Two year 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 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.

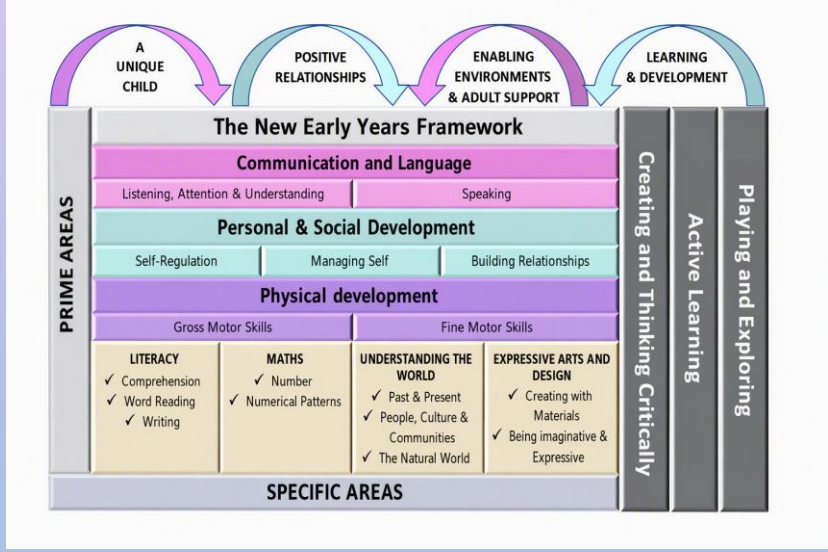
Our overarching aim is for every child to have their "best day every day" and to leave our EYFS as a confident, capable learner with a strong sense of self and belonging.

Two year olds' 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.



	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 or whole school events***	All About me! Feelings Families Autumn Jobs and vehicles Goldilocks and growing We are different Celebrations & Halloween/Diwali	Let's celebrate! Lights & Sound/ Bonfire night Gingerbread Man Happy Birthday Bear Christmas Story Trees, Christmas celebration	Take one picture! New Beginnings Winter Wonderland Frosty Fun Chinese new year Arctic Animals Love & Kindness	Growing! Caterpillars & Hungry Tummies Growing Feelings Me Growing Bigger Seeds, Soil & Planting Flowers & Growing Things Easter & Springtime	Amazing animals! Frogs Jungle Animals Chickens Pets Goats & Farm Animals Dinosaurs	Our wonderful world! Little Red Riding Hood Space Sea & Seaside Around the World Caring for our world Minibeasts Transitions
Traditional tale & High quality Texts	*The Colour Monster* *Owl Babies* Family books and photographs *Goldilocks and the Three Bears* Autumn books *Funnybones* Halloween and Diwali stories	*The Gingerbread Man* *Happy Birthday Bear* *Stick Man* Christmas story books Bonfire Night books Books about festivals and celebrations	Winter stories *That's Not My Snowman* Chinese New Year stories Dragon stories Arctic animal books Penguin and polar bear books Friendship and Valentine's stories	*The Very Hungry Caterpillar* *Jasper's Beanstalk* *Guess How Much I Love You* Books about growing and feelings Spring and garden books Easter books	*Oi Frog!* *Rumble in the Jungle* *Rosie's Walk* *Dear Zoo* Farm animal books *Dear Dinosaur* Animal non-fiction books	*Little Red Riding Hood* Space books *Whatever Next!* *Maisy's Seaside Adventure* *Handa's Surprise* Recycling and environmental books *Mad About Minibeasts* Transition books
'Wow' moments / Enrichment	Family photograph display Autumn walk Goldilocks porridge making Growing/height activity Teddy bear picnic Halloween /Diwali party	Birthday party for Bear Exploring lights and sounds & Bonfire Night sensory experience Christmas tree decorating Christmas music and movement Christmas celebration Christmas parties	Ice investigation Winter walk Chinese New Year dragon dance Arctic small-world exploration Winter sensory experience Valentine's/friendship celebration	Fruit tasting Caterpillar investigation Baby photograph display Planting Day Garden exploration Flower hunt Easter egg hunt	Frog investigation Jungle sensory safari Chicken experience Pet-themed experience Farm visit/experience Dinosaur dig	Space Day Beach/seaside experience Around the World celebration Recycling investigation Minibeast hunt Curious Critters enhancement visit Transition activities

	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	**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. 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.'.*					

	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 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	Observations to feed into 2 year checks In-house - Baseline data on entry EYFS team meetings	2 year checks and observations On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term judgements	Observations (and to 2 year check for new starters) Ongoing assessments LA moderation EYFS team meetings In house moderations	2 year checks for new starters and observations Ongoing assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments	Observations (and to 2 year check for new starters) Ongoing assessments LA moderation EYFS team meetings	2 year checks for new starters and observations Ongoing assessments Pupil progress meetings Reports assessments EYFS team meetings EOY data
Parental Involvement	Stay and plays Dojo involvement	Dojo involvement Nativity Parent's Evening Christmas Fair	Dojo involvement	Dojo involvement Easter bonnet parade Parent's Evening	Dojo involvement	Dojo involvement 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
The Great Big Book of Families – Mary Hoffman A Family Is a Family Is a Family – Sara O'Leary Love Makes a Family – Sophie Beer	Festival of Colours – Kabir Sehgal & Surishtha Sehgal Brenda's Bhangra – Dalbir Kaur Rama and the Demon King – Saviour Pirotta	The Superhero Brain – Christel Land Benji, the Bad Day and Me – Sally J. Pla All My Stripes – Shaina Rudolph & Danielle Royer	Let's Play Monsters – Lucy Cousins (inclusive representation) We Can Do It! – Anna McQuinn Just Ask! – Sonia Sotomayor	The Same but Different Too – Karl Newson Mixed: A Colourful Story – Arree Chung The Colours of Us – Karen Katz	Look Up! – Nathan Bryon Clean Up! – Nathan Bryon Baby Goes to Market – Atinuke

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster – Anna Llenas The Family Book – Todd Parr The Invisible String – Patrice Karst	The Jolly Christmas Postman – Janet & Allan Ahlberg The Christmas Pine – Julia Donaldson Maisy's Christmas Eve – Lucy Cousins	Lost and Found – Oliver Jeffers The Storm Whale – Benji Davies Love Makes a Family – Sophie Beer	The Tiny Seed – Eric Carle Oliver's Vegetables – Vivian French Tad – Benji Davies	Andreae The Lion Inside – Rachel Bright The Way Back Home – Oliver Jeffers	Baby Goes to Market – Atinuke Clean Up! – Nathan Bryon Julian Is a Mermaid – Jessica Love

	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. Through warm, responsive interactions, children develop their understanding of language and begin to use an increasing range of words and phrases to communicate their needs, interests and experiences. Practitioners support this development by modelling language, introducing vocabulary in meaningful contexts, sharing stories, songs and rhymes, and providing opportunities for children to listen, respond and communicate throughout the day. Familiar routines, repeated language, sensitive questioning and sustained interactions help children build confidence and extend their communication. Practitioners work closely with families and value children's individual communication styles and home languages.					
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 (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	Use words and emerging phrases to talk about themselves, family and familiar experiences. Learn and use vocabulary for people, body parts and emotions. Begin to describe familiar people and express preferences. Join in with songs, stories and conversations with adult support. Key Vocabulary family, grandparent, friend, feelings, happy, sad, kind, different, same, Autumn, leaf, grow, community, help, celebrate	Join in with familiar story language and repeated phrases. Use vocabulary linked to celebrations and experiences. Listen and respond to simple questions and comments. Follow familiar instructions and talk about what they see, hear and do, with adult support. Key Vocabulary celebrate, festival, birthday, bonfire, firework, gingerbread, bear, Christmas, tradition, special, present, decorate, together	Use a growing range of words to describe winter experiences and familiar animals. Talk about what they notice during sensory exploration. Listen and respond to questions and comments. Join in with repeated story phrases and begin to describe familiar objects and experiences. Key Vocabulary winter, cold, ice, frost, snow, dragon, celebrate, China, Arctic, penguin, polar bear, friendship, kindness, love	Use vocabulary linked to growth, change, plants, animals and feelings. Talk about photographs and familiar experiences. Describe what they notice during planting and growing activities, using words and emerging phrases. Listen and respond to simple questions and comments. Key Vocabulary grow, change, seed, soil, plant, flower, root, stem, caterpillar, butterfly, healthy, feeling, Easter, spring	Name and describe familiar animals and some of their features. Use descriptive vocabulary during small-world play and animal experiences. Talk about animal sounds, movements and where animals live. Listen and respond to questions, and begin asking questions or making comments of their own. Key Vocabulary frog, jungle, chicken, chick, pet, farm, goat, dinosaur, animal, habitat, wild, domestic, baby, adult, care	Use a growing range of vocabulary to talk about different places, environments and experiences. Join in with and talk about familiar stories. Describe what they notice during seaside, space and minibeast experiences. Begin to talk about journeys, caring for the environment and changes associated with transition. Key Vocabulary story, wolf, space, planet, moon, star, sea, beach, shell, journey, country, recycle, reuse, minibeast, habitat, change, transition

	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 secure relationships, consistent routines and sensitive adult interactions. Practitioners help children recognise and express their feelings, develop confidence and begin to manage their emotions with support. Through shared play and everyday experiences, children develop awareness of others, begin to form friendships and learn about kindness, turn-taking and cooperation. Opportunities to make choices, practise self-care and participate in familiar routines support children's growing independence. Practitioners work in partnership with families to provide consistent reassurance and respond to each child's individual needs.					
Personal, Social and Emotional Development Progression **Managing Self** **Self regulation** **Making relationships** (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	Build secure relationships with familiar adults and develop confidence in the setting. Recognise familiar people and begin to express feelings and preferences. Develop a sense of belonging through familiar routines and responsive interactions.	Share familiar experiences and celebrations with others. Express preferences and begin to participate in shared activities. Experience early turn-taking with adult support and develop confidence in familiar group routines.	Develop relationships with familiar adults and other children. Begin to recognise simple emotions in themselves and others through adult modelling, stories and everyday experiences. Explore kindness and develop confidence in social interactions.	Develop awareness of their own feelings and preferences. Begin to recognise and respond to familiar emotions with adult support. Develop confidence and independence through familiar routines, and participate in caring for plants and animals.	Develop gentle and caring behaviour towards people and living things. Participate in simple shared activities and begin to take turns with adult support. Build confidence when encountering unfamiliar experiences.	Consolidate secure relationships, confidence and independence in familiar routines. Develop confidence when meeting new adults and experiencing changes. Celebrate achievements and participate in caring for the environment. Begin to anticipate familiar changes and express feelings about transitions.

	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 supports children's health, wellbeing, independence and ability to explore the world around them. Through active play and everyday experiences, children develop strength, balance, coordination, spatial awareness and control over their movements. Opportunities to move freely, climb, dance, negotiate obstacles and explore indoor and outdoor environments help develop gross motor skills. Fine motor development is supported through activities such as manipulating objects, filling and emptying containers, using tools, exploring creative materials and making marks. Familiar routines involving dressing, eating and personal care also provide valuable opportunities to practise developing physical skills and independence. Practitioners provide varied, accessible experiences, observe children's developing abilities and offer appropriate support and challenge, allowing each child to progress at their own pace.					
Throughout the year	Observe children's developing hand strength, coordination, mark-making and ways of holding tools. Provide appropriate resources, modelling and support to help each child develop control at their own pace. Continue to provide opportunities for children to develop body awareness, spatial awareness and coordination through varied indoor and outdoor movement experiences. Children are gradually developing their awareness of their bodies, space and movements. Activities such as crawling, dancing, climbing and negotiating obstacles can revisit these skills in increasingly varied contexts.					
Physical development Progression **Fine motor** **Gross motor** (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	Explore a range of movements, developing balance, coordination and confidence when climbing, jumping and negotiating simple obstacles. Develop hand and finger strength through playdough, posting, filling, emptying and manipulating objects. Explore making marks on large, accessible surfaces using a variety of tools. Begin to participate in familiar dressing, eating and personal care routines with adult support.	Develop coordination by dancing, moving to music and joining in with action songs. Explore different materials and tools through creative activities, developing hand strength and control. Practise familiar dressing and self-care routines with adult support, including attempting to put on or remove familiar items of clothing.	Practise balancing, climbing and negotiating obstacles with increasing control. Explore different ways of moving through animal-inspired activities. Develop control when manipulating objects and using mark-making tools. Explore tools through practical activities and begin to make marks with increasing intention. Develop confidence in attempting familiar self-care tasks, allowing time to practise before adults step in to help.	Develop coordination and control through digging, scooping, pouring, planting and other practical activities. Explore climbing, balancing and moving in different ways. Develop hand-eye coordination through planting, digging, scooping, pouring and creative activities. Practise manipulating tools and materials for different purposes, developing increasing control and coordination. Participate more actively in routines and practise managing familiar items and belongings with support when needed.	Explore a wider range of movements, including jumping, crawling, balancing and moving at different speeds. Develop coordination, control and confidence when negotiating obstacles and moving in different ways.. Develop confidence when using outdoor equipment. Continue developing hand strength, coordination and control through small-world play and practical tasks. Use familiar tools and materials with increasing control during practical activities. Develop increasing independence in familiar routines, including dressing and eating, according to individual readiness.	Practise familiar movements through outdoor challenges, obstacle courses and themed movement activities. Develop increasing control and coordination through varied physical experiences. Revisit familiar fine motor activities and explore a range of tools and materials. Develop increasing control and confidence when making marks and manipulating objects. Continue to develop confidence and participation in familiar self-care routines and encourage children to attempt tasks independently while recognising when they need help.

	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 develops through children's enjoyment of stories, books, songs, rhymes and opportunities to make marks. Sharing books with familiar adults helps children develop a love of reading, become familiar with stories and language, and begin to connect pictures, words and meaning. Repeated experiences with favourite books, rhymes and storytelling encourage children to listen, anticipate familiar events and join in through sounds, actions, gestures and words. Opportunities to explore mark-making materials allow children to experiment with the movements and marks they can create. Practitioners nurture early literacy by sharing books regularly, modelling enjoyment of reading, introducing meaningful vocabulary and providing accessible opportunities for children to explore books and mark-making independently. These early experiences build the foundations for later reading and writing.					
Literacy Progression **Sounds, Rhythm & Rhyme** **Early Mark making** (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	Enjoy sharing familiar stories with adults. Look at pictures and begin to talk about familiar people, objects and events. Join in with repeated words, actions and familiar nursery rhymes. Enjoy nursery rhymes, songs and sound-making activities. Notice familiar print, signs and symbols in the environment. Begin to notice familiar letters, symbols and their own name in meaningful everyday contexts. Explore a range of mark-making materials. Make marks, lines and shapes through play. Begin to explore making marks to represent familiar people, objects and experiences.	Enjoy listening to familiar stories and begin to anticipate repeated phrases. Talk about pictures and familiar events. Join in with actions, sounds and repeated story language. Join in with familiar rhymes, repeated sounds and songs. Explore books independently and notice familiar print in the environment. Make marks for different purposes, such as cards, pictures and messages. Explore repeated marks, lines and shapes. Begin to talk about the marks they have made.	Listen to familiar stories and begin to talk about what is happening in the pictures. Join in with repeated phrases and use puppets or props to explore familiar story events. Explore sounds in the environment and enjoy sound-making activities. Show curiosity about books, pictures, letters and familiar symbols. . Use drawing and mark-making to represent familiar objects, characters and experiences. Explore different tools and materials, developing hand control. Begin to communicate meaning through marks.	Show increasing interest in stories and listen to familiar texts with adult support. Begin to notice and talk about important events, characters and changes in a story. Enjoy sound games involving listening, rhythm and rhyme. Begin to notice similarities between sounds through playful experiences, with adult modelling. Make purposeful marks linked to experiences and interests. Explore lines, shapes and patterns using a range of tools. Talk about their marks with adult support.	Enjoy listening to and exploring a variety of sounds. Join in with familiar rhymes, songs and sound games. Notice similarities and differences between sounds through playful experiences, stories and interactions with adults. Explore words that sound similar through songs, rhymes and playful language. Notice familiar letters and symbols in meaningful contexts. Use drawing and mark-making to represent animals, objects and ideas. Explore different ways of making marks and begin to explain what their pictures or marks represent.	Continue exploring sounds, rhythm and rhyme through songs, stories and playful interactions. Enjoy experimenting with repeated sounds and familiar phrases. Use props, puppets, drawing and mark-making to represent experiences and communicate ideas, with adult encouragement. Use drawing and mark-making for a growing range of purposes. Represent familiar experiences and ideas through pictures and marks. Talk about their creations and begin to communicate the meaning behind their marks and pictures.

	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	Early mathematical understanding develops through children's everyday experiences, play and exploration. Handling objects, filling and emptying containers, building, sorting, singing counting songs and noticing patterns provide meaningful opportunities to encounter mathematical ideas. Through these experiences, children begin to notice similarities and differences, explore quantity, become familiar with number language and investigate shape, space and measure. Practitioners support mathematical development by introducing relevant vocabulary, commenting on what children notice, modelling mathematical language and providing opportunities to revisit familiar experiences. Everyday routines, stories, songs and practical activities help children make connections between mathematical ideas and the world around them. Children are encouraged to explore, experiment and develop their understanding at their own pace, building secure foundations for future mathematical learning. The progression statements below are not requirements that every child must achieve by a particular half-term. Practitioners should adapt experiences to children's individual development, interests and emerging understanding.					
Maths Progression (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	**Number:** Enjoy number rhymes and counting songs. Explore small quantities during everyday routines and play, noticing one, two and more. Begin to use number language when talking about familiar people and objects. **Comparing:** Compare familiar objects by size, length and other noticeable features. Explore more and less through practical play and everyday experiences. **Shape, Space & Measure:** Explore shapes and objects in the environment. Match and sort familiar objects by simple features. Investigate filling, emptying and moving objects in and out of containers. Begin to use positional language such as in, on and under. **Patterns & Sequences:** Notice similarities and differences between objects, clothing and natural materials. Join in with repeated actions, songs and familiar routines.	**Number:** Join in with counting songs and rhymes. Count familiar objects during play and everyday activities. Explore small quantities and begin to notice when there are more, fewer or the same. **Comparing:** Compare familiar objects and collections by size and quantity. Explore more, fewer and the same through practical activities, such as sharing resources and preparing for celebrations. **Shape, Space & Measure:** Explore shapes and spatial relationships through construction, decorations and small-world play. Compare objects by size and investigate filling and emptying containers. Use positional language during play. **Patterns & Sequences:** Notice simple patterns in decorations, clothing and the environment. Join in with repeated actions, songs and familiar sequences. Begin to anticipate what happens next in familiar routines.	**Number:** Join in with familiar counting songs and rhymes. Explore small quantities during play and begin to notice when groups contain more, fewer or the same number of objects. **Comparing:** Compare groups of objects during play, noticing differences in quantity. Compare familiar objects by size, length and other noticeable features. **Shape, Space & Measure:** Explore shapes and their properties through practical play. Develop positional language such as under, next to and behind. Investigate size and length using familiar objects and construction materials. **Patterns & Sequences:** Explore repeating patterns through songs, movement, objects and natural materials. Begin to notice what happens next in familiar routines and repeated activities.	**Number:** Explore quantities through planting, collecting and sorting natural materials. Notice when objects are added to or removed from a collection. Join in with counting during practical activities. **Comparing:** Compare quantities, sizes and lengths through planting, water play and other practical experiences. Notice similarities and differences between natural materials and growing plants. **Shape, Space & Measure:** Explore capacity, weight & size using water, sand, soil and natural materials. Investigate filling, emptying and moving objects. Use simple mathematical language to describe what happens and what they notice. **Patterns & Sequences:** Explore and copy simple patterns using natural objects, colours, shapes and movement. Notice changes as plants grow and begin to anticipate familiar sequences in everyday activities.	**Number:** Explore quantities through animal toys, collections and practical counting games. Notice small quantities and compare groups using language such as more, fewer and the same. **Comparing:** Compare animal toys and other familiar objects by size and features. Sort and group objects according to similarities and differences. Compare small collections during practical play. **Shape, Space & Measure:** Explore shapes and spatial relationships through animal play, building and obstacle courses. Investigate size, length and position through practical activities and movement. **Patterns & Sequences:** Notice and explore repeating patterns through animal toys, collections, movement and construction. Copy simple patterns and repeated actions during songs and playful activities.	**Number:** Revisit counting songs, familiar quantities and small groups through everyday experiences. Explore adding and removing objects during practical play and notice how groups change. **Comparing:** Continue comparing quantities, lengths, sizes and weights during everyday play. Notice similarities and differences between natural objects and materials, using mathematical language modelled by adults. **Shape, Space & Measure:** Continue exploring shape, position, capacity, length and weight through outdoor and everyday experiences. Investigate filling, emptying, building and arranging objects in different ways. **Patterns & Sequences:** Continue exploring simple patterns and familiar sequences through play, stories and everyday routines. Copy repeated patterns, notice changes and begin to anticipate what might happen next.

	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 develops as children explore the people, places, objects and living things around them. Through first-hand experiences, outdoor exploration, stories, photographs and interactions with familiar adults, children begin to make sense of their families, communities and natural environment. Opportunities to investigate materials, notice seasonal changes, observe plants and animals, and explore how things move encourage curiosity and discovery. Children also begin to recognise similarities and differences between people, places and experiences, helping them develop an understanding of the diverse world in which they live. Practitioners build on children's interests by providing meaningful experiences, introducing relevant vocabulary and encouraging children to look closely, explore and notice changes. Positive relationships and respectful discussions help children develop a sense of belonging and respect for others and the environment.					
Understanding the world Progression (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	Begin to talk about familiar people, their family and experiences, using words and phrases to describe people who are important to them. Look at photographs of themselves and people who are important to them. Explore the local environment and notice seasonal changes. Show curiosity about people who help us and the jobs they do.	Talk about familiar celebrations, birthdays and special events. Explore how their family celebrates. Notice that people may have different experiences and traditions. Explore changes in light and dark and notice seasonal changes.	Look at photographs and stories about familiar people and experiences. Explore winter weather, ice and frost. Investigate how objects move when pushed or pulled. Explore different materials through hands-on experiences.	Notice changes in themselves, other people and the natural environment. Plant seeds and observe what happens as they grow. Explore familiar places and environments through first-hand experiences and stories.	Observe familiar animals and notice similarities and differences between them. Explore where animals live and how they move. Notice changes in living things and participate in caring for plants and animals.	Explore familiar and unfamiliar places through photographs, stories and first-hand experiences. Notice similarities and differences between places, people and environments. Continue exploring materials, plants and seasonal changes. Revisit and build on earlier learning about people, places and the natural world. Make connections between familiar and new experiences, noticing similarities and differences.

	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	Expressive Arts and Design gives children opportunities to explore, create and express themselves through materials, music, movement and imaginative play. By experimenting with colour, texture, sounds and different resources, children discover what materials can do and develop their own preferences and ideas. Regular opportunities to paint, make marks, manipulate materials, explore instruments, listen to music, sing and move help children develop creativity and confidence. Familiar stories, everyday experiences and imaginative resources provide starting points for early pretend play and self-expression. Practitioners support this development by offering a rich variety of accessible materials and experiences, modelling possibilities without directing children's outcomes, and allowing sufficient time for repeated exploration. The emphasis is on children's enjoyment, experimentation and individual expression rather than producing a particular finished result.					
Expressive Arts and Design Progression (Progression describes the experiences and developing capabilities practitioners support, not rigid age-related deadlines)	Explore colour, texture and a range of creative materials. Make marks using hands, fingers and a variety of tools. Explore natural and man-made materials and begin to notice differences in how materials look, feel and behave. Enjoy familiar songs, rhymes and music. Explore sounds and movements. Begin to use familiar objects and everyday experiences in pretend play. Join in with simple story enactments.	Continue exploring colour, light and texture. Experiment with different ways of applying materials and making marks. Join in with creating simple decorations and artwork linked to celebrations. Join in with familiar celebration songs and rhymes. Explore making sounds using instruments and objects. Respond to music through movement and explore pretend play linked to familiar celebrations.	Explore materials and techniques through winter artwork, ice painting and Chinese New Year creative activities. Notice changes in colour, texture and appearance. Explore making marks and combining materials with adult support. Explore music and movement through dragon dances and Chinese New Year activities. Experiment with making sounds and moving in different ways. Use small-world resources and familiar stories to explore imaginative play.	Explore natural materials, fruit printing and nature art. Experiment with printing, painting and modelling. Notice the marks and patterns different materials and tools make. Respond to music through movement. Explore different movements inspired by caterpillars, flowers and growing. Use small-world resources to explore familiar stories and simple imaginative scenarios.	Create animal and minibeast artwork using a range of materials. Explore colour, shape and texture. Begin to use materials to represent familiar animals and objects in their own way. Explore animal sounds and movements through music, dance and pretend play. Use small-world habitats to act out familiar experiences and explore imaginative ideas.	Explore materials through seaside artwork and recycled-material creations. Experiment with combining, joining and manipulating materials. Revisit familiar techniques and explore different ways to represent ideas and experiences. Explore space-themed music and movement, seaside stories and cultural music and dance. Use props and materials in imaginative play. Join in with familiar songs, rhymes and story enactments.