
A cold and frosty morning.
It's raining, it's pouring.

VOCABULARY

WINTER
COLD

MELT
FREEZE

PENGUIN
POLAR BEAR

SEASONS
FROSTY

SNOW
ICE

ARCTIC
ANTARCTIC

✓ **Understanding the World**

- make sense of their physical world.
- know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- continue developing positive attitudes about the differences between people.

✓ **Geography**

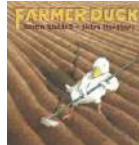
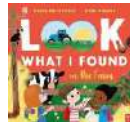
Location and Place
Knowledge of different places within the wider world and their human and physical features.
Knowledge of how the world is divided-poles

✓ **Science**

Earth Science- Seasonal changes and Weather
Changing Materials-reversible changes with water.
Water Cycle

EYFS Curriculum Overview

Nursery Spring 2: On the Farm

<u>PRIOR LEARNING LINKS</u> ➤ Know the names of some basic farm animals. ➤ Know the sounds which some farm animals make. ➤ Know a farmer works on a farm.	<u>KEY KNOWLEDGE/GOALS</u> ➤ Know the names of the places animals live on a farm, such as a pond, sty, barn. ➤ Know that farm animals need caring for like pets and humans. ➤ Know a farmer feeds animals and helps keep them clean and healthy. ➤ Know that some foods come from farm animals, e.g. cows produce milk, hens lay eggs. ➤ Know that ducklings hatch from eggs. ➤ Know that ducklings grow into ducks. ➤ Know the offspring of some farm animals. ➤ Know the names of some baby animals, such as a calf, lamb, piglet.	<u>FUTURE LEARNING LINKS</u> ➤ Learn how different food is produced: grown, reared or manufactured. ➤ Learn about how food including farm produce gets to supermarkets and shops. ➤ Learn that humans and animals need food for survival. ➤ Learn about other people who help us within the community. ➤ Learn about nurses and how they care for people within the community. ➤ Learn about different types of transport, what they are used for and the different journeys they take.																															
<u>KEY LEARNING OPPORTUNITIES</u> ➤ Farm small world area with farm animals, farmer and farm vehicles. ➤ Build a new home or pen for a farm animal. ➤ Draw a familiar farm animal. ➤ Ordering farm animals by size. ➤ To know the names of mother and baby farm animals. ➤ Explore expressive art by creating farm animals using a range of craft materials. ➤ Create imaginative storylines through role play. ➤ Share a range of fiction and non-fiction texts about the farm and farm animals. ➤ Mark making opportunities using a range of mark making materials. ➤ Label drawings using familiar sounds. ➤ Opportunities to use counting using 1:1 correspondence. ➤ Complete an Easter egg hunt by looking for and matching corresponding images and numbers. ➤ To create Easter cards and crafts and decorations using a range of mark making and craft materials.	 <u>KEY TEXTS</u> <u>NURSERY RHYMES/SONGS</u> Baa Baa Black sheep I went to visit a farm one day. Old MacDonald had a farm 5 Little Ducks Hey diddle, diddle Sleeping Bunnies Dingle, dangle scarecrow. The Farmer's in his den.																																
	<u>VOCABULARY</u> <table><tr><td>FARM</td><td>FARMER</td><td>GROW</td><td>ANIMALS</td><td>POND</td><td>STY</td><td>BARN</td><td>YOUNG</td><td>OFFSPRING</td><td>VET</td></tr><tr><td></td><td></td><td></td><td></td><td>MUCK</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>CALF</td><td>LAMB</td><td>PIGLET</td><td>HATCH</td><td>LAY</td><td>EGGS</td><td>HEALTHY</td><td></td></tr></table>			FARM	FARMER	GROW	ANIMALS	POND	STY	BARN	YOUNG	OFFSPRING	VET					MUCK								CALF	LAMB	PIGLET	HATCH	LAY	EGGS	HEALTHY	
FARM	FARMER	GROW	ANIMALS	POND	STY	BARN	YOUNG	OFFSPRING	VET																								
				MUCK																													
		CALF	LAMB	PIGLET	HATCH	LAY	EGGS	HEALTHY																									
✓ Understanding the World	✓ Science	✓ Geography	✓ DT																														
-explore and respond to different natural phenomena in their setting and on trips. -talk about what they see, using a wide vocabulary. -show interest in different occupations. -begin to understand the need to respect and care for the natural environment and all living things.	Animals, including humans Lifecycles. Healthy lifestyles.	Human-Environment Interaction Different settlements-Place knowledge. Sustainability	Cooking and Nutrition Healthy Diets Food production-reared and grown.																														

EYFS Curriculum Overview

Nursery Summer 1: In the Garden

<u>PRIOR LEARNING LINKS</u> ➤ Know that gardens are outside. ➤ Know that gardens are home to animals and insects. ➤ Know that the weather changes through the seasons. ➤ Know that young animals need looking after.	<u>KEY KNOWLEDGE/GOALS</u> ➤ Know some of the ways that the outside environment is different to the inside environment. ➤ Know that gardens have lots of different features such as grass, mud, trees and flowers etc. ➤ Know that gardens experience weather changes. ➤ Know what these weather changes do to the garden's environment. ➤ Know which animals live in a garden environment. ➤ Know that animals need shelter, food and water in order to thrive. ➤ Know some of the differences between garden animals. ➤ Know how to look after different garden animals. ➤ Know that all animals grow and change over time.	<u>FUTURE LEARNING LINKS</u> ➤ Learn that animals and humans need food for survival (Rec). ➤ Learn that different types of animals eat different types of food (Rec). ➤ Learn the negative effect that humans and transport can have on the natural environment (Rec). ➤ Learn about different types of trees (Y1). ➤ Learn about different types of groups of animals e.g. fish, mammal, reptile as well as herbivores, carnivores, omnivores (Y1). ➤ Learn about different weather patterns in the UK (Y1).		
<u>KEY LEARNING OPPORTUNITIES</u> ➤ Observing snails' movement and eating habits. ➤ Taking part in a minibeast hunt, identifying different minibeasts, examining under a magnifying glass for similarities and differences e.g. wings, eyes, legs. ➤ Planting flowers in the Nursery garden to encourage the presence of bees. ➤ Observe the life-cycle of a butterfly using a butterfly kit. ➤ Reading a wide-range of fiction and non-fiction minibeast related books and re-telling them with peers using props. ➤ Matching ladybird dominoes to promote understanding of number and pattern. ➤ Developing fine motor and hand-eye-co-ordination skills through a range of minibeasts activities e.g. making caterpillars by threading beads onto pipe cleaners and laces. ➤ Practicing cutting skills by making butterflies. ➤ Opportunities to practice counting with 1:1 correspondence. ➤ Explore expressive art by creating minibeasts using a range of craft animals. ➤ Role-play bird watching tower.	 <u>KEY TEXTS</u>  <u>NURSERY RHYMES/SONGS</u> Incy, wincy spider There's a worm at the bottom of the garden. Tiny caterpillar on a leaf. Five little worms on the garden lawn. Mary, Mary Ring a ring of roses. Jack and Jill. The Grand Old Duke of York.			
<u>VOCABULARY</u> OUTSIDE INSIDE SHELTER WEATHER GARDEN TREES PLANTS FLOWERS SUN WATER ALIVE GROW AIR FOOD HABITAT INSECT ANIMAL BIRDS EXPLORE LAWN				
✓ Understanding the World -use all their senses in hands-on exploration of natural materials. -talk about what they see using wide vocabulary. -explore how things work. -understand the key features of the lifecycle of a plant and animals. -begin to understand the need to respect and care for the natural environment and all living things.	✓ Science Seasonal Changes, Living Things and Animals including, humans. Habitats.	✓ Geography Weather patterns in the UK- physical geography.	✓ DT Structures-bird feeders.	

EYFS Curriculum Overview

Nursery Summer 2: Let's Get Physical

PRIOR LEARNING LINKS

- Know their basic morning and night-time routine.
- Know names of body parts.
- Know a range of different foods.
- Know different ways of moving.
- Know things that they like and dislike (e.g. food, drink, physical activity).

KEY KNOWLEDGE/GOALS

- Know the importance of being healthy.
- Know some of the negative effects of being unhealthy.
- Know some of the positive effects of being healthy.
- Know what food and drink contributes towards good/poor health.
- Know that physical activity can improve health.
- Know that spending time outside is good for physical and mental health (feeling good).
- Know what lifestyle choices contribute towards good/poor health (e.g. teeth cleaning, washing, sleeping, screen time).
- Know the importance of taking part, good sportsmanship and competing against themselves rather than others.

FUTURE LEARNING LINKS

- Learn about different types of food, where they come from and how they are grown or reared (Rec).
- Learn other ways to stay safe and healthy (Rec).
- Learn more about the different parts of the body and what their main functions are (Y1).
- Learn about the senses and which body parts are linked to each sense (Y1).
- Learn what each of the senses enables us to do (Y1).
- Learn further ways to stay safe and healthy (Y1).

KEY LEARNING OPPORTUNITIES

- Exploring a range of fiction and non-fiction books relating to the topic in groups and individually.
- Watching videos/programs relating to good health (e.g. CBBC).
- Tasting a wide variety of different healthy foods and drinks.
- Preparing/making a wide variety of healthy foods and drinks.
- Learning and taking part in new games and physical activities.
- Taking part in Sports Week.
- Setting personal bests for physical challenges (e.g. jumping).
- Establishing a daily physical outdoor challenge (e.g. running around the garden twice).
- Sharing information and encouraging parents/carers to join their children in physical activity (e.g. swimming, cycling, soft-play, play areas, walking) and share photographs with peers to celebrate their achievements.
- Learn about and practice personal care and lifestyle practices such as cleaning teeth, good bedtime routines, limited screen-time, handwashing).
- Using counting and measuring skills when recording personal best challenges.
- Developing fine motor control and hand-eye co-ordination when preparing healthy food and drink choices.

KEY TEXTS:



NURSERY RHYMES/SONGS

One potato, two potato
Heads, shoulders,
knees and toes.
If you're happy
and you know it.
You can clap your
hands.
Warm up time.

This is the way we
brush our teeth.
Hello, hello.
Miss Polly had a
dolly.
Humpty Dumpty
1, 2 buckle my shoe
A sailor went to sea.

VOCABULARY

HEALTHY UNHEALTHY DIET ACTIVITY BODY HEART LUNGS MUSCLES BONES PHYSICAL WELLBEING CHOICE
SUGAR FRUIT VEGETABLES TEAMWORK WINNING LOSING CARE HYGIENE DENTIST SLEEP REST WASH
CLEAN STRENGTH WEAKNESSES HAPPY SAD NERVOUS EXCITED

✓ **PSED**

-talk about their feelings using words like 'happy' 'sad' 'excited' 'nervous'
-show more confidence in new social situations.
-be increasingly independent in meeting own care needs.
-make healthy choices-food, drink, activity, toothbrushing.

✓ **Science**

Animals including humans.

✓ **PSHE**

Healthy Me!

✓ **DT**

Cooking and Nutrition
Healthy Diets



Reception Curriculum Overview: **Communication and Language**

PRIME AREAS OF LEARNING

Communication and language

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.

Learning opportunities:

Communication and Language is developed throughout the year through:

- High quality interactions.
- Daily group discussions.
- Learning new vocabulary and its meaning.
- Using new vocabulary in a range of contexts.
- Speech and Language interventions when needed.
- Communication and interaction interventions when needed.
- Ask and answer questions using the words: why, where, when, who and how.
- Children will be exposed to new vocabulary with the use of quality texts and encouraged to use this in their discussions and conversations
- During weekly reading practice sessions, children will be encouraged to clarify their understanding, ask and answer questions and gain confidence to speak in front of others.
- Speak in full sentences to express their ideas and feelings.

By the end of reception children should be able to:

- Able to listen attentively, for a sustained period, when being read to, during whole class discussions and during small group interactions.
- Able to listen attentively to both fiction and non-fiction books.
- Able to respond to what they hear by asking relevant questions, comments and or actions.
- Able to generate and ask questions to clarify understanding.
- Able to engage actively in conversation by contributing effectively in back and forth oral exchanges with a range of familiar adults and peers.
- Confidently and frequently join in with small group, class and on-to-one discussions, offering their own ideas in a clear and audible voice
- Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult
- Independently offer explanations in a wide range of situations for why things might happen, making use of recently introduced vocabulary
- Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk
- Confidently describe events in detail and the correct chronological order
- Connect one idea or action to another using a range of connectives – and, then, but, that, so that, because
- Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations, e.g., so that, because, I think it's, you could, it might be...
- Can appropriately verbally disagree without being upset
- Learn rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song



Reception Curriculum Overview: PSED

PRIME AREAS OF LEARNING

Personal, Social and Emotional Development

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.

Learning opportunities:

PSED is developed throughout the year through:

- Practitioners promote social interactions between children through managing activities involving teamwork and encouraging social skills such as turn-taking and sharing.
- Practitioners help to build a child's self-esteem and self-confidence by giving praise throughout the day for activities they do and tasks they complete.
- Provide stable and familiar environment.
- Model empathy and talk about emotions.
- Feelings check in.
- KAPOW! (PSHE) sessions weekly
- Reflection time.
- Self-regulation focus groups when needed.
- Embedding 'The Woodham Way' school rules and expectations.

By the end of reception children should be able to:

- Regulate own behaviours in order to find solutions to conflicts and rivalries
- To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere
- To be able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period
- To be able to complete a task that they may set for themselves and to know when it is 'finished' before moving on
- To follow the cue for attention and follow the expectations associated with this. This would mean that when instructions are finished, they are followed as part of basic school expectations.
- Follow instructions involving several ideas with children understanding when each element of the instruction is 'complete' to an acceptable level. For greater understanding, we would expect children to complete the instructions in a sensible order even if teacher instructions are not i.e. getting a whiteboard before removing a coat would not be sensible.
- Maintain focus for a longer period of time, not be afraid to alter their approach to something to be able to succeed (e.g. choosing different equipment to build a tower or a bridge).
- Notice and observe if they or others break the rules and understand there will be a consequence for their actions.
- Can say what they have done wrong and why. Can begin to suggest what they need to do to put things right.
- Regulate own behaviours in order to find solutions to conflicts and rivalries
- Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy and to keep our bodies healthy.
- To be able to compare two items of food and explain why one is better than the other for our bodies
- Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult
- In unstructured times such as breaks and lunches can play alongside others cooperating, taking turns and can solve conflict if arises
- Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why
- Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts
- Regulate own behaviours in order to find solutions to conflicts and rivalries
- To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere.
- To be able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period



Reception Curriculum Overview: **Physical Development**

PRIME AREAS OF LEARNING

Physical Development

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.

Learning opportunities:

Physical Development is developed throughout the year through:

- Daily Dough Disco.
- Fine motor focus groups.
- Fine motor area with enhancements to improve fine motor skills.
- Writing groups – Practitioners work with children to establish an accurate pencil grip and improve pencil control.
- Construction and loose parts areas in the provision
- Outdoor provision – A range of provision areas which provide several learning opportunities. Small World, Mud Kitchen, Craft area, Fine motor area, Den Building, Construction area, Bicycles and ride on vehicles, Literacy area and Maths area.
- Outdoor team games- preparation for Sports Day in Summer term.
- Health and hygiene- toileting, hand washing, healthy snack choices, exercise.
- Working with parents to support the children's good health and hygiene routines at home.
- Daily teeth brushing.
- Dailly Jack Hartmann sessions.

By the end of reception children should be able to:

- Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing
- Choose and use the most appropriate equipment for a game or task
- Be able to play a game, understanding simple rules in pairs or small groups
- Combine different movements with ease and fluency
- Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Hold a pencil effectively and with good control- using the tripod grip in almost all cases.
- Hold a pencil close to the point.
- Have a preference for a dominant hand, consistently.
- Form recognisable letters, most of which are correctly formed.
- Use scissors correctly to cut around a picture along the lines.
- Use paint brushes with control to paint recognisable pictures.
- Uses cutlery effectively including cutting their food with a knife and fork.
- Show more accuracy and care when drawing.
- Draw recognisable pictures with more details e.g. a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc



Reception Curriculum Overview: **Literacy**

SPECIFIC AREAS OF LEARNING

Literacy

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).

Learning opportunities:

Literacy is developed throughout the year through:

- Text of the week with key vocabulary - A focus text will enable children to deepen their story language, comprehension and mark making skills. We talk about the parts of a book, the Author and Illustrator.
- Opportunities to explore vocabulary through role play areas.
- Daily stories of children's choice.
- Shared reading in the provision areas.
- Regular name writing – Children work on independent name writing each week.
- Activities which focus on sounds consistent with current phonics
- Little Wandle Phonics Scheme
- Half term focus on a traditional tale.
- Focused reading with individual children
- Weekly writing challenges
- Writing resources available for children to use in all areas of the classroom both inside and outside
- Retell a story using 3 parts- start, middle and ending (using a story map).
- Children will be exposed to a wide range of texts, poems and rhymes in order to build up a repertoire of favoured authors/stories.
- Drawing Club.

By the end of reception children should be able to:

- Re-read what they have written to check that it makes sense.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation
- Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly
- Answer simple questions about a familiar book/text in shared or independent writing
- Read and understand more complex captions and sentences – link directly to their phonic knowledge stage of development
- Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story
- Make detailed predictions about how the story might end, develop and anticipate key events within the story
- To be able to retell/join in with retelling six traditional tales
- I can re-read what I have written to check that it makes sense.
- Read some letter groups that each represent one sounds and say the sounds for them
- Read a few common exception words matched to the school's phonic programme - Key Words: - went, it's, from, children, just, help - (if following the Letters and Sounds programme). Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what - (if following the Letters and Sounds programme).
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write full name accurately including capital letters
- Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)
- Write consonant digraphs (ck, qu, ch, sh, th, ng) from memory and copy write vowel digraphs/tri-graphs from display or sound mat
- Write CVC words containing (phase 3 letters and sounds) with more confidence, by segmenting the sounds and then writing the sound with letter/s (words containing consonant digraphs from memory, vowel digraphs/tri graphs copy write)
- Compose a sentence orally and hold it, remembering what they are going to write.
- Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.
- Re-read writing to check that it makes sense.
- Write phase 2 tricky words and high frequency words from memory
- Copy write phase 3 tricky words and HF words from display or word mat



Reception Curriculum Overview: **Mathematics**

SPECIFIC AREAS OF LEARNING

Mathematics

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.

Learning opportunities:

Mathematics is developed throughout the year through:

- Daily maths songs
- Simple sequencing.
- Discussing the date/ days of the week
- Maths equipment available in the areas for children to access
- Sorting according to colour and size.
- Ordering objects by size, length and capacity.
- Opportunities to use of mathematical vocabulary in all provision areas.
- Representing numbers to ten in various ways.
- Recognising numerals to ten and begin to recognise teen numbers
- Counting objects using 1:1 correspondence.
- Subitising.
- Simple real-world problem solving.
- Recognising, continuing and making a range of different patterns.
- Naming and exploring properties of 2D/ 3D shapes.
- Self-registration using 5 frames/10 frames.

By the end of reception children should be able to:

- | | |
|---|--|
| <ul style="list-style-type: none">• Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them• Display a deep understanding of the composition of numbers to 10, (e.g make 10 in different ways and combinations using manipulatives/objects)• Display accurate 1:1 correspondence to 10 using concrete apparatus then visually• Confidently count to 10• Subitise to 10 (through the use of patterns e.g. numicom, ten frame, bar model))• Match numeral to quantity up to 10 – including out of sequence• To understand 1 more and 1 less for numbers to 10 (A)• Mentally recall number bonds to 5 without apparatus and to 10 (with apparatus if needed)• Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed (i.e.. by using 2 sets of objects) – link to 1:L1 correspondence• Know that addition and subtraction are related (inverse operations to 10) (D)• Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5) (C). | <ul style="list-style-type: none">• Mentally, quickly recall half of 2,4,6, 8,and 10 (B)• Know that doubling and halving are related (inverse operation)• Subitise to 5 – dots on a dice, numicom piece, ten-frame, pebbles, etc,• Know that = means must balance is worth the same as• Solve addition and subtraction calculations when = is presented in different place (e.g. $10 = 7+3$)• Count by rote from 0 forwards to 20 and beyond• Count by rote forwards in 1s from any number to 20 and beyond• Compare and order a variety of quantities up to 10 recognising greater than, less than and the same as in practical context (including quantities) (E)• Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10 (E)• Instant recognition of odd and even numbers to 10 represented by structures e.g. dots, even numbers always have a partner/pairs (made visible)• Know that addition and subtraction are related (inverse operation to 5).• Automatic recall of half of numbers 2,4,6, 8, and 10• Automatic recall of doubles to 5 (double 1,2,3,4 & 5) |
|---|--|



Reception Curriculum Overview: **Understanding the World**

SPECIFIC AREAS OF LEARNING

Understanding the World

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.

Learning opportunities:

Understanding the World is developed throughout the year through:

- Seasonal changes, the weather, investigation and discussion.
- Bonfire Night, Christmas, Easter, Diwali, Chinese New Year
- Mother's Day and Father's Day.
- Role play areas.
- The environment in which we live.
- Growing plants.
- Sharing stories, videos, images and objects.
- Weekly Picture News.

By the end of reception children should be able to:

- Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences -e.g. comparing toys now and then.
- To share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories. This needs to be schools specific and link to the history progression document
- Look at a childhood photograph from a grandparents familiar event (birthday, Christmas, school start) – what is the same what is different to their parents and their own
- Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc, and extend this to encompass our own personal responsibility -i.e. what we can all do to help society (recycling, saving energy, etc) (Link to PPC, term 2)
- Name places of local importance to the community, drawing on their own experiences where possible
- Children can talk about the similarities differences they notice between people across different communities/ family groups
- Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places.
- Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing
- Recognise that people have varied beliefs around the world and can begin to understand the basic differences.
- Make observations of their local area, animals and plants.
- Draw pictures of animals that include the main features of that animal e.g. 4 legs for a dog, stripes and wings for a bee etc.
- Draw pictures of plants using the correct colours and including specific parts (leaves, flowers etc) .
- Talk about some similarities and differences between their local environment and that of other countries they come across in books.
- Talk about the different seasons.
- Can link different types of weather to different seasons.
- Talk about changes of states such as freezing and melting.
- Understand changes in the natural world such as day and night. - Talk about some life cycles such as a butterfly, chick, frog etc and draw these stages



Reception Curriculum Overview: **Expressive Arts and Design**

SPECIFIC AREAS OF LEARNING

Expressive Arts and Design

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. 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.

Learning opportunities:

Expressive Arts and Design is developed throughout the year through:

- Music- signing, exploring instruments; the sounds they make, their names and how to play them, keeping a rhythm and steady beat.
- Singing familiar songs, learning new songs throughout the year and remembering new songs to sing independently through daily songs and rhyme.
- Wake up shake up, dough disco
- Outdoor large-scale movement with materials and music.
- Teaching new skills and independent free flow activities; painting easel, junk modelling.
- Progression using scissors and fine motor resources
- Looking at properties of media as they are transformed through becoming wet, dry, flaky or fixed, helping children to think about cause and effect.
- Drawing Club.
- Performing to an audience in the Christmas show.

By the end of reception children should be able to:

- Come up with their own design briefs to solve problems including making props and scenery for imaginative play –
- Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique
- Be able to use shapes and colour to express emotions within creations
- Create collaborative creations sharing ideas , resources and skills for specific purposes including to complement role play
- Able to sing a song / rhyme that has been taught – pitch and melody matching appropriate to the age of the child
- Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem
- Able to copy a simple beat pattern X X - - X – including with instruments
- Able to play an allocated instrument(s) as part of a planned musical composition
- Able to move in time with music to partake in a simple dance routine, with repetitive dance motifs
- Use free choice props and small world artefacts to create or adapt a narrative or story, mirroring some vocabulary, or themes from the stories they have experienced.
- As part of a group, invent or adapt a known story to create a new narrative



Reception Long-Term Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MAIN TOPIC THEMES	ALL CHANGE What makes me special? What makes my family special? How have we changed since we were babies? How will we change as we get older? How has our school changed over time? Is there anything we could change in our school to make it better?	MATERIALS AROUND US What different materials can we see inside/outside our classroom? What are they called? What is the same/different about them? Which materials are best to make...? What is harvest festival?	TERRIFIC TRANSPORT! What different types of transport do we know? What types of transport have we used? What different types of transport would we need for different journeys? How can we stay safe around roads and transport? Can we design and make our own vehicle? What road do we live on? Can we describe our route to school? How can we travel in a way that is better for the environment?	AROUND THE WORLD! Where in the World do we live? What is the weather like where we live in summer? What is it like in a place where it is hot all year round? What animals live there? How is it different to where we live?	ONCE UPON A TIME What can we learn about fairy tales? What animals might we find in fairytales? How does a bean turn into beanstalk? How does a tadpole turn into a frog? What houses might we find in fairy tales? What is a castle and who lives/lived in them? How have houses changed over time?	FUN AT THE SEASIDE! What makes a seaside a seaside? Where are our closest seashores? What plants and animals live at the seaside? What is there to do at the seaside? How has this changed since the past? How do we stay safe at the seaside?
IMPORTANT EVENTS	STARTING RECEPTION HARVEST BLACK HISTORY MONTH	HALLOWEEN BONFIRE NIGHT DIWALI REMEMBRANCE CHILDREN IN NEED CHRISTMAS	CHINESE NEW YEAR SHROVE TUESDAY NATIONAL NUMBER DAY VALENTINE'S DAY	WORLD BOOK DAY MOTHER'S DAY EASTER	MENTAL HEALTH AWARENESS FATHER'S DAY	STARTING YEAR ONE SPORT'S DAY

EYFS Curriculum Overview

Reception Autumn 1: All Change!

PRIOR LEARNING LINKS

- Know that everybody is different in the way they look, feel and what they prefer.
- Know what is special about themselves.
- Know that there are different types of feelings.
- Know that we can have different feelings at different times.
- Know the people who are important to them
- Know some of their own likes and dislikes e.g. colours, food etc.

KEY KNOWLEDGE/GOALS

- Know how to recognize similarities and differences between each other.
- Know that people's families are different.
- Know that people have different beliefs that means that they do not always worship the same things in the same way.
- Know about the basic life cycle of a human.
- Know the names of and be able to identify common body parts.
- Know that we can use photographs and maps to learn about the past.
- Know that changes can make things better.
- Know the primary colours and that new colours can be made by colour mixing.

FUTURE LEARNING LINKS

- Explore their own family tree (Y1 History).
- Learn about different parts of the body and their senses (Y1 Science).
- Learn about maps and plans and the features of their local area (Y1 Geography).
- Consider ways to look after the local area (Y2 Geography).

KEY LEARNING OPPORTUNITIES

- Create own stories and scenarios through use of role-play props;
- Explore different people and families through small world play.
- Use stories and images to discuss how people and families are different, making links to their own experiences and learning new vocabulary through adult modelling.
- Learn helpful social phrases such as 'I like your eyes' or 'you are very good at drawing!' and use them in their play.
- Construct large scale models of the school and its surrounding area, as a team and individually using a range of materials.
- Encourage the children to paint pictures of themselves and their families and display them as learning prompts.
- Explore the shape and colour used in the work of Kandinsky.
- Use a selection of warm-coloured paints to mix together to create different hair colours and skin tones.
- Invite older family members to talk about their time at school.
- Discuss images and maps of the school and its immediate environment to discuss how it has changed since the past.
- Explore the school and local area to identify its features and things that could be improved. Construct and create simple maps photo blocks and mark making equipment.
- Sing and recite rhymes and songs and listen to a range of stories linked to the theme.

KEY TEXTS



NURSERY RHYMES/SONGS

One finger, one thumb.
1,2 buckle my shoe.
Clap your hands and wriggle your fingers.
This is the way we brush our teeth.
Ten tall fingers.
The Body Song

Everyone is special.
I like being me.
The Muffin Man
Grandma's Glasses.
Dingle, Dangle Scarecrow.
This old man.
Tommy Thumb

VOCABULARY

FAMILY BABY TODDLER CHILD TEENAGER ADULT GRANDPARENT BIRTH TALLER
LONGER BIGGER YOUNGER OLDER NOW THEN SAME DIFFERENT ARM LEG
HEAD BODY HANDS FEET COLOUR MIX SEPARATE BRIGHT LOUD BUILD LIGHT DARK

✓ Past and Present

ELF: Talk about the lives of the people around them and their roles in society.

✓ People, Culture and Communities

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

✓ Expressive Arts & Design

ELG: Share their creations, explaining the process they have used.
ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour.

✓ History

NC: Identify similarities and difference between ways of life in different time periods.

✓ Geography

NC: Develop their understanding of what makes a 'space' a 'place'.
Human features.

✓ Science

NC: Animals including humans. Body parts and senses.

EYFS Curriculum Overview

Reception Autumn 2: Materials Around Us

PRIOR LEARNING LINKS

- Know that you can create new colours by mixing them.
- Know that you can make a simple pattern by repeating shapes and colours.
- Know that fireworks are used as part of Bonfire Celebrations.

KEY KNOWLEDGE/GOALS

- Know the names of some common materials within the indoor and outdoor reception environment.
- Know vocabulary used to describe basic properties of common materials.
- Know how to sort and group materials based on basic similarities and differences, e.g. hard/soft.
- Know that solid objects can be joined together to make different 3D structures.
- Know about the Hindu festival of Diwali including how and why it is celebrated
- Know that Diwali, Christmas and Harvest Festival are celebrated by people in this country and around the world.
- Know about the Christian celebration of Christmas including how and why it is celebrated.

FUTURE LEARNING LINKS

- Learn that objects are made up of different materials (Y1).
- Learn that all objects are solid (Y1).
- Learn that objects are made from different materials which have different properties (Y1).
- Learn that these properties affect their appearance and determine how they might be used (Y1).
- Learn some of the positive and negative ways that humans interact with the environment (Y2).
- Learn that groups of people believe in different things.
- Learn that a Christian is a person who believes in one God and his son Jesus
- Learn that Islam is another common religion
- Learn that the bible is a Christian holy book.

KEY LEARNING OPPORTUNITIES

- Share a range of texts to promote discussions around materials in our environment.
- Opportunities to explore different appearances and textures through a range of building materials.
- Sort and group materials according to their basic properties.
- Investigative walk to explore a range of materials around the reception setting.
- Create models with intent, using a range of recyclable materials.
- Create imaginative role play scenarios to promote the use of key vocabulary.
- Construct different models of homes using different building materials based on the story The three little pigs.
- Explore the weather and discuss what we should wear.
- Explore making a waterproof item to keep a character dry.
- Explore the local area through a local area walk.
- Explore a range of Harvest vegetables and what they look like inside.
- Look at different Christmas traditions
- Listen and retell the story of the Nativity through role play and small world. Perform in their own Nativity play for adults to come and see.
- Design and create Christmas decorations

KEY TEXTS



NURSERY RHYMES/SONGS

Baa baa black sheep
Cobbler, cobbler
Peter hammers
I'm gonna build a house.
**It's raining, it's pouring.
I hear thunder.**

Hunting we will go.
5 currant buns
Cauliflowers fluffy
Autumn Days
Jingle Bells
We Wish You a Merry Christmas
Nativity-themed songs.

VOCABULARY

HARD HEAVY RECYCLE PAPER SOFT LIGHT SORT CARDBOARD ROUGH SHINY WOOD STRONG SMOOTH SPIKY
PLASTIC WATERPROOF WEATHER SYMBOL CHART TEXTURE CELEBRATION CHRISTMAS HARVEST BELIEF

✓ Understanding the World

ELG: understand some important processes and changes in the natural world around them,
ELG: Know some similarities and differences between different religious and cultural communities in this country

✓ Expressive Arts & Design

ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

✓ Being Imaginative

ELG-Perform songs and stories with others, and – when appropriate try to move in time with music.

✓ Science

Everyday Materials and their Properties.

✓ Geography

Weather patterns in the UK

✓ DT

Designing products using criteria.
Structures

✓ Art

Use a range of materials creatively to design and make products.
Develop a wide range of art and techniques using pattern.

EYFS Curriculum Overview

Reception Spring 1: Terrific Transport

<u>PRIOR LEARNING LINKS</u> ➤ Know that there are different types of transport. ➤ Know about transport they use. ➤ Know that round objects can be rolled.		<u>KEY KNOWLEDGE/GOALS</u> ➤ Know that different types of transport can we be used for different journeys ➤ Know that different types of transport move in different ways and at different speeds. ➤ Know that vehicles can be used for different purposes. ➤ Know that a route is a set of directions that takes you from one place to another. ➤ Know how to stay safe near roads and transport. ➤ Know that fixed features (landmarks) can be used when describing routes. ➤ Know and use a range of positional and directional language ➤ Know some objects than can be pushed or pulled to enable them to move. ➤ Know that wheels are circular and need to be able to rotate to move. ➤ Know about the Chinese celebration of Chinese New Year and how / why it is celebrated.		<u>FUTURE LEARNING LINKS</u> ➤ Identify land and sea on a globe ➤ Learn how to create wheels that move using an axel ➤ Learn that different mechanisms can produce different types of movement. ➤ Learn that simple mechanisms move in a straight line, backwards and forwards, round and round or in a curve. ➤ Learn that maps and plans are views from above or a bird's eye view of a place and use symbols. ➤ Learn some of the positive and negatives ways that humans interact with the environment.																					
<u>KEY LEARNING OPPORTUNITIES</u> • Create own stories and scenarios through use of role-play props; • Discuss images of vehicles from the past and find similarities and differences. • Sing and recite rhymes and songs and listen to a range of stories linked to the theme. • Design a vehicle with different features that they have chosen • Draw and talk about familiar routes and landmarks in their immediate environment • Create group maps and discuss and agree where to put things. • Role play different job roles for working in a station • Design and paint different vehicles they have been on • Explore a range of non-fiction books around vehicles • Discuss the journeys that we make and consider the impact on the environment. • Experience a Hope Town visit. • Explore vehicles used by the emergency services and experience a fire engine visit. • Role play Chinese New Year celebrations • Copy Chinese numbers and symbols using chop sticks and red sand.			<u>KEY TEXTS:</u>  <u>NURSERY RHYMES/SONGS</u> The Big Ship Sails Wheels on the bus Row, row, row A sailor went to sea We're driving in a car Five little men in a flying saucer. Down at the station. When the boat comes in. This is the way we cross the road. Jumping up and down on a tractor. Riding my bike. The Vehicle song.																						
			<u>VOCABULARY</u> <table><tr><td>FREIGHT TRAINS</td><td>FEATURES</td><td>ENVIRONMENT</td><td>TRANSPORT</td><td>ROUTE</td></tr><tr><td>JOURNEY</td><td>VEHICLES</td><td>DIRECTION</td><td>LANDMARKS</td><td>RAILWAY STATION</td></tr><tr><td></td><td></td><td></td><td></td><td>LAND</td></tr><tr><td></td><td></td><td></td><td></td><td>SEA</td></tr></table>			FREIGHT TRAINS	FEATURES	ENVIRONMENT	TRANSPORT	ROUTE	JOURNEY	VEHICLES	DIRECTION	LANDMARKS	RAILWAY STATION					LAND					SEA
FREIGHT TRAINS	FEATURES	ENVIRONMENT	TRANSPORT	ROUTE																					
JOURNEY	VEHICLES	DIRECTION	LANDMARKS	RAILWAY STATION																					
				LAND																					
				SEA																					
✓ People, Culture and Communities	✓ Creating with Materials	✓ Geography	DT	✓ Computing																					
ELG: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.	ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. ELG: share their creations, explaining the processes they have used.	NC: Location Use maps to devise routes. Human environment interaction. Environmental impact.	NC: Mechanisms Different mechanisms for different types of movement. Design a product using simple design criteria.	NC: Use technology purposefully. Create a simple program Understand what algorithms are.																					

EYFS Curriculum Overview

Reception Spring 2: Around the World-Hot Places

PRIOR LEARNING LINKS

- Know ways to stay warm in winter.
- Know that they live in a place called Newton Aycliffe.
- Know that it is cold in Newton Aycliffe during the winter.
- Know that people and animals live in different places across the world.
- Know that penguins and polar bears live in cold places.

KEY KNOWLEDGE/GOALS

- Know that they live in Newton Aycliffe in England and that in England the weather changes.
- Know that in England it is warmer in the summer but cold in the winter and that it has rain all year round.
- Know that in some places in the world it is hot all year round.
- Know about how people live in hot places e.g. clothing, housing, food.
- Know that some animals live in hot places and compare these to other animals they have previously learnt about e.g. farm animals and arctic animals.
- Know that music and dance can be used to tell stories or messages and show feelings.

FUTURE LEARNING LINKS

- Learn that England is part of the United Kingdom along with Scotland, Wales and Northern Ireland.
- Learn about the weather in the United Kingdom.
- Learn about the hemispheres and continents and that Africa is a continent.
- Learn about climate in different parts of the world.
- Learn about the five different categories of animals and that all animals move freely, eat other things and need water.
- Learn about carnivores, herbivores and omnivores.
- Learn about how animals use their senses for survival.
- Learn how animals rely on and adapt to their environment.

KEY LEARNING OPPORTUNITIES

- Explore a range of fiction books linked to animals from hot places.
- Sing and recite rhymes and songs and listen to a range of stories linked to the theme.
- Create own stories and scenarios using role play and props
- Look at different patterns on animals and create own animal patterns
- Role play different job roles for looking after animals (safari)
- Look at a globe/ map to identify hot places.
- Investigate how we can use 'shade' to cool down.
- Freely respond through movement to music from around the world.
- Use small world play to create theme-linked environments.
- Listen to different instruments from around the world.
- Explore new foods from around the world.

KEY TEXTS



NURSERY RHYMES/SONGS

The animals went in
two by two.
The bear went over
the mountain.
Down in the jungle.
Never smile at a
crocodile.

Alice the camel.
The North wind doth
blow.
**Worm at the bottom
of the garden.**
There was an old
lady who swallowed
a fly.

VOCABULARY

SUMMER SEASONS WEATHER TEMPERATURE HEAT RAIN TRAVEL CULTURE HABITAT ENVIRONMENT
DRIER WETTER HOTTER COLDER FOOD CLOTHES WINTER

✓ **People, Culture and Communities**

✓ **The Natural World**

✓ **Being Imaginative**

✓ **Geography**

✓ **Science**

✓ **PSHE**

ELG-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

ELG-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

NC-Location and Place knowledge. Human and physical features. Knowledge of the world and the continents and countries within it.

NC-Earth Science-weather and seasons. Animals including humans, different categories of animals and the features of living things.

NC-Celebrating differences. Similarities and differences and celebrating the differences in everyone.

EYFS Curriculum Overview

Reception Summer 1: Once Upon a Time...

<u>PRIOR LEARNING LINKS</u> ➤ Read a range of fairy tales. ➤ Explored life cycles through observation and story. ➤ Know the type of house they live in. ➤ Know that there are different types pf houses. ➤ Read about castles in stories.		<u>KEY KNOWLEDGE/GOALS</u> ➤ Know the features of typical fairy tales: beginning, middle and end; typical settings and characters. ➤ Know some typical story language. ➤ Know how seeds transform into plants (Jack and the Beanstalk). ➤ Know how a tadpole changes into a frog (link to the Princess and the Frog). ➤ Know about different types of houses through fairy tales and own experiences. ➤ Know that houses have changed over time. ➤ Know that some people lived in castles in the past. ➤ Know some of the main features of a castle both inside and out.		<u>FUTURE LEARNING LINKS</u> ➤ Learn about different parts of a plant (Y1 Science). ➤ Learn about conditions needed to grow healthy plants (Science Y2). ➤ Learn about animal lifecycles (Y2 Science). ➤ Learn about Kings and Queens and their residents (Y1 History). ➤ Learn about how toys have changed over time (Y1 History).	
<u>KEY LEARNING OPPORTUNITIES</u> ➤ Read a range of fairy tales and retell aspects orally. ➤ Create own stories and scenarios through use of role-play props. ➤ Sing and recite rhymes and songs and listen to a range of stories linked to the theme. ➤ Use a range of different media to create pictures and drawings linked to the theme. ➤ Make model houses and castles both individually and collaboratively. ➤ Investigate the features of castles ➤ Observe the life-cycle of frog. ➤ Plant and grow beans. ➤ Reading a wide-range of fiction and non-fiction books ➤ Learn about their local castle: Raby Castle. ➤ Explore household artefacts from then and now. ➤ Listen and respond to medieval music.			 KEY TEXTS: <u>NURSERY RHYMES/SONGS</u> Grand old Duke of York. 5 little speckled frogs Jack and Jill B.I.N.G.O Oranges and Lemons/ London Bridge Peter Piper Pussy, cat, pussy cat. Ride a Cock Horse She'll be coming round the mountain. Sing a song of sixpence. <u>VOCABULARY</u> FAIRY TALE ONCE UPON A TIME CHARACTER SETTING BEGINNING MIDDLE END CHANGE TRANSFORM PAST PRESENT CYCLE GROW MOAT DRAWBRIDGE STONE TURRET COTTAGE HOUSE COMPARE PALACE		
✓ The Natural World	✓ Past and Present	✓ Creating with Materials	✓ Science	✓ DT	✓ History
ELG: Understand some important processes and changes in the natural world around them. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.	ELG: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understanding the past through settings, characters and events encountered in books read in class and story telling.	ELG: Make use of props and materials when role playing characters in narratives and stories. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	NC: Animals including humans: Life Cycles and Plants.	NC: Structures- make larger scale 3D models by combining small 3D models together.	NC: Changes within and beyond living history.

EYFS Curriculum Overview

Reception Summer 2: Fun at the Seaside

PRIOR LEARNING LINKS

- Know some basic features of a garden environment.
- Know some of the animals and plants that live within a garden habitat.
- Know about maps and how they show fixed landmarks.
- Know how land and sea is represented on a map.
- Know that ice is frozen water.

KEY KNOWLEDGE/GOALS

- Know that a seaside environment will/might have sea, sand, cliffs, pier, rock pools, leisure facilities.
- Know that different animals and plants live in and around the sea.
- Know that a map has symbols to show seaside areas.
- Know reasons why people visit the seaside today & the activities they can do.
- Know how this has changed since the past.
- Know the importance of staying safe at the seaside and know the role of a lifeguard.
- Know some of the ways that humans can damage the seaside environment and how to prevent this.
- Know that when ice warms up, it melts and turns into liquid.

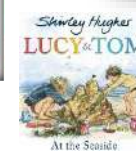
FUTURE LEARNING LINKS

- Learn about the geographical features of the local area (Y1).
- Learn how to draw maps and routes linked to the local area (Y1).
- Learn how to read maps linked to the United Kingdom (Y1).
- Learn about the seas that surround the UK (Y1).
- Learn how toys have changed since the past (Y1).
- Learn about the oceans and continents (Y2).

KEY LEARNING OPPORTUNITIES

- Create own stories and scenarios through use of role-play props;
- Use stories and images to discuss what we can see at the seaside and how it has changed / similarities and differences
- Encourage the children to paint pictures of different seaside landscapes using a range of colours
- Explore a range of different animals that live at the seaside.
- Sing and recite rhymes and songs and listen to a range of stories linked to the theme.
- Look at a range of different maps, can we spot where the seaside could be?
- Look at the role of a lifeguard. Role play being a lifeguard.
- Investigate how we can help protect our seaside – littering / recycling
- Look at the different landmarks/ key features of the seaside and recreate this in the small world area.
- Looking at postcards we could send when at the beach
- Explore how ice melts and turns to liquid when it gets hot.

KEY TEXTS



NURSERY RHYMES/SONGS

Bobby Shafto's gone to sea.
1,2,3,4,5 once I caught a fish alive.
She Sells Seashells.

Hole in my bucket.
Sea Shanties
The suncream song
This is the way we...
The tide is turning.

VOCABULARY

SEASIDE SAND SEASHORE SEA ROCKPOOL PIER ENVIRONMENT CLIFF SAFETY LIFEGUARD DAMAGE
PROTECT SEAWEED FISH SHELLS

✓ **Creating with Materials**

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used;

✓ **The Natural World**

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

✓ **Past and Present**

ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Understand the past through settings, characters and events encountered in books read in class and storytelling;

✓ **Geography**

Human and physical features of the local area.

Knowledge of location and place.

Learn about human-environment interaction.

✓ **History**

Changes in aspects of society from past to present.



Drawing Club Overviews

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Tiger Who Came for Tea.	The Night Pirates	The Hundred Decker Bus	Dear Zoo	A Little Bit Brave	Tiddler
Goldilocks and the Three Bears	The Magic Porridge Pot	The Three Billy Goat's Gruff	Chicken Licken	Jack and the Beanstalk	Rapunzel
Trapdoor-Breakfast	Button Moon	Roadrunner	Mr Benn Zookeeper	Batfink-Short Circuit	Portland Bill
Mixed	The Giant Jam Sandwich	Lost and Found	Where the Wild Things Are	The Diddle that Dumbled	Stuck
The Gingerbread Man	The Three Little Pigs	Little Red Riding Hood	Little Red Hen	Cinderella	Goldilocks and the Three Bears
Bagpuss-The Old Man's Beard	The Christmas Pine	Wacky Races			Captain Pugwash-Monster Ahoy!
	Meg and Mog's Christmas	Rosie's Walk			



Drawing Club: Autumn 1

	The tiger who came to tea	Goldilocks and the three bears	Trapdoor - Breakfast	Mixed	The Gingerbread Man	Bagpuss – Old Man's Beard
Vocabulary	Slurping Feast Cautious Suddenly Total Crouch Farwell Arrive	Demolished Guzzle Slumber Piping hot Frosty Uneven Perfect Cramped	Stalking Smuggle Miniature Evade Grasp Foe Dozing Slink	Harmonious Triple Intelligent Boastful Squabble Divided Unique	Leap Accelerate Pursue Block Cunning Soggy Mocking Disappointed	Extraordinary Misplaced Gorgeous Feline Discovered Snoozing Awakened
Character	The Tiger	Daddy bear	Berk	Your favourite colour characters playing a game together.	The Gingerbread Man	Bagpuss
Setting	The Cafe	The bear's house	Berk's castle	A new town for the characters to live in alongside one another.	The River	Emily's Shop
Adventure	The Tiger wants to join the family in the café, what will he order?	The bears go looking for goldilocks, but they need a map. Can you invent a map to show them the way?	What monster would you like to come up out of the trapdoor?	It's started raining over the city. Invent a way to protect all the colours from being washed away.	The Old woman baked a new character – the stinky cheese man!!!!	Invent a way for Emily to find things when she's out and about and bring them home.
Adventure	The Tiger has lost his way home. He needs to get the Tiger bus, but he doesn't know what it looks like?	Where could Goldilocks be hiding?	Berk has to make a new breakfast, what do you think he should make?	All the colours want to see if there are colours on the moon, invent a way for them to get there.	What might you turn into if you touch the stinky cheese man?	The mice want to go and see the king of carpet country, how could he get there?
Adventure	The zoo have come looking for the Tiger, help him to find somewhere to hid.	Goldilocks has bought a present for the bears to say sorry – what has she brought for them?	How can we rescue the monster so he isn't eaten for breakfast?	: The colours on the moon want a moon party. What moonie food will they eat?	What can you put on your head to protect you from the cheese man's superpowers?	Invent a robot to help get the king's beard back onto the king's face.



Drawing Club: Autumn 2

	The night pirates	The Magic Porridge Pot	Button Moon	The Giant Jam Sandwich	The Three Little Pigs	The Christmas Pine
Vocabulary	Murky Ascend Courageous Creeping Monstrous Puzzling Request Voyaging	Enchanted Conversation Endless Despair Cease Covered Steaming Gloopy	Recycle Reclaim Create Orbit Universe Junk Planets Solar System	Boiling Escape Cacophony Discussion Ginormous Kneading Expanding Hovering	Construct Sturdy Flimsy Taunting Obliterate Scarper Celebrate Exhale	Ancient Iridescent Soaring Remote Journeyed Gape Warble Absent
Character	A pirate	The Old Woman	Mr Spoon	The wasps	The Wolf	The little Christmas tree
Setting	The pirate ship	Where does the family live?	Junk Planet	Itching down map	The brick house	The Forest
Adventure	The ship is sinking - what can we invent for the pirates to go on their voyages?	The old woman is making new potions to help people – what could she invent next?	Mrs Spoon gets tangled in the streamers, as she decorates the house – what will the house look like when Mr Spoon returns?	What would you make in the factory to attract the wasps?	The wolf has disguised himself as a pig, what will he look like?	Invent a way to transport your tree from Norway to London
Adventure	The pirates find a treasure chest. There's a scratching sound coming from inside. What's in it?	The old woman needs to go to a magic shop for more supplies, what could it look like?	The spaceship pops into a million pieces, what junk could we use to make Mr Spoon a new spaceship?	What vehicle can you make to move the bread into position?	The three little pigs take the wolf to the builder's yard and trick him into moving bricks; how does he move them?	The decorations have gone missing; I wonder which Christmas stinker has stolen them?
Adventure	The owner of the treasure chest is coming - who is it and will they be happy?!	The old woman is having a party in the forest, who could she invite?	What would be the best present to buy for Egberts birthday? What do you think he would like?	The three wasps are coming back, and they are brining a new threat with them, what is happening.	The Wolf catches the pigs – what will he do with them?	Now the decorations have been returned, I wonder which Christmas stinker has stolen them?



Drawing Club: Spring 1

	The Hundred Decker Bus	The Three Billy Goats Gruff	Roadrunner	Lost and Found	Little Red Riding Hood	Wacky Races
Vocabulary	Navigate Inflate Extension Uncertainty Crew Layer Expanding Mechanical Ascending	Luscious Triple Creaky Fearless Gruesome Suddenly Determined Bamboozle	Speedy Zooming Accident Slinking Ambush Escape Patient Boulder	Confused Accompany Dejected Misplaced Consulted Miniature Constructed	Traps Crafty Disguised Concealed Menacing Rescues Flee Gratitude	Accelerate Braking Hazard Steering Chuckle Demolish Overtake Transport
Character	The bus driver	The troll	Roadrunner	The boy	The Wolf	Every face needs a mascot – what could it look like in this race?
Setting	The bus	The bridge	Where does the coyote live?	The boat	The cottage in the woods	Design a new vehicle to enter the wacky races,
Adventure	The bus driver finds a new road, where does it go?	How can we rescue the troll from the river?	The coyote wants to invent a want to travel super fast, what can we develop?	Imagine that the boat is sinking and we need to invent a new way to get penguin across the sea?	A creature captures the wolf in the wood – what does it look like?	The vehicles need a petrol station to refuel – can you design one?
Adventure	The bus gets a new deck, what does it have on it?	The troll wants to eat a new animal, who comes crossing over the bridge – who is coming?	What could the coyote leave out for roadrunner to eat to play a trick on him?	There is something living under the water. I wonder what it could be...	Grandma has a trap in her house – how will it work?	What could you win if you finished the race in first place?
Adventure	The bus reaches an obstacle - how will it get over it?	There's been a flood and the bridge got washed away, how can we cross the river now?	The ambulance is coming to take coyote to hospital – what could he look and listen for?	On returning home, the Penguin has a party. I wonder which polar animals would come?	Little Red Riding Hood has a superpower; how can she stop the wolf from getting to Grandma?	Dastardly and Mutly have gone on holiday, who could take their place in causing trouble at the racetrack?



Drawing Club: Spring 2

	Dear Zoo	Chicken Licken	Mr Benn – Zoo Keeper	Where the wild things are	Little Red Hen
Vocabulary	Surprising Concealed Dispatched Gigantic Slithering Mischievous Adorable Unwanted	Devoured Crafty Royal Parading Smirking Gullible Hysterical Trickery	Liberate Capture Habitat Tearful Protect Shelter Release	Escapade Vegetation Navigate Disembark Coronation Shimmy Evade Irritated	Baking Ingredients Concocting Rising Unhelpful Stuffing Collaborating
Character	Any animal from the story	The fox	Mr Benn	The Wild Things	The Little Red Hen
Setting	The zoo	The sky – What's up there? Add something that doesn't belong there too!	The zoo	The Wild Things' den	The farmyard
Adventure	A baddie is hiding in a box that's been delivered. Who or what is in it?	The fox is coming to school – how will we stop him.	The zoo wants to have a brand-new animal. What should they go and hunt for?	Max wants to go back but there's no boat. How can he get there?	What disgusting things might the little red hen put in her bread?
Adventure	We need to send the animals back to the Zoo.	Adventure Time: The fox is bringing an army of baddies – who is with him?	How can the zookeepers catch the new animal and transport him back to the zoo?	When Max gets back to the island, there are some mini monsters. What do they look like?	The smell of fresh bread has attracted a bad character – who could it be?
Adventure	What can we invent to get them back super quick The lion has escaped from the zoo. What can we invent to find it?	We're going to shrink ourselves so that that fox can't see us. What would a shrinking machine look like?	The animals are really sad being kept in a cage. How can we rescue them?	The monsters give Max a new crown.	The red hen has ended up in a pie!! How can the bad character cook the pie?



Drawing Club: Summer 1

	A little but brave	Jack and the Beanstalk	Batfink – Short Circuit	The Diddle that Dugged	Cinderella
Vocabulary	Adventurous Petrifying Courageous Marched Confused Hollered Devour Stupendous	Clambering Booming Descending Glittering Ginormous Shocking Slinking Chopping	Spark Sidekick Rapid Idle Napping Rescue Thrilling Hurdle	Scribe Exceptional Halt Roared Leaped Pondered Eureka Searching	Grand Miserable Banquet Residence Dazzling Magnificent Spectacular
Character	Luna	The Giant	Batfink	Flinty	Prince Charming
Setting	Luna's backpack	The Giant's Castle	Batfink's Cave	Flinty's music room	The Palace
Adventure	Luna and Logan fly straight into another adventure but this time it is in a gigantic deserted city. How are they going to get around?	The giant has some new treasure what might it be?	How could Batfink create more electricity?	Flinty's fiddle has disappeared, I wonder what instrument you could invent to play the diddles on?	Prince Charming and Cinderella ran away, as they were in love – were did they go to?
Adventure	They have come to the edge of the city and they have to cross a shimmering loch but the bridge is broken – how can they get across the loch?	The giant has called the police to catch Jack – how can they catch him?	Help the mad scientist keep an eye out for Batfink. What could we invent to spy on him?	The diddles all escaped, I wonder where they might be hiding?	Cinderella's stepmother captured her and put her in the cellar – who's foot will fit the shoe now?
Adventure	They come to a magic portal which transports them to a world of worms before closing behind them. How are they going to get home?	Jack is spending all the golden coins that he stole, what is he buying?	Design a new city destroyer for the mad scientist. What will it look like?	I wonder if you could invent a musical toilet that flinty could play his music on?	With no Cinderella to do all the chores, her stepmother needs a machine to do the cleaning and tidying up. Can you invent one?



Drawing Club: Summer 2

	Tiddler	Rapunzel	Portland Bill	Stuck	Hansel and Gretel	Captain Pugwash – Monster Ahoy
Vocabulary	Traipsing Daydreaming Tardy Conversing Ensnared Abandoned Reunited Celebrating	Enchanted Clamber Ascend Descend Clutch Venomous Tower Despair	Sprawl Dusk Alarming Petrified Rowdy Lightning Error Embarrassed	Launched Cling Gathered Rescue Presume Commander Demolish Inquisitive	Confectionary Wicked Double Scary Cauldron Swish Piercing Innocent	Joyful Hoist Lost Beware Observe Nervous Careful Munch
Character	Tiddler	Rapunzel	Bill	Floyd	The Witch	The Dragon
Setting	The classroom	The tower in the forest	The lighthouse	The tree	The witch's house of sweets	A map to treasure island
Adventure	A way to rescue Tiddler from the net – he was captured by some fishermen.	Rapunzel decides on a short hair cut, how will the prince climb up the tower now?	The sea monster is real- what does he look like?	Floyd's kite becomes stuck on him and floats him high into the air. I wonder how he is going to get back down?	Trick or treat? What's in the pot?	What will the dragon want to eat next?
Adventure	A shark has come to find Tiddler-invent a way for Tiddler to hide from him.	Rapunzel and the Prince are free from the tower, and they move to a new home – where will they live?	Bill is going to leave some food out for the sea monster, to stop it eating them up!!! What should he leave?	Floyd couldn't find the saw. I wonder what else he could've thrown up to fill the tree up to the top?	The witch wants to buy a new pet spider but she doesn't know which to choose?	: The dragon is feeling lonely. He wants to go to dragon island. How many dragons will he find there?
Adventure	Invent a way for Tiddler to tell all the fish that he defeated the shark and swam away, uneaten.	Rapunzel needs a potion to get rid of the witch for good. What should go in her recipe?	Bill sets out to capture the sea monster, what will you invent to get him from the sea?	Floyd woke up and remembered about everything and one who is stuck in the tree. I wonder what he is going to use to get them all down?	The pet spider likes biting people, What will it turn the teacher into if it bites them?	: The island has been taken over by zombies. How can we get rid of them?