# 9-23 month olds' 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 curriculum** documents set out the knowledge, skills and experiences we provide at each stage of the EYFS. Learning is carefully sequenced so that children revisit familiar experiences, build on what they already know and develop increasing knowledge, vocabulary, skills and independence over time.

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**.

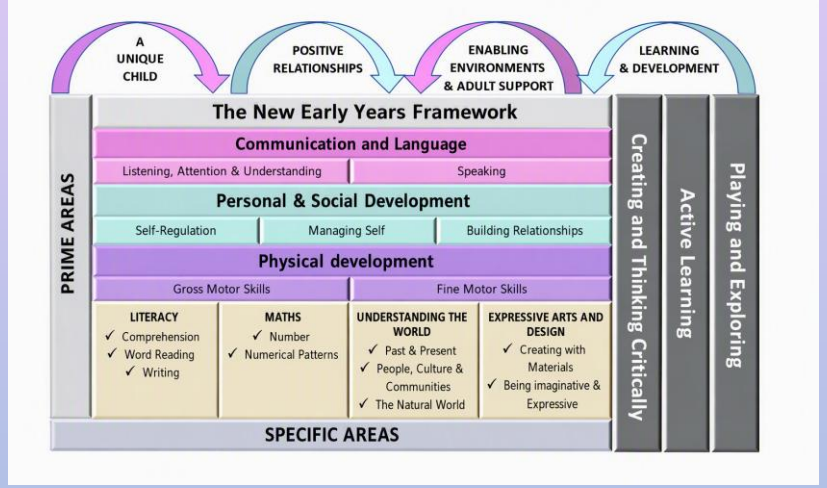
Our curriculum remains responsive to the individual child. Through high-quality interactions, purposeful play, explicit teaching, first-hand experiences and carefully planned provision, practitioners build on what children already know and can do while identifying and supporting their next steps.

**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.**

# 9 -23 month olds' Curriculum

At Chapel End, we aim for our children to leave our EYFS 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.

| | 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! |
| NB: *These themes may be adapted at various points to allow for children's interests or whole school events* | Feelings<br>Families<br>Autumn<br>Jobs and vehicles<br>Goldilocks and growing<br>We are different<br>Celebrations & Halloween | Lights & Sounds<br>Gingerbread Man<br>Happy Birthday Bear<br>Christmas Story<br>Trees,<br>Christmas | New Beginnings<br>Winter Wonderland<br>Frosty Fun<br>Red, Gold & Dragons<br>Arctic Animals<br>Love & Kindness | Caterpillars & Hungry Tummies<br>Growing Feelings<br>Me Growing Bigger<br>Seeds, Soil & Planting<br>Flowers & Growing<br>Things Easter & Springtime | Frogs<br>Jungle Animals<br>Chickens<br>Pets<br>Goats & Farm Animals<br>Dinosaurs | Little Red Riding Hood<br>Space<br>Sea & Seaside<br>Around the World<br>Caring for our world<br>Minibeasts<br>Transitions |
| **Traditional tale & High quality Texts** | The Colour Monster<br>Family photo books<br>We're Going on a Bear Hunt<br>Guess how much I love you?<br>Brown Bear, Brown Bear, What Do You See?<br>Owl Babies<br>Autumn and sensory board books | The Gingerbread Man<br>Happy Birthday Bear<br>Stick Man<br>Christmas story books<br>Christmas sensory and board books<br>Familiar nursery rhyme books | Winter sensory books<br>That's Not My Snowman<br>That's not my Dragon<br>Arctic animal books<br>Penguin and polar bear board books<br>Books about friendship and love | The Very Hungry Caterpillar<br>When I Was a Baby<br>Jasper's Beanstalk<br>Spring and garden books<br>That's Not My Bee<br>Easter and baby animal books | Oi Frog!<br>Rumble in the Jungle<br>Rosie's Walk<br>Dear Zoo<br>Farm animal books<br>Dear Dinosaur<br>Animal sound books | Little Red Riding Hood<br>Twinkle Twinkle Little Star<br>Space board books<br>Maisy's Seaside Adventure<br>Handa's Surprise<br>Recycling/environment books<br>Mad About Minibeasts<br>Transition books |
| **'Wow' moments / Enrichment** | Family photograph display<br>Autumn walk<br>Teddy bear picnic<br>Halloween party | Birthday party for Bear<br>Exploring lights and sounds<br>Christmas tree decorating<br>Christmas music and movement<br>Christmas celebration<br>Christmas parties | Ice investigation<br>Snow/frost sensory play<br>Dragon movement experience<br>Arctic small-world play<br>Winter walk<br>Valentine's/friendship experience | Fruit tasting<br>Baby photograph display<br>Planting Day<br>Flower hunt<br>Garden exploration<br>Easter egg hunt<br>Spring celebrations | Frog exploration<br>Jungle sensory safari<br>Animal -themed experience<br>Dinosaur dig | Story picnic<br>Space sensory experience<br>Seaside/beach experience<br>Around the World celebration<br>Animal enhancement visit<br>Minibeast hunt |

| | 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** | At Chapel End, we recognise that children learn in different ways and at different rates. Our curriculum provides opportunities for children to explore, investigate, practise and revisit experiences, following their interests and developing new skills through play. Practitioners observe how children approach learning and use this understanding to provide appropriate support, encouragement and challenge.<br>**Playing and Exploring – Engagement**<br>Children learn by exploring the world around them, investigating objects and materials, trying things out and discovering what happens. They are encouraged to follow their curiosity, make choices and engage in experiences that interest them, with familiar adults providing reassurance and support.<br>**Active Learning – Motivation**<br>Children develop confidence and motivation through repeated opportunities to practise skills, explore their interests and experience success. Practitioners allow time for children to repeat activities, celebrate their efforts and support them when experiences are unfamiliar or challenging. Children begin to develop concentration through repetition, familiar experiences and encouragement from trusted adults.<br>**Creating and Thinking Critically – Thinking**<br>Children develop their thinking as they explore, experiment and discover how things work. They begin to make simple choices, notice similarities and differences, explore simple problems, try different actions and notice what happens. Practitioners support this development by providing open-ended resources, modelling curiosity, commenting on children's discoveries and allowing time for children to investigate ideas in their own way. | | | | | |
| **Over Arching Principles** | **Unique Child**<br>Every child is an individual with their own interests, strengths, experiences and developmental starting points. Practitioners get to know each child and provide appropriate opportunities and support to help them develop at their own pace.<br><br>**Positive Relationships**<br>Warm, secure and responsive relationships help children feel safe, valued and confident. Familiar adults build trust through consistent care, sensitive interactions and close partnerships with families. These relationships provide the foundation for children's wellbeing, communication and learning.<br><br>**Enabling Environments**<br>Children learn through meaningful experiences in safe, welcoming and stimulating environments. We provide accessible resources, opportunities for indoor and outdoor exploration, and spaces that encourage sensory exploration, movement, curiosity, early communication and emerging independence. Practitioners adapt the environment in response to children's interests, needs and emerging abilities.<br><br>**Learning and Development**<br>Children develop and learn at different rates. Practitioners recognise each child's individual starting points and provide experiences that build on what they already know and can do. Learning is supported through play, exploration, repetition, responsive interactions and carefully considered adult guidance. All areas of learning are interconnected. Through responsive care, play, exploration and meaningful interactions, practitioners support children's development and lay the foundations for their future learning. | | | | | |

| | 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 Sharing circles** | Kindness<br><br>Practitioners model gentle, caring interactions and respond warmly to children's needs. Children are supported to explore positive interactions with familiar adults and other children. | Honesty<br><br>Practitioners provide consistent, reassuring interactions and use simple language to help children begin to make sense of familiar experiences. | Resilience<br><br>Children are given time to explore, practise and revisit experiences at their own pace. Familiar adults offer encouragement and reassurance as children encounter new experiences. | Love<br><br>Children develop a sense of belonging through secure relationships, familiar routines and responsive care. They experience an environment in which they are valued and their individual needs are recognised. | Hope<br><br>Practitioners encourage curiosity and provide opportunities for children to explore unfamiliar experiences with the reassurance of trusted adults. | Tolerance<br><br>Children experience an inclusive environment in which different people, families, languages and cultures are represented and respected. Practitioners model positive interactions and respond sensitively to children's individual backgrounds and experiences. |
| **Assessment opportunities** | In-house - Baseline data on entry<br><br>EYFS team meetings | On going assessments<br>Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>In house moderation<br>End of term judgements | Ongoing assessments<br>LA moderation<br>EYFS team meetings<br>In house moderations | Ongoing assessments<br>Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>End of term Assessments | Ongoing assessments<br>LA moderation<br>EYFS team meetings | Ongoing assessments<br>Pupil progress meetings<br>Reports assessments<br>EYFS team meetings<br>EOY data |
| **Parental Involvement** | Stay and plays<br>Dojo involvement | Dojo involvement<br>Nativity<br>Parent's Evening<br>Christmas Fair | Dojo involvement | Dojo involvement<br>Easter bonnet parade<br>Parent's Evening | Dojo involvement | Dojo involvement<br>Reports to parents<br>Pack pick up day<br>Setting visits<br>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 |
| Families, Families, Families! – Suzanne Lang<br>All Kinds of Families – Mary Ann Hoberman | Global Babies – Global Fund for Children<br>Everywhere Babies – Susan Meyers | A Friend for Henry – Jenn Bailey<br>My Brother Charlie – Holly Robinson Peete & Ryan Elizabeth Peete | Brave, Be You – Sonia Sotomayor<br>Bodies Are Cool – Tyler Feder<br>We Move the World – Anna K. Nelson | We're Different, We're the Same – Bobbi Kates<br>The Same but Different Too – Karl Newson | Baby Goes to Market – Atinuke<br>The Banana-Leaf Ball – Katie Smith Milway |

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

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| Peepo! – Janet & Allan Ahlberg<br>Moo, Baa, La La La! – Sandra Boynton<br>Everywhere Babies – Susan Meyers | Spot's First Christmas – Eric Hill<br>That's Not My Reindeer – Fiona Watt<br>Dear Santa – Rod Campbell | That's Not My Snowman – Fiona Watt<br>The Snowman – Raymond Briggs<br>Baby's Very First Noisy Book: Winter – Fiona Watt | Jasper's Beanstalk – Nick Butterworth<br>Titch – Pat Hutchins<br>A Squash and a Squeeze – Julia Donaldson | Oi Frog! – Kes Gray<br>Little Owl's Night – Divya Srinivasan<br>Peek-a-Moo! – Marie Torres Cimarusti | We're Going on a Lion Hunt – David Axtell<br>Commotion in the Ocean – Giles Andreae<br>The Big Book of Bugs – Yuval Zommer |

| | 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** | Communication and Language underpins children's learning and development across all areas of the EYFS. During the first two years, children develop communication through warm, responsive interactions with familiar adults. Practitioners tune in to children's sounds, gestures, facial expressions, movements and emerging words, responding sensitively to their attempts to communicate. Through talking, singing, sharing books, rhymes and stories, and commenting on children's interests and discoveries, practitioners introduce meaningful language within everyday experiences. Repetition, familiar routines and opportunities for back-and-forth interaction help children develop attention, understanding and confidence in communicating. Practitioners work closely with families to understand each child's communication, including the languages spoken at home, and value every child's developing ways of expressing themselves. | | | | | |
| **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; role play; discussion; opportunities for sustained shared thinking; speech and language support where required.<br>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** | Respond to familiar voices and their name. Develop attention through songs, rhymes and shared book.Communicate through eye contact, gestures, sounds and emerging words. Explore photographs and familiar people. Hear and begin to understand vocabulary linked to family, feelings and everyday experiences.<br>**Key Vocabulary**<br>**family, mummy, daddy, baby, friend, happy, sad, kind, autumn, leaf, tree, bear, big, small, light, dark** | Listen to familiar stories, songs and rhymes. Respond to repeated words, sounds and actions. Hear and begin to use vocabulary linked to lights, celebrations, music and familiar routines. Follow simple instructions supported by gestures and context.<br>**Key Vocabulary**<br>**gingerbread, bear, birthday, cake, candle, light, dark, tree, star, Christmas, present, music, song, together** | Listen and respond to familiar stories. Explore sounds and copy animal noises. Join in with repetitive rhymes and actions. Hear vocabulary linked to winter, sensory experiences and familiar animals.<br>**Key Vocabulary**<br>**winter, cold, ice, snow, frost, dragon, red, gold, penguin, polar bear, love, kind, friend** | Hear and begin to use words linked to food, babies, plants and growth. Share books and photographs with an adult. Listen to repeated story language and join in with familiar songs. Respond to simple instructions during planting and sensory activities<br>**Key Vocabulary**<br>**caterpillar, fruit, hungry, grow, baby, big, small, seed, soil, plant, flower, leaf, bee, egg, chick, spring** | Notice and name familiar animals, with adult modelling. Copy animal sounds and join in with animal songs. Listen to animal stories and hear words describing size, movement and features. Respond to simple instructions during play and investigations.<br>**Key Vocabulary**<br>**animal, frog, jungle, chicken, egg, pet, dog, cat, goat, farm, dinosaur, baby, big, small, wild** | Hear and begin to use vocabulary linked to stories, space, the seaside, minibeasts and the natural world. Share books and join in with familiar actions and repeated phrases. Communicate interests and experiences through sounds, gestures and emerging words.<br>**Key Vocabulary**<br>**story, wolf, space, moon, star, sea, beach, shell, world, travel, recycle, reuse, bug, butterfly, change, school** |

| | 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** | Personal, Social and Emotional Development is supported through warm, secure relationships and consistent, responsive care. Familiar adults help children develop a sense of safety, belonging and trust, responding sensitively to their feelings, needs and emerging preferences. Through everyday routines, shared play and interactions with others, children begin to recognise familiar people, express their feelings and develop awareness of those around them. Practitioners provide reassurance, model positive interactions and support children's growing confidence and emerging independence at their own pace. | | | | | |
| **Personal, Social and Emotional Development Progression**<br><br>**Managing Self**<br><br>**Self regulation**<br><br>**Making relationships** | Build secure relationships with key adults. Develop confidence in the environment. Recognise familiar people. Begin to express feelings and preferences. Begin to develop awareness of familiar people through warm, responsive interactions. Begin to develop a sense of belonging. | Experience celebrations and familiar routines together. Express preferences and share experiences with others. Begin to experience turn-taking through responsive interactions and shared play. Develop confidence participating in familiar group experiences. | Begin to show interest in other children through watching and beginning to interact with them. Experience kindness through adult modelling. Begin to notice simple emotions in familiar people. Develop confidence exploring and interacting with others. Strengthen relationships with familiar adults. | Develop awareness of own feelings and preferences. Respond to familiar adults' support and reassurance. Experience and celebrate achievements. Explore caring for plants and animals with adults. Begin to participate in familiar routines and simple self-care activities. | Experience gentle and caring interactions with people and living things. Explore caring for animals with adult support. Continue experiencing turn-taking through simple shared play. Develop confidence when encountering unfamiliar experiences. | Continue to build secure relationships with familiar adults. Explore familiar routines and begin to become comfortable with new adults and experiences, with reassurance and support. Participate in shared experiences and explore simple ways of caring for the environment alongside adults. |

| | 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 development is supported through everyday routines, sensory exploration and opportunities for children to move and handle objects in a safe, stimulating environment. Practitioners provide experiences that encourage children to develop strength, balance, coordination and control at their own pace. Through repeated opportunities to reach, grasp, carry, push, pull, explore tools and make marks, children gradually develop their physical capabilities and confidence. Activities and resources are adapted to reflect children's individual developmental stages, interests and emerging abilities. | | | | | |
| **Physical development Progression** | Explore movement through tummy time, crawling, pulling to stand, cruising and walking, according to each child's stage of development. Develop strength and positional awareness through movement and play. Explore objects using hands and fingers. Practise reaching, grasping, picking up, transferring and releasing objects. Explore making marks with hands and suitable tools. | Practise moving to music and transporting objects. Explore moving between spaces and around familiar obstacles. Manipulate playdough and other suitable materials. Explore making marks using different materials and tools, with adult support. | Explore different ways of moving through crawling, climbing and sensory play. Develop balance and coordination through supported opportunities to move. Explore different textures and materials using hands and suitable tools. Develop coordination through sensory play and manipulating objects. | Explore climbing, balancing and moving around objects. Develop coordination through outdoor play and practical activities such as digging and planting. Develop hand-eye coordination through digging, scooping, pouring, planting and handling natural materials. | Explore a wider variety of movements inspired by animals, with opportunities to crawl, bend, reach and move around objects. Explore manipulating small-world objects and animal figures. Practise picking up, placing, filling and emptying objects. | Revisit familiar movements through outdoor obstacle courses, sensory experiences and opportunities to carry, collect and transport objects. Revisit a range of sensory and fine motor experiences. Develop increasing control when handling objects, using tools and making marks. |

| | 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** | Early literacy begins through warm interactions, shared books, familiar songs and rhymes, and opportunities to explore sounds, pictures and marks. Babies develop an early interest in communication and books as adults respond to their sounds, gestures and attention. Repeated experiences with familiar stories, rhymes and objects help children recognise patterns, anticipate familiar events and begin to connect words, pictures and meaning. Opportunities to explore safe mark-making materials support children's curiosity and developing physical control. Practitioners nurture these foundations through responsive interactions, repetition and accessible experiences that children can explore at their own pace. | | | | | |
| **Literacy Progression** | Enjoy sharing books with familiar adults. Explore photographs and illustrations. Respond to familiar voices, sounds and actions during stories and rhymes. Enjoy familiar songs and rhymes, responding through listening, movement, gestures and vocalisations. Explore sensory materials and discover the marks that hands and suitable tools can make. | Revisit favourite stories and begin to anticipate familiar actions, sounds and repeated language. Explore story props with adult support. Revisit favourite rhymes and songs. Begin to anticipate familiar sounds, actions and repeated phrases. Continue exploring materials through sensory play, including opportunities to make marks. | Explore a wider range of familiar stories and books. Show interest in illustrations, objects and repeated phrases. Begin to anticipate what might happen next in familiar stories. Explore rhymes, rhythm and repeated sounds through songs, stories and playful interactions. Explore mark-making using a range of suitable materials and tools, with adult support. | Revisit favourite books and join in with familiar actions, sounds and repeated phrases. Connect stories with familiar people and experiences, including baby photographs. Join in with familiar actions, sounds and repeated phrases during stories and songs. Develop interest in making marks through sensory and creative experiences. | Explore animal stories, puppets and small-world resources. Begin to use sounds, gestures and emerging words to communicate ideas about familiar stories. Explore animal sounds and repeated language through stories, songs and puppets. Explore marks through animal-themed creative activities and suitable materials. | Enjoy traditional tales and simple non-fiction books. Revisit familiar stories and explore story events through props, small-world play and repeated actions. Revisit familiar rhymes, songs and stories, with opportunities to anticipate and contribute sounds, gestures and words. Revisit favourite mark-making experiences and explore making marks in different contexts. |

| | 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** | Children begin to develop mathematical understanding through everyday experiences, play and exploration. Practitioners provide opportunities for children to encounter quantities, patterns, shapes, sizes and spatial relationships through familiar routines, songs, rhymes and hands-on activities. By handling objects, exploring similarities and differences, and experiencing mathematical language in meaningful contexts, children begin to notice relationships and develop early mathematical awareness. Concepts are revisited through varied experiences, with practitioners modelling appropriate vocabulary and responding to each child's interests and developmental stage. | | | | | |
| **Maths Progression** | Explore objects and collections. Experience one object and several objects. Notice when familiar quantities change during play. Explore big and small objects. Investigate objects going in and out of containers and moving up and down. Explore objects that look or feel alike and different during everyday play. | Explore one and more through familiar objects, presents, songs and everyday routines. Explore shapes through familiar objects. Fill, empty, collect and transport objects during play. Match familiar objects and explore similarities and differences between them. | Explore small collections of familiar objects. Notice when objects are added, removed or moved during play. Compare the size of familiar animals and objects. Explore shapes and containers through sensory play. Explore and group familiar winter objects through sensory play.[po | Experience quantity through fruit, planting and egg hunts. Explore filling and emptying and notice changes in quantities. Explore filling and emptying pots and containers during planting and growing activities. Explore similarities and differences between seeds, leaves and flowers. | Explore quantities through animal collections. Notice similarities and differences in the number of objects and animals. Explore big and small animals, match related objects and use positional language during small-world play. Match animal babies and adults and explore similarities between animals. | Revisit quantity through shells, stars and minibeasts. Explore small collections and notice when there are more or fewer objects. Compare natural objects, explore their shapes and sizes, and investigate where objects are placed in relation to one another. Group natural objects according to their features and explore repeated arrangements using shells and other materials. |

| | 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** | Children begin to understand the world through sensory exploration, familiar people, everyday routines and experiences of their immediate environment. Practitioners provide opportunities for children to explore natural materials, notice changes in the weather, observe plants and animals, and encounter different people, places and celebrations. Through first-hand experiences, photographs, stories and objects, children begin to recognise familiar features of their world and encounter new experiences. Practitioners model curiosity, encourage exploration and support children to develop an early awareness of people, living things and the environment. | | | | | |
| **Understanding the world Progression** | Recognise familiar people. Explore photographs of family members, familiar places and experiences at home and in the setting. Explore leaves, trees and natural objects using the senses. Experience changes in the outdoor environment. Explore familiar objects and natural materials through touch, sight, sound and movement. | Experience familiar celebrations and traditions through sensory activities, music, objects and shared experiences. Investigate natural materials, light, sound and different textures. Notice features of the immediate environment. Investigate light, sound and different textures through repeated sensory experiences. | Recognise familiar people and experience caring, responsive interactions. Explore cold materials, ice and frost where conditions allow. Notice changes in materials through sensory exploration and discover what happens when objects are handled and moved. | Notice how babies and children grow and change, using photographs and familiar experiences. Plant seeds, explore soil and water, and observe changes as plants grow. Notice flowers, leaves and other signs of spring. Investigate soil, water, seeds and plants through digging, pouring, planting and observing. | Experience different foods, music, photographs and objects from a range of places and cultures. Explore familiar and unfamiliar materials and environments, noticing similarities and differences through sensory play and shared experiences. Observe familiar animals and minibeasts. Explore their features, movements and habitats through direct experiences and suitable resources. | Experience different foods, music and images from around the world, helping children encounter similarities and differences. Explore water, sand, shells and other natural materials. Experience different environments through outdoor play, books and imaginative activities. Investigate sand, water, shells and other natural materials. Explore different environments through sensory play. |

| | 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** | Children explore and respond to the world through sounds, movement, textures, colours and materials. Practitioners provide safe, varied opportunities for children to investigate resources using their senses, exploring what happens when they touch, move, combine and manipulate different materials. Through songs, rhymes, music, movement and early pretend play, children begin to express preferences and explore familiar experiences in different ways. Repeated opportunities to revisit enjoyable experiences help children develop familiarity and confidence. Practitioners value children's individual responses and support exploration at each child's own pace. | | | | | |
| **Expressive Arts and Design Progression** | Explore different materials, colours and textures using hands and suitable tools. Make marks through sensory and creative play. Respond to familiar songs and music through listening, vocalisations, gestures and movement. Explore simple instruments and scarves. Explore familiar objects in different ways. Begin to use objects in pretend play, supported by familiar adults. | Explore Christmas colours and textures Make Christmas marks and prints Sing and move to Christmas songs Explore bells and percussion Develop imaginative play around celebrations Revisit familiar songs and explore festive music, bells and percussion. Experiment with making sounds and moving to music. Explore familiar celebration objects and take part in simple pretend-play experiences. | Explore contrasting colours and materials inspired by winter. Investigate what happens when children move, press, spread or combine suitable materials. Explore contrasting sounds and music inspired by winter. Respond through movement, scarves, ribbons and suitable instruments. Explore scarves, ribbons, props and movement to represent winter animals or imaginative characters. | Explore natural materials, fruit printing, painting and collage inspired by growing plants and minibeasts. Enjoy familiar spring songs and explore movement inspired by caterpillars, bees and bunnies. Experiment with sounds and actions. Explore natural objects, creative resources and movements inspired by growing plants and small creatures. | Explore paint, printing and other materials to create animal-inspired artwork. Investigate different ways of making marks and textures. Explore animal sounds, movements and music. Respond to changes in music through actions and movement. Explore animal movements, sounds, puppets and small-world resources. Begin to use these experiences in imaginative play. | Revisit familiar creative processes through nature art, minibeast artwork and recycled-material creations. Explore a wider range of materials and their possibilities. Experience music and dance from different cultures, alongside space and seaside-inspired movement. Revisit favourite songs and instruments. Explore props, familiar stories, small-world resources and different environments through imaginative play. |