Nursery curriculum

Our EYFS curriculum is designed as a **progressive journey from Babies through to Reception**, with each stage building upon children's previous learning, experiences and development.

These documents should be read together:
EYFS Curriculum Aspirations sets out our shared ambitions for children as they move through our EYFS. It identifies the knowledge, skills, attitudes and dispositions we want children to develop and the increasingly confident, curious, resilient and independent learners we want them to become.
EYFS Vocabulary Progression identifies how children's understanding and use of language develops from Babies through to Reception. Vocabulary becomes increasingly rich and sophisticated as children encounter, revisit and use language through interactions, play, stories and purposeful learning experiences.
Our Curriculums set out the knowledge, skills and experiences we provide at each stage. In Nursery, learning is carefully sequenced across the year so that children revisit prior learning, make connections and develop increasing knowledge, vocabulary, skills and independence.

Together, these documents show **where our children are going, how their learning and language develop over time, and how our curriculum supports them to get there**.

Our curriculum remains responsive to the individual child. Through high-quality interactions, purposeful play, explicit teaching, first-hand experiences and carefully planned provision, practitioners build on what children already know and can do while identifying and supporting their next steps.

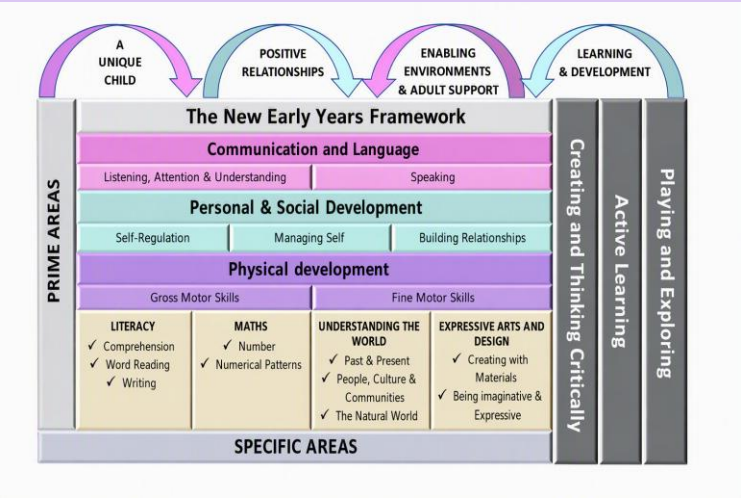
Our overarching aim is for every child to have their "best day every day" and to leave our EYFS as a confident, capable learner with a strong sense of self and belonging.

Nursery curriculum

At Chapel End we aim for our children leave us as healthy, happy, well rounded individuals who:

- have respect for the world and understand their responsibilities as a global citizen in ensuring that it is conserved for future generations
- are aware of their place in society and their responsibility to contribute positively to it
- are polite, helpful and have respect and tolerance for others and their beliefs and cultures and possess the skills and knowledge that they will require to enable them to continue their learning and reach their full potential.

Our curriculum is carefully sequenced across the year. Children revisit and build on prior learning, developing increasing knowledge, vocabulary, skills and independence. The six themes provide meaningful contexts for learning, while the progression within each curriculum area identifies the knowledge and skills children are expected to develop over time. Learning is enriched through high-quality texts, first-hand experiences, purposeful play, adult interaction and opportunities to revisit and apply learning across the curriculum.



Schemes and programmes

Published schemes and programmes support the delivery of our curriculum but do not define it. Practitioners use these resources alongside their knowledge of the children, ongoing assessment and professional judgement to ensure that learning builds progressively from what children already know and can do. Teaching is adapted where necessary to provide appropriate support, consolidation and challenge, while maintaining our intended curriculum progression.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: ***These themes may be adapted at various points to allow for children's interests***	**All About me!** Starting nursery/my new class / New Beginnings People who help us / Careers My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	**Lets celebrate!** Bonfire night celebrations The Little Red Hen – Harvest The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas	**Take one picture!** Arts & Design focus A Starry Night Van Gogh Night time adventures Chinese New Year	**Growing!** The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle Easter	**Amazing animals!** What lives in our pond? Life cycles Farm animals	**Our wonderful world!** Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials
Traditional tale & High quality Texts	Goldilocks and the Three Bears May include: The Gruffalo The trouble with gran The day the crayons quit Room on the broom Guess how much I love you Plus other texts from our brilliant books, diversity list or relating to school theme of kindness	The Gingerbread man May include: Peace at last Cant you sleep little bear Shark in the park Stickman Plus other texts from our brilliant books, diversity list or relating to school theme of honesty	The Three Little Pigs May include: One snowy night The tiger who came to tea Where the wild things are Owl babies Plus other texts from our brilliant books, diversity list or relating to school theme of resilience	Jack and the Beanstalk May include: The very hungry caterpillar Monkey puzzle The enormous turnip The invisible Plus other texts from our brilliant books, diversity list or relating to school theme of love	The Three Billy Goats Gruff May include Chicken licken Chicken little Little red hen Three little pigs magic porridge pot Plus other texts from our brilliant books, diversity list or relating to school theme of hope	Little Red Riding Hood May include Rosies farm Farmer duck Rainbow fish Handas surprise What the ladybird heard Plus other texts from our brilliant books, diversity list or relating to school theme of tolerance
'Wow' moments / Enrichment	What jobs do our parents do? School walk	Remembrance Day Guy Fawkes / Bonfire Night/firefighter visit Baking bread Christmas Time/Nativity/Santa New children visits	Valentines day Chinese New Year – food tasting National Storytelling week	Butterfly hatching Weather experiments Mother's Day World Book Day Easter bonnet parade/egg rolling/decorating New children visits	Frogspawn in setting Pond dipping	Father's Day Summer Fun Day Transition into full time school New children visits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
Characteristics of effective learning	Characteristics of Effective Learning **Playing and exploring:** – Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over – Arching Principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. *PLAY: At Chapel End we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'.* ***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
British Values	Kindness We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	Honesty We know right from wrong. We recognise that we are accountable for our actions.	Resilience We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We must work together as a team when it is necessary. Class rules	Love We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Hope We are all unique. We all have the right to have our own views. We listen with intrigue and value and respect the opinions of others.	Tolerance We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.
Assessment opportunities	In-house - Baseline data on entry On going assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term judgements	In-house - Baseline data on entry (Rising Threes) On going assessments LA moderation EYFS team meetings In house moderation	On going assessments Pupil progress meetings Parents evening info EYFS team meetings End of term judgements	In-house - Baseline data on entry (Rising Threes) On going assessments LA moderation EYFS team meetings	On going assessments Pupil progress meetings Reports EYFS team meetings Exit Nursery data
Parental Involvement	Stay and plays Dojo involvement Phonics parents meeting Autumn disco	Dojo involvement Nativity Parent's Evening Christmas Fair	Dojo involvement	Dojo involvement Easter bonnet parade Parent's Evening	Dojo involvement	Dojo involvement Summer song Reports to parents Pack pick up day Setting visits Summer Fun Day

Diversity Texts to be read throughout the year during story time sessions

Different families, Cultural diversity, Neurodiversity, physical disabilities, Diversity,BAME main characters

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My two Grandads My two Grannys The girl with two dads The big book of families Our class is a family So much	Different is not bad Shine The Invisible Lulu's first day The proudest blue Incredible you	The unbudgable curmudgeon Just ask When Charlie met Emma Only one you Izzy Gizmo Hats of faith Astro Girl	Happy to be me Susan laughs I see things differently Baby goes to market Pink is for boys Perfectly Norman	Love makes a family Its ok to be different Golden domes and silver lanterns Maisie's scrapbook We're all wonders Jabari jumps Don't call me special	Full, full full of love We belong together What makes me a me? What happened to you The Jasmine sneeze More people to love me
No outsiders books – books to promote inclusive thinking					
You choose	Red rockets & Rainbow jelly	Hello hello	The Family book	Mommy mama and me	Blue Chameleon

Brilliant Books to be read throughout the year during story time sessions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Colour Monster Colour Monster goes to school My Grandpa is amazing My Grandma is wonderful Goldilocks and the three bears The day the crayons quit The Gruffalo Room on the broom Funnybones We're going on a bear Hunt Guess how much I love you	Where the poppies grow The Gingerbread Man Happy birthday Bear Kippers birthday The Scarecrows' Wedding The Gruffalo's Child Stickman Christmas story Peace at last Shark in the park Open very carefully Can't you sleep Little Bear?	One snowy night The Tiger who came to tea Where the wild things are The three little pigs Kitchen disco Owl Babies Red rockets rainbow jelly Supertato Tabby McTat Oi Dog A squash and a squeeze How to grow a dinosaur	The very hungry caterpillar The invisible Monkey puzzle The enormous turnip Jack and the beanstalk Whatever Next! Where's my teddy? You choose Stomp chomp here come the dinosaurs Don't look in this book Dinosaurs love underpants	Snail and the whale Chicken Licken Duck in the truck The three billy goats gruff The little red hen The magic porridge pot Giraffes can't dance Elmer Five minutes peace	Little red riding hood Click clack moo Rosies walk Farmer duck The rainbow fish Tiddler Handa's surprise Somebody swallowed Stanley Bumble buzz to the rescue The Bumble Bear What the ladybird heard

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in the setting.					
Throughout the year	Daily story time; rhymes, songs and poems; words and signs of the week; high-quality adult-child interactions; SHREC approach, vocabulary teaching; Tales Toolkit; role play; discussion; opportunities for sustained shared thinking; speech and language support where required. Drawing Club provides regular opportunities to combine storytelling, drawing, imagination, vocabulary and early writing. Vocabulary is deliberately developed through our EYFS Vocabulary Progression alongside vocabulary arising from texts, themes, children's interests and identified cohort needs.					
Communication and Language progression	• Make friends and build relationships with familiar adults through talk • Tell people their name • Talk about what they have been doing and what they enjoy In Nursery • Listen to stories (re reading them regularly) • Respond to simple instructions e.g. come to the carpet • Learn new words e.g. cloakroom, tray and names of my teachers and friends • Refer to themselves as I rather than me	• Talk about where I want to play and who with • Talk about things they have been doing at home • Join in with small group activities • Join in with nursery rhymes and stories at carpet time • Follow simple 2 step instructions e.g. get your coat and line up • Join in with simple role play activities indoors and outdoors	• Suggest words to go on our 'Wonderful words' board and talk about what they mean • Listen to and retell familiar stories sometime re-enacting them e.g. We're going on a bear hunt • Approach adults and their friends and start and continue and conversation with them • Join in with small group activities for a longer time sometimes taking turns independently • Speak in longer sentences	• Continue to find about about the world by asking why questions • Start to use words to solve a disagreement e.g. can I have it after you? with adult support initially. • Use talk when role playing to continue and extend storylines with their friends e.g. lets go to the shop and then to the park • Talk about the words on the wonderful word board and say what they mean	• Join in with familiar stories at storytime • Join in with familiar stories at storytime • Tell a story to a friend using a familiar book • Talk about books they have read – did they like it? Why? • Start to pay attention to one thing at a time e.g. name please come to me.... • Start to ask why questions about things they see/hear • To wait until an adult has finished speaking so that I don't interrupt them • Use some irregular plurals correctly	• Talk to adults and peers freely and with confidence about things that interest them • Use words to solve a disagreement e.g. stop I don't like it or lets do that after we've done this • Follow more complex instructions e.g. get your coat and book bag and then go and sit on the carpet • Talk about what is going to happen next in a story

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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.					
Throughout the year	Brains & Bodies daily; weekly PE; Edstart; Funky Fingers; threading, cutting, weaving and playdough; opportunities for climbing, balancing, running, jumping and moving in different ways; developing independence in dressing, eating and personal care; ongoing support for pencil grip and mark making.					
Physical development progression	• Use large, vertical surfaces to make marks • Use streamers outdoors • Use the climbing frame outdoors and practice going up the steps using alternative feet • Use the wheeled toys outside • Use the equipment on the games trolley outdoors • To attempt to put on their own coat with some help • Lining up and following a line	• Enjoy completing jigsaw puzzles as part of a group • Putting on own coat independently • Use one handed tools e.g. scissors, pencils etc • Develop further control when using mark making equipment	• Move from digital grasp from modified tripod grasp • Continue to develop control over mark making tools e.g. draw a person with a head and body • Experiment with other one handed tools e.g. tweezers, extruders, threading equipment • Try to fasten zip or buttons on coat	• Move from a modified tripod grasp towards a tripod grasp (if appropriate for the child) • Take off and put on clothing e.g jumpers with a degree of independence • Work as part of a team to move larger equipment outdoors e.g. planks and tubes during water play	• Use a modified tripod grasp • Use equipment outdoors for a specific purpose and explain why they have chosen that piece of equipment • Continue to develop confidence when using one handed tools e.g. scissors • Begin to show a preference for a dominant hand • Put on and take off shoes independently	• Move from a modified tripod grasp towards a tripod grasp • Take off and put on clothing e.g jumpers with an increasing degree of independence • Work as part of a team to move larger equipment outdoors e.g. planks and tubes during water play
	Edstart Movement to music	Edstart Fundamental movement skills (FMS) – locomotor skills	Edstart FMS object control	Edstart Gymnastics	Edstart Sports Day events	Edstart Introduction to games (competing tab)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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.					
Throughout the year	Behavioural expectations will be continually modelled. Talk about how to play with our friends so that we are all happy in Nursery. Talk about the simple rules we need to follow and why. Learn how to take it in turns to suggest ideas and lead play. Explore how to play fairly in a group so that everybody is happy.					
Personal, Social and Emotional Development Progression	• Recognise and name feelings Begin to develop independence in routines Build positive relationships with adults and children • Children will be supported in separating from their main carer as they start Nursery. We will spend time getting to know one and other and making friends. • Select and use the resources in Nursery and start to tidy them away when it is time (with adult support)	• Recognise similarities and differences Show respect for others Cooperate and take turns Manage personal care with increasing independence • Talk about what it means to be part of our Nursery class • Talk to the adults and children in the setting with increasing confidence • Play with friends within the setting • Enjoy developing some independence e.g. hanging up own coat in the morning, starting to get snack independently	• Make safe choices Follow safety rules Recognise when they need help Increasingly follow rules and routines with less adult support and talk about why we have these rules • Talk to unfamiliar adults who visit Nursery • Play in a larger group of children independently of an adult and talk about what you are doing together • Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc.	• Consider how others may be feeling Use words to solve simple disagreements Play fairly and cooperate with others • Talk about how other children might be feeling and why • Explore how other children may be feeling in different situations and how it is OK to have different ideas to those of your friends. • Talk about how we feel when we fall out with our friends, the reasons we may fall out and how we can become friends again.	• Develop resilience and persistence Work cooperatively to solve problems Set and work towards simple goals Recognise their achievements • Model and talk about how to solve conflicts with our friends and words, phrases and actions we can use to be assertive without being unkind	• Take increasing responsibility for themselves and others Resolve simple conflicts using appropriate language Show increasing independence and confidence • Talk about making healthy choices and why it is important to be healthy • Talk about the importance of being kind to all living things around including our friends and animals etc • Talk about feelings about moving to Reception
SCARF – Supporting our PSED Curriculum SCARF is used as a supporting programme to help deliver aspects of our planned PSED curriculum. It complements our PSED progression alongside daily interactions, routines, relationships, play, stories and responsive teaching. PSED is embedded throughout the Nursery day and is not limited to discrete SCARF sessions.	• SCARF: Me and My Relationships • Recognise that we are unique • Describe different feelings and use this skill to manage relationships • Understand that some families are different from theirs, but these families also love and care for one another	• SCARF: Valuing Difference • Recognise that there are differences and similarities between themselves • Celebrate their friends and include them • Understand people have different cultures and religions	• SCARF: Keeping myself safe • Explain what they should do if they feel unsafe • Recognise potential dangers and how to stay safe, inside and outside • Learn the importance of keeping safe around medicines and unknown products	• SCARF: Rights and respect • Learn about taking some responsibility for their own health • Describe ways in which they can help others and why they would do so • Take care of their home, their learning environment and the natural environment	• SCARF: Being my best • Talk about healthy choices and activities • Develop resilience and persistence in their learning • Working cooperatively with others when faced with a challenge	• .SCARF: Growing and changing • Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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)					
Throughout the year	Developing a passion for reading, Children will take a fiction and non-fiction library book home weekly Phase 1 phonological awareness is revisited termly through environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration and voice sounds. Early phonics experiences build on Phase 1 phonological awareness before children begin to learn Phase 2 grapheme–phoneme correspondences.					
Comprehension & word reading Literacy Progression	• Looking at print in our environment and the wider world • Talk about books at storytime – introduce the term book, cover and page • Join in with nursery rhymes. • Talk about favourite nursery rhymes	• Look at books in the reading area with friends – handle the books correctly and turn the pages carefully • Talk about stories they have read at home	• Talk about the text in books – why is it there? • Talk about who wrote the story Talk about whether you liked the book and why • Introduce a letter a week starting with satpin using jolly phonics songs • Identify initial letter sounds in words	• Find interesting words in books and talk about what these words mean • Talk about who drew the pictures in books – the illustrator • Look at books independently in the reading area- talk about what is happening in the pictures • Continue introducing one letter per week • Identify initial letter sounds in words	• Talk about things that happens at the beginning, in the middle and at the end of stories. • Talk about what might happen next? • Look at words in stories – can you see a space before and after the words • Continue introducing one letter per week • Identify initial letter sounds in words	• Read familiar stories to friends in the reading area • Talk about the characters in the story and whether you like them or not • Continue introducing one letter per week • Identify initial letter sounds in words • Oral blending and segmenting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
Throughout the year	Mark make for a variety of different purposes and talk about what the marks say. Drawing Club provides regular opportunities to combine storytelling, drawing, imagination, vocabulary and early writing.					
Writing progression	• Texts as a Stimulus: • Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities. • Make marks freely using a range of movements and begin to give meaning to their marks • Balance when sitting. •	• Texts as a Stimulus: • Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities. • Begin to control the marks on the page. • Use a range of tools to make marks and show an interest in my own marks and other's marks.	• Texts as a Stimulus: • Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities. • Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.	• Texts as a Stimulus: • Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities. • Begin to start writing some letters from their name • Copy shapes, letter and pictures	• Texts as a Stimulus: • Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities. • Use some known letters when writing • Begin to start writing some letters from their name	• Texts as a Stimulus: • Will be taken from EYFS brilliant books list and will relate to the topic and the children's interests and curiosities. • Use some known letters when writing • Write some or all of the letters from their name

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
Maths	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.					
Throughout the year	Mathematical understanding is developed through daily routines, songs and rhymes, stories, purposeful play and adult interaction. Children have frequent opportunities to count, subitise, compare, notice patterns, explore shape, space and measure and solve practical mathematical problems. Adults model and encourage mathematical vocabulary and support children to explain what they notice and how they know.					
Maths progression	**Explore and notice** • Explore colour and colour mixing. • Compare objects using language relating to **size**. • Notice and talk about simple patterns in the environment • Begin to use informal language to describe patterns, shapes and objects • Join in with number songs and rhymes and show an interest in counting.	**Develop early number and pattern** • Develop fast recognition of up to **3 objects** without counting them individually (subitising) • Say one number for each item when counting small groups of objects. • Begin to understand that the last number said tells us **how many** there are altogether. • Show finger numbers to 5. • Begin to link numerals and quantities to 5. • Extend and create simple **ABAB patterns** and begin to notice errors in patterns.	**Secure and apply** • Confidently subitise up to 3 in different arrangements and contexts. • Accurately count sets of objects to 5 using one-to-one correspondence. • Apply understanding of cardinality when counting during play and everyday experiences. • Match numerals to quantities to 5 with increasing independence. • Use marks and symbols to represent number. • Begin to solve simple, practical problems involving numbers to 5.	**Shape, space and measure** • Compare objects using language relating to **size, length, weight and capacity**. • Talk about and explore 2D and 3D shapes using increasingly mathematical language such as **sides, corners, straight, flat and round** • Understand and use positional language such as **under, behind and in front of**. • Describe familiar routes and locations • Select and combine shapes appropriately when building and creating. • Begin to describe sequences of events using language such as **first** and **then**. .	**Deepen number understanding** • Apply counting skills confidently in different contexts. • Recite numbers beyond 5. • Independently match numerals and quantities to 5. • Solve simple real-life mathematical problems involving numbers to 5. • Explore the **composition of numbers to 5**. • Begin to notice how numbers can be made in different ways.	**Consolidate and prepare for Reception** • Apply understanding of numbers to 5 independently through play and everyday situations. • Explore **what comes before and after** within the counting sequence. • Compare quantities using **more than** and **fewer than**. • Use mathematical language to explain what they notice about number, shape, pattern and measure. • Select and use mathematical knowledge to solve simple practical problems. • Revisit and consolidate key concepts in preparation for Reception.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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.					
Throughout the year	Enable the children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. Begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. Children revisit ideas of belonging, special people, celebrations, stories, beliefs and differences throughout the year. Their understanding develops from talking about their own family, experiences and celebrations towards recognising that other people and families may have different beliefs, traditions and ways of celebrating.					
Understanding the world progression	• Talk about themselves, their family and people who are important to them. • Look at and talk about photographs of themselves and family • Being curious about people and show interest in stories about themselves and family • Find out about the different jobs people do • Talk about where they have been on holiday and look at photographs • Changing Seasons – Autumn	• Talk about special events and celebrations in their own lives and families. • Celebrate own birthday and that of others • Find out about and talk about how and when their family celebrate • Talk about differences and similarities between people and communities • Changing Seasons – Winter	• Talk about their own past and family's history through discussion and looking at photographs and stories. • Exploring how things work e.g. wheeled toys etc • Explore forces push and pull • Explore collections of different materials	• Notice and talk about changes over time in people, animals and the environment. • Talk about environments in stories • Talk about places they have visited (e.g.: the park/ASDA) • Follow positional language instructions • Begin to notice changes in environment	• Talk about how things have changed and recognise simple similarities and differences between past and present. • See new friends have similarities and differences that connect them to, and distinguish them from, others • Talk about places in and around school • Explore and talk about the life cycle of animals • Know why we need to respect and care for the environment and all living things	• Talk about past and present experiences using photographs, stories and objects as evidence. • Look at and develop positive attitudes between people • Find out about the different countries in the world and talk about the similarities and differences between them. Talk about where they have been on holiday • Explore collections of different materials • Plant seeds and care for growing plants and explore their life cycle • Begin to talk about and describe changes in environment
JIGSAW RE – Supporting our Understanding the World Curriculum	• Learn about family customs and routines • Which people are special to them and why? • Being special: where do we belong? • Belonging to their family • Being part of the Chapel End family • Which stories are special and why? • Diwali	• Talk about significant events in own experience • What times are special and why? • Birthday, weddings, Bonfire Night, festivals • Which stories are special and why? Christmas	• Imitate everyday actions and events from own family and cultural background in pretend play • What times are special and why? • Chinese New Year	• Recognise similarities and differences • What times are special and why? • Which stories are special and why? Easter • What places are special and why? Church at Easter	• Know similarities and differences that connect and distinguish them from others • • What is special about our world? • Awe and wonder: growth and change of animals	• Develop a sense of responsibility and membership to a community • • What is special about our world? • Summer Solstice

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Throughout the year	Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.					
Expressive Arts and Design progression	• Explore a range of materials, tools, sounds and textures. • Make marks freely and explore different ways of creating. • Join in with familiar songs, rhymes and movements. • Begin to explore role play and pretend experiences.	• Use a range of materials and tools with increasing control. • Explore colour, shape, texture and pattern. • Sing familiar songs and rhymes and explore making sounds with instruments. • Begin to develop role play with others.	• Use materials and tools to create representations of people, objects and experiences. • Explore different techniques and begin to make choices about materials. • Copy and create simple rhythms and move in different ways to music. • Use role play to recreate familiar experiences.	• Combine materials and techniques to develop creations. • Add detail and talk about what has been created. • Develop musical patterns and respond to music through movement. • Extend role play and begin to develop shared storylines with others.	• Choose appropriate materials and techniques for a purpose. • Develop and change ideas during the creative process. • Combine music, movement and drama to express ideas. • Perform familiar songs and take part in collaborative role play and storytelling.	• Select and combine materials and techniques to create and refine ideas. • Talk about the process and explain choices. • Perform songs, rhymes and stories with increasing confidence. • Combine music, movement and drama to communicate ideas and develop imaginative storylines.