

Alsager Highfields Early Years' Curriculum

EYFS



January 2026

Personal, Social and Emotional Development



Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation (feelings, behaviour & rules)	Setting Simple Goals	Working Towards Goals with Support	Waiting and Turn-Taking	Sustained Attention and Listening	Following Multi-Step Instructions Independently	Developing self-regulation, attention and goal-directed behaviour
EYFS Link (4–5 years):	<i>Identify and moderate their own feelings socially and emotionally</i>	<i>Show resilience and perseverance in the face of challenge.</i>	<i>Think about the perspectives of others</i>	<i>Understand how to listen carefully and why listening is important.</i>	<i>Express their feelings and consider the feelings of others.</i>	ELG – Show an understanding of feelings (their own and others), regulating behaviour accordingly. Work towards simple goals, being able to wait for what they want. Listen attentively to teacher instructions and follow those involving several ideas or actions.
Learning Objectives 	To begin to choose or accept small, achievable goals (e.g. finishing a task, tidying up).	To persist in completing short tasks, with reminders and encouragement from adults.	To demonstrate increasing ability to wait for their turn and delay immediate gratification.	To focus on adult instructions and can shift attention appropriately, even during play.	To listen carefully and carry out instructions involving several steps, showing self-regulation, attention control, and appropriate responses.	
Example activities	Give small challenges: “Can you build a tower with 5 blocks?”; Use goal cards (e.g. “Today I will tidy up independently”); Sticker/reward charts for personal goals.	Adult-supported tasks (completing a puzzle, finishing artwork); Break tasks into steps with visual prompts; Use encouragement and reminders to persist.	Turn-taking games (board games, rolling a ball); Use sand timers or visual timers; Snack time routines where children wait and take turns.	Short carpet sessions with clear expectations; “listening games” (e.g. Simon Says, sound identification) Give instructions during play and prompt children to respond	Treasure hunts with 2–3 step instructions; Daily routines: “Put your coat away, wash hands, sit on the carpet”; Cooking or craft activities involving sequenced steps.	Feelings check-in - be able to identify and articulate how they are feeling; ‘Wait your turn’ games; Follow 2- and 3-step instructions; Respond to attention signals such as clapping or tidy-up music.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing self (independence & self-care)	Explaining Reasons for Rules	Managing Personal Needs with Support	Independent Self-Care	Understanding Healthy Choices	Explaining Impact of Health and Activity	Developing independence, resilience and responsible behaviour
EYFS Link (4–5 years):	<i>Express their feelings and consider the feelings of others.</i>	<i>Manage their own needs. Personal hygiene</i> <i>Toothbrushing</i> <i>Being a safe pedestrian</i>	<i>Manage their own needs. Personal hygiene</i> <i>toothbrushing</i>	<i>Know and talk about the different factors that support their overall health and wellbeing:</i>	<i>Know and talk about the different factors that support their</i>	ELG To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

					overall health and wellbeing: Regular physical activity Having a good sleep routine	To explain the reasons for rules, know right from wrong and try to behave accordingly. To manage their own basic hygiene and personal needs, including washing hands, dressing, going to the toilet and understanding the importance of healthy food choices.
Learning objectives	To explain why rules are important (e.g. safety, fairness).	To carry out basic hygiene routines with reminders	To independently manage personal hygiene and daily needs.	To identify healthy choices related to food, activity (including screen time), sleep, and hygiene.	To explain how exercise, food, sleep, and hygiene affect the body.	
 Example activities	“What would happen if...?” discussions; story-based reflection on behaviour; group problem-solving scenarios	Handwashing routines with visual steps; dressing/undressing for outdoor play; toileting routines with adult prompts	Self-registration and self-help routines; snack preparation (pouring drinks, peeling fruit); independence in dressing (coats, shoes)	Sorting healthy/unhealthy foods; discussions about bedtime routines; active play and movement sessions; stories about healthy lifestyles	Before/after exercise discussions (“What happens to your heart?”); simple body awareness activities; creating posters about healthy habits; talking about how they feel after rest, food, or activity	“Challenge Yourself” Task Station; classroom Rules Role-Play-act out different scenarios (e.g. tidying up). Ask children to decide what the “right” choice is and why; build time into the day for children to practise dressing handwashing, and snack preparation. Use visual prompts to support them in managing their own hygiene and making healthy choices.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building relationships Focus	Model and Introduce	Guided Practice	Supported Independence	Increasing Challenge	Independent Application	Build Positive Relationships through Cooperation, Independence & Respect for Others
EYFS Link (4–5 years):	<i>See themselves as a valuable individual</i>	<i>Express their feelings and consider the feelings of others.</i>	<i>Identify and moderate their own feelings socially and emotionally.</i>	<i>Think about the perspectives of others.</i>	<i>Build constructive and respectful relationships.</i>	ELG

Learning objectives 	To develop children's confidence to engage in new activities, work independently, and persevere when working alongside others.	To help children understand and follow shared rules, recognising how their behaviour affects others in group situations.	To support children in developing positive relationships by working cooperatively with others, taking turns, and building confidence to interact independently in social situations with increasing support.	To develop children's ability to build positive relationships by cooperating with others, managing turn-taking and sharing independently, and showing sensitivity to the needs and feelings of peers in increasingly complex social situations.	To build and maintain positive relationships through cooperative play and learning with increasing independence, negotiating, sharing resources, and taking turns fairly during group activities. To show respect for others' ideas, feelings, and contributions when working and playing together. To resolve minor disagreements with minimal adult support, demonstrating kindness, empathy, and consideration for the needs of others.	To work and play cooperatively and take turns with others, forming positive attachments to adults and friendships with peers. To show sensitivity to their own and others' needs.
Example activities	Team Challenges: Small group tasks requiring cooperation and persistence; partner Problem-Solving: Children work in pairs to complete puzzles or challenges, taking turns and supporting each other; "Keep Trying Together" Games: Group activities that encourage encouragement and shared success.	Turn-Taking Games: Board games or circle games that require patience and fairness; friendship Role-Play: Acting out scenarios involving sharing, waiting, or resolving conflict; class Agreements: Creating and practising shared rules for group play and learning.	Partner task with guided roles; structured Role-Play with adult support - café – adult models language and interactions; turn taking games – dice games – 'my turn, your turn'	Team Building Challenge Tasks - Children work in small groups to complete open-ended challenges (e.g. creating a group obstacle course); child-Led Role-Play Scenarios. Children independently develop and sustain role-play creating their own rules, roles, and storylines; "Friendship Problem Solving" Circles Present real-life scenarios (e.g., disagreement over	Collaborative Project Work Children work together to complete a shared task such as creating a class mural or building a large-scale model; child-Led Cooperative Games Children organise and lead simple games, agreeing rules together, taking turns, and adapting play to include others; circle Time: Appreciating Others Children identify and share	Cooperative Construction Challenge – group work to build a tower; play structured board game that requires turn-taking; role-Play – actively engage in social situations through role-play – café, home corner or shop.

resources or) allow children to discuss and suggest solutions together.

positive qualities, helpful actions, or achievements of their peers, encouraging mutual respect and positive relationships

Communication & Language



Active listening skills to be talked about, demonstrated and insisted upon at all times – face the speaker, body still, fully present, eye contact made

Listening & Attention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus 	Listening for understanding	Inference and reasoning	Vocabulary expansion	Retelling and sequencing	Understanding characters and events	Consolidation and comprehension application
EYFS Link (4–5 years):	<i>Understand how to listen carefully and why listening is important.</i>	<i>Ask questions to find out more and to check they understand what has been said to them.</i>	<i>Learn new vocabulary. Use new vocabulary through the day</i>	<i>Connect one idea or action to another using a range of connectives.</i>	<i>Engage in story times. Listen to and talk about stories to build familiarity and understanding.</i>	ELG- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Learning Objective	Listen attentively in longer activities; respond to more complex questions; recall events and details of stories Children expected to stop and look at speaker when 'active listening'	Begin to infer meaning from stories; answer "why" and "how" questions; express opinions about stories	Use and understand increasingly complex words; connect new words to familiar concepts; understand words in context	Retell stories with key details; sequence events accurately; use connectives like first, then, last	Describe characters and events; understand motivations and feelings; compare events in different stories	
Example Activities	Story comprehension questions; listening games; discussion circles	Predicting endings; "why do you think...?" discussions; story-based problem-solving	Word banks; picture prompts; matching activities	Story maps; sequencing cards; role-play retelling	Character discussion; "hot seating"; story comparison	Story discussion circles; comprehension worksheets; themed

						projects connecting texts to experience
Speaking 	Staff will model correct English at all times. All words to be properly enunciated by staff (th not f etc) and incorrect pronunciation by children, correctly modelled back. Staff will model and encourage pupils to speak in full sentences from day 1.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus	Speaking with Purpose	Building Storytelling Skills	Developing Vocabulary and Expression	Speaking in Full Sentences	Expressing Ideas and Opinions	Confident Communicators
EYFS Link (4–5 years):	<i>Articulate their ideas and thoughts in well-formed sentences.</i>	<i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i>	<i>Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.</i>	<i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i>	<i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i>	<i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>
Learning Objective	Speak clearly in simple sentences which communicate their needs and can be understood by adults and peers. Express ideas and preferences (“I like... because...”). Use full sentences in everyday talk. To begin to answer questions	Retell familiar stories using story language. Sequence events (first, next, finally). Use expression and intonation. Use irregular verbs more consistently when speaking aloud (ran not runned, went not gone) offer ideas in small group contexts and be able to hold ‘back and forth’ exchanges	Use topic vocabulary in context. Use past and future tense forms more accurately (“We went...”, “We will go...”). Explain ideas using “because” or “so.” Use speech to overcome problems – Can I have that after you please?	Use complete, grammatically correct sentences. Recount events in sequence with detail. Adapt speech for different listeners. To ask questions to find out more To debate when they disagree using words as well as actions	Articulate thoughts and feelings clearly in small group, class and one-to-one discussions, offering their own ideas and using newly acquired vocabulary. Build on others’ ideas in discussion. To offer explanations for why things might happen – “I think... because...”. To ask questions to clarify meaning	
Example Activities	“All About Me” show and tell; talking partners	Storytelling props and puppets; retelling in role	Topic-based discussions (e.g. transport, growing);	Partner interviews (“Ask me about...”; “News	Class debates (“Would you rather...?”);	“My favourite memory” presentations; class

	to share weekend news; describing favourite toys or activities; circle time games with sentence starters.	play (castle, bakery, post office); "Pass the story" group storytelling; speak in the Christmas nativity as an individual or group; using story maps for sequencing.	"Explain your thinking" maths and science talk; "Show and tell" using time language; word banks and vocabulary displays.	reporter" role play; storytelling chairs for retelling experiences; "Hot seating" characters from stories.	problem-solving discussions; group planning for play scenarios; predicting and explaining in story time.	podcasts or video stories; "News time" using microphones and props.
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Physical Development



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills						
Developmental Focus 	Agility and coordination	Balance and stability	Strength and endurance	Coordination with objects	Complex movement sequences	Consolidation and confidence
EYFS Link:	<i>Revise and refine the fundamental movement skills they have already acquired.</i>	<i>Develop overall body-strength, balance, co-ordination and agility.</i>	<i>Confidently and safely use a range of large and small apparatus indoors and outdoors... Progress towards a more fluent style of moving, with developing control and grace.</i>	Revise and refine the fundamental movement skills they have already acquired...	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	ELG: Gross Motor Skills <i>Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>
Learning Objective	Move quickly and change direction safely; jump, hop, and skip with increasing control, avoiding obstacles; catch and throw with some accuracy	Balance on one foot for longer; walk along narrow surfaces; begin to perform controlled spins and turns	Climb, jump, and run with confidence; travel around, under, over equipment safely; begin using playground apparatus with control	Throw, catch, kick balls with increasing accuracy; use bats or sticks safely; combine hand and foot movements in play	Perform sequences of movements smoothly; combine running, jumping, balancing, climbing; follow simple movement patterns or routines	Move confidently in a variety of ways; show strength, balance, and coordination consistently; participate safely in team games

		Explore and develop confidence in different ways of moving	To independently use climbing equipment e.g. tunnels and trim trail	To demonstrate good posture when working on table-top activities		
Example Activities	Relay races; skipping games; small ball catching and throwing; running around cones, in and out of poles	Beam activities; yoga poses for kids; spinning games	Outdoor circuit challenges; monkey bars; climbing walls	Ball games; striking soft objects; obstacle courses with balls; target games with soft balls	Dance routines; obstacle races; gym circuits	Team games; playground challenges; performance of movement sequences
Fine Motor Skills -	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus 	Hand Dominance and Grip Refinement	Cutting Along Longer Straight Lines	Cutting Curved and Zigzag Lines	Cutting Simple Shapes	Precision and Control for Purpose	Sustained Independence and Confidence
EYFS Link:	<i>Uses a comfortable grip with good control.</i>	<i>Uses a range of small tools, including scissors.</i>	<i>Develops the foundations of a handwriting style which is fast, accurate and efficient.</i>	<i>Uses a range of small tools, including scissors, paint brushes and cutlery.</i>	<i>Holds a pencil effectively in preparation for fluent writing.</i>	<i>Develops strength, coordination and control.</i>
Learning Objective	To develop a consistent hand preference and effective scissor grip.	To sustain control and accuracy when cutting longer lines.	To use tools with increasing precision and coordination.	To cut out basic shapes with increasing accuracy.	To use scissors accurately as part of a planned activity.	To independently select and use scissors safely and confidently to complete tasks.
Example Activities	Regular access to scissors during creative play; adult modelling correct grip and posture	Cutting along roads or paths drawn on paper; cutting paper strips to specific lengths	Cutting around simple shapes; following wavy or zigzag lines	Cutting out squares, rectangles or circles; making collage pictures from cut shapes	Cutting parts for models or crafts; cutting shapes to assemble pictures or puppets	Child-led creative projects involving cutting; designing and making simple books, cards or models
Play dough Developmental Focus 	Controlled Rolling on a Surface	Finger Strength and Dexterity (Refined)	Tool Control (Refined Tools)	Representational Models	Pre-Writing Movements	Sustained Control and Independence
EYFS Link:	<i>Develops small motor skills so that they can</i>	<i>Develops the foundations of a handwriting style which</i>	<i>Uses a range of small tools, including scissors.</i>	<i>Uses their core muscle strength to achieve a good posture.</i>	<i>Holds a pencil effectively in</i>	<i>Develops strength, coordination and control.</i>

	<i>use a range of tools competently.</i>	<i>is fast, accurate and efficient.</i>			<i>preparation for fluent writing.</i>	
Learning Objective	To refine rolling skills using controlled movements on a flat surface.	To increase finger strength, precision and dexterity.	To use tools with increasing precision and coordination.	To create recognisable models with increasing detail and intention.	To practise controlled movements that support early writing skills.	To independently select tools and techniques to plan, create and complete a task
Example Activities	Rolling 'snakes' on the table; making evenly sized lengths for counting or patterns	Smoothing and shaping with fingertips; twisting dough to make ropes or bracelets	Cutting dough with plastic knives; following indented lines to cut along	Making animals, people or food models; creating characters for small-world or story play	Rolling thin dough coils to form letters or numbers; laying dough along shape or letter outlines	Open-ended dough challenges; child-led creations with minimal adult support

Literacy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension Developmental Focus 	To listen to a story and comment on the events. To name different parts of a book. To look at books independently. To turn pages of the book to indicate a basic understanding of sequencing. To hold a book the right way up. To join in with repeated refrains. To name the characters from a familiar story	To enjoy print and begin to explore both fiction and non-fiction. To begin to describe main story settings, basic events, and some detail about the characters. To begin to use language from the story when discussing it. To have a good understanding of how text is read from left to right and that print carries meaning.	To enjoy an increasing range of print from both fiction and non-fiction. To use detail to describe settings, events, and characters from stories. To recall and discuss stories/information that has been read to them. To begin re-enacting and re-inventing simple stories heard in own play. To sequence a story using images and explain a simple narrative.	To retell familiar stories in the correct sequence using key vocabulary. To discuss characters' feelings and motivations using simple reasoning. To answer simple 'why' and 'how' questions about a text. To identify the beginning, middle, and end of a story. To use story language to connect ideas when talking about events.	To retell a wider range of stories with increasing independence and accuracy. To talk about key themes or messages in a story. To compare two stories by discussing similarities and differences. To make predictions using evidence from the text. To use new vocabulary confidently in discussions and role play.	To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate – where appropriate – key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

			To make a simple prediction based on the events of the story so far			
EYFS Link:	<i>Enjoys listening to longer stories and can remember much of what happens; can find and name parts of a book; repeats words and phrases from familiar stories.</i>	<i>Talks about what they see and notice in books; knows that print has meaning and is read left to right; uses new vocabulary in different contexts.</i>	<i>Can retell stories, using some story language; can sequence familiar stories using images or props; engages in storylines in pretend play.</i>	<i>Understands ‘why’ and ‘how’ questions about stories; uses recently introduced vocabulary during discussions about stories; talks about characters and events using full sentences.</i>	<i>Retells stories in their own words, showing understanding; makes comments about what they have heard and asks questions to clarify understanding; talks about similarities and differences between stories.</i>	<i>ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</i>
Learning Objective	To listen to a story and comment on the events.	To begin to describe main settings, events and characters.	To sequence a story using images and explain a simple narrative	To retell familiar stories in the correct sequence using key vocabulary.	To retell a wider range of stories with increasing independence and accuracy.	To demonstrate understanding of what has been read by retelling stories using their own words and recently introduced vocabulary.
Example Activities	Story circle time with simple questions like “What happened next?”; picture walk before reading to encourage predictions; character matching cards for familiar stories; repeated refrain joining-in games (e.g., “Run, run as fast as you can...”).	Story maps with simple labels; setting sorting trays (forest, castle, home, etc.); role-play small world using familiar story characters; left-to-right tracking games with big books.	Cut-and-stick sequencing strips for well-known tales; puppet retelling using beginning/middle/end prompts; story re-enactment in play (e.g., building the Three Bears’ house); prediction jars — children choose what they think will happen next.	Independent story retelling stations with props, puppets, and story stones; vocabulary spotlight games (e.g., “Find the word that describes the setting”); beginning–middle–end story boards children complete independently; character feelings wheels to discuss motivations and emotions.	Choose-your-own-story retelling — children select any familiar book to retell; story comparison mats (e.g., compare two versions of <i>Little Red Riding Hood</i>); theme or message discussions (“What did the character learn?”); vocabulary in role-play — using new words in imaginative play.	Full independent retelling recorded on video or orally; hot-seating characters to deepen understanding of motives and events; non-fiction talk tables to apply vocabulary across genres; poetry and rhyme performance using new vocabulary confidently.

Word Reading 	Word reading will be taught through the systematic phonics scheme Read, Write Inc. Phonics will be taught from the second full week of reception. Children will be assessed by the reading lead every six weeks and place in an ability group. We expect children to meet the milestones promoted by RWI and any child not keeping up will have daily 1:1 sessions. Reading is rigorously tracked and interventions put in place if needed. 					
Writing 	Writing will be taught in Reception through 'Drawing Club.' Children will write daily where possible with posture and letter formation being targeted. Teachers will dictate words, phrases, captions and sentences, until transcription skills are secure. Children will then go on to compose their own sentences when their transcription skills are totally secure. The teaching of writing in the early years at Highfields will follow the recommendations of The Writing Framework July 2025. Posture for writing will be a focus (sit with feet on floor and bottom to back of chair).					
Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus	Letter recognition and formation	Writing words & ready to write posture	Orally rehearsing	Sentence building	Holding a sentence	Consolidation and independence
EYFS Link:	<i>Write some or all of their name.</i>	<i>Write some letters accurately; form lower-case and capital letters correctly; develop their small motor skills so that they can use a range of tools competently.</i>	<i>Articulate their ideas and thoughts in well-formed sentences; connect one idea or action to another using a range of connectives.</i>	<i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop; re-read what they have written to check that it makes sense.</i>	<i>Write simple phrases and sentences that can be read by others; spell words by identifying the sounds and then writing the sound with letter/s.</i>	<i>Write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.</i>
Learning Objective	Recognise and form letters correctly as covered per RWI phonics scheme Encourage an effective pencil grip – use grip if required to secure pincer grip; write name with accurately formed letters	Begin to write simple CVC words using sounds taught through RWI phonics; label pictures; phonetically spell familiar words Sit correctly adopting the correct posture for writing	Support pupils to orally rehearse sentences that have been composed by the teacher; hear grammatically accurate sentences; successfully hold dictated sentences when writing	Begin to write simple dictated sentences; use spaces between words; start to punctuate with full stops, spell some CEW	Hold a short, meaningful sentence in their memory long enough to repeat it accurately and use it in early writing or drawing.	Write short, simple phrases and sentences that can be read by somebody not familiar with the child; spell words by identifying sounds with known sound-letter correspondences sometimes using a capital letter and full stop.
Example activities	Letter formation rhymes (RWI) and additional letter formation guidance through 'Drawing Club' and handwriting lessons. Focus is on formation	Labeling objects; writing initial sounds and CVC words if appropriate; use magnetic letters to form words	Echo sentences after teacher modelling; picture prompt sentences, compose together, teacher refine, all rehearse; build-a-	Writing captions for pictures; dictated sentence writing and writing together	Teacher model and repeat sentences; tap and count the words in the given sentence; hold it and rehearse it; share sentence with partner	Dictated sentences (or self-composed if transcription secure) relating to real life experiences (school visit) or story they have read

rather than sizing and
sitting letters on a line.

sentence circle time;
sentence starter box

Mathematics



Number & Numerical Patterns



Maths in the reception year will be taught through the **Maths – No Problem! Foundations**

Foundations meets all of the requirements of the revised EYFS framework 2021. This research- based programme encourages learning through play and helps children in the Early Years begin to develop a deep and long-lasting understanding of the world of mathematics.

Understanding the World



Topic	Me and My Family	Celebrations	People Who Help Us	Around the World	Growth and Change	Princesses, Knights and Castles
Past & Present	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus 	Recognise similarities and differences between own life and that of others.	Recognise how celebrations change over time and differ between families.	Explore how jobs and helping roles have changed over time.	Compare daily life in different places and times.	Notice how living things and people change over time.	Learn about castles and people from the past.
EYFS Link:	<i>Begin to make sense of own life-story and family history.</i>	<i>Begin to make sense of own life-story and family history.</i>	<i>Begin to make sense of own life-story and family history.</i>	<i>Talk about the lives of the people around them and their roles in society</i>	<i>Begin to make sense of own life-story and family history.</i>	<i>Begin to make sense of own life-story and family history.</i>
Learning Objective	Talk about key family members and simple changes over time.	Talk about familiar celebrations and compare them with celebrations from the past.	Talk about familiar people who help us and how their work may have been different in the past.	Recognise that people live and learn in different ways across the world.	Describe simple changes in themselves, plants and animals.	Recognise that castles, clothing and daily life were different in the past.
Example activities	Family photo sorting; baby-to-now timelines; compare toys from then and now; role-play home routines.	Compare birthday celebrations now and in the past; sort celebration photographs; explore party objects from different times;	Compare new and old equipment. (doctor's bag, Fire Engines, telephones) Role Play emergency situations past and present. Artefact Handling (new/ old telephone)	Compare homes, schools and transport; explore photographs and artefacts from different countries; match objects to places; create a simple world travel map.	Baby photos and self-portraits; life cycle sequencing; plant growing diaries; compare before-and-after pictures.	Compare a castle with a modern home; explore medieval clothing and objects; build castle models; listen to stories set in the past.

		sequence a celebration timeline.				
People, Culture & Communities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus 	Explore different family structures and home experiences.	Learn about a range of cultural, religious and community celebrations.	Identify different roles in the community and how they support us.	Learn about countries, cultures and ways of life around the world.	Understand how people care for living things and each other as they grow.	Explore the roles of kings, queens and castle workers, and how stories shape our understanding of the past.
EYFS Link:	<i>Know that there are different countries in the world and talk about the differences they have experienced or seen.</i>	<i>Know that there are different countries in the world and talk about the differences they have experienced or seen.</i>	<i>Talk about members of their immediate family and community.</i>	<i>Know that there are different countries in the world and talk about the differences they have experienced or seen.</i>	<i>Talk about the lives of the people around them and their roles in society.</i>	<i>Talk about the lives of the people around them and their roles in society.</i>
Learning Objective	Respect that families may look different and have different routines.	Recognise that people celebrate important events in different ways.	Understand that people help us in a variety of ways.	Respect and celebrate differences between places and people.	Talk about the way adults support growth, learning and change.	Identify people who lived and worked in castles and discuss their roles.
Example activities	Share family portraits; listen to stories from different homes; map where family members live; create class family tree.	Listen to stories about festivals such as Diwali, Christmas, Eid and Hanukkah; taste or make celebration foods; make decorations; invite family members to share traditions.	Visit Fire station/ Vets/ Doctors Surgery Stories about people who help us. meet local helpers; create a classroom help chart; discuss community signs and uniforms.	Read stories from around the world; taste foods from different countries; listen to music and languages; identify flags and landmarks.	Discuss caring roles at home and school; plant and care for seeds; read stories about growing up; share examples of learning new skills.	Role-play castle life; create character profiles; learn about royal traditions; compare storybook castles with real ones.
The Natural World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus 	Notice seasonal changes linked to family life.	Notice how celebrations often link to seasons and changes in the natural world.	Observe how helpers work in different weather and environments.	Explore the natural features of different places around the world.	Observe growth, change and life cycles in the natural world.	Observe the materials and environments associated with castles and the countryside around them.
EYFS Link:	<i>Explore the natural world around them.</i>	<i>Explore the natural world around them.</i>	<i>Explore the natural world around them.</i>	<i>Explore the natural world around them.</i>	<i>Understand the key features of the life cycle of a plant and an animal.</i>	<i>Explore the natural world around them.</i>

Learning Objective	Observe how the local environment changes across the year.	Observe seasonal features connected to celebrations throughout the year.	Notice how the natural world can affect helping jobs.	Notice that weather, landscapes and habitats vary in different countries.	Notice patterns in plant, animal and seasonal change.	Notice how the natural environment influenced castle building and living.
Example activities	Seasonal walks; weather charting; season sorting; nature collage.	Autumn firework observations; Winter nature walks; winter light investigations; create seasonal celebration displays.	Weather and clothing matching; outdoor safety walks; investigate vehicles used in different conditions; explore habitats where animals and people need help.	Compare deserts, forests and oceans; match animals to different countries; investigate hot and cold climates; sort images of natural features.	Plant investigations; observe caterpillars or tadpoles; record seasonal changes; compare living things at different stages.	Investigate stone, wood and water; explore maps and moats; outdoor castle construction; study countryside habitats near castles.

Expressive Arts & Design



Creating with Materials	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus 	Exploration and sensory investigation	Experimentation and skill development	Creating with purpose	Using materials to represent ideas and characters	Intentional and independent creativity	Developing creativity, imagination and expressive arts skills through exploring materials, tools and role-play. ELG: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.</i>
EYFS link:	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>	<i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>	<i>To explain what they intend to make and consider how materials work together.</i>	<i>Use materials to represent ideas and characters; use props and materials when role playing characters in narratives and stories.</i>	<i>Create with a range of materials and tools, making decisions about colour, design, texture, shape and function.</i>	
Learning Objective	To engage in exploratory creative experiences, using simple tools safely and	To select materials for a purpose showing an increasing control of tools. Experiment with colours and pattern.	To explain what they intend to make and consider how materials work together. They will	To use made resources in role-play, making links between stories and creations and talking	To work independently and explain the process used to make creations explaining choices about	To experiment confidently with different materials and techniques, talking about their ideas

	using basic vocabulary to describe materials		adapt their ideas during creation.	about their ideas and choices	materials and techniques.	and how they created their work.
Example activities	Finger painting and mark-making with different tools; exploring natural materials (leaves, sticks, stones); collage using varied textures; playdough exploration; large-scale painting outdoors.	Colour mixing investigations; printing with everyday objects; joining materials using tape, glue and split pins; Christmas craft projects; clay and malleable material exploration.	Junk modelling challenges; creating homes and habitats; designing vehicles; collaborative class sculptures; using construction resources alongside creative materials.	Story stick making; puppet creation; making masks and costumes; building small-world story settings; retelling familiar tales with self-made props	Open-ended creative projects; artist-inspired work; 3D model making; collaborative displays; creative challenges with defined outcomes.	Open-ended junk modelling using boxes, tubes, tape and recyclable materials; Painting with different tools (brushes, sponges, rollers, natural materials) to explore colour and texture; Collage making using a range of materials such as fabric, paper, foil and natural objects; Puppet making and using puppets to retell familiar stories; Creating self-portraits using a variety of artistic materials and techniques.
Being Imaginative & Expressive	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus 	Joining in with songs, rhymes and storytelling	Retelling familiar stories and exploring characters	Creating and adapting narratives	Performing and expressing ideas with others	Inventing, performing and responding creatively	Developing communication and language, imagination and creativity, through stories, music and performance.
EYFS link:	<i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i>	<i>Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i>	<i>Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>	<i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>	<i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</i>	ELG: <i>Invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i>
Learning Objective	To join in with familiar songs, nursery rhymes,	To retell familiar stories using props,	To invent and adapt simple narratives through	To perform songs, rhymes, poems and	To independently invent, adapt and recount	To develop children's communication, language

	actions and repeated story phrases, showing enjoyment and increasing confidence in participation.	puppets and role-play, talking about characters, events and key story details.	imaginative play, developing characters, settings and events using their own ideas.	stories with others, using actions, expression, voice and movement to communicate meaning.	narratives, and confidently perform a range of songs, rhymes, poems and stories, moving in time with music where appropriate.	and expressive arts skills by inventing, retelling and performing stories, songs, rhymes and poems with confidence and enjoyment.
Example activities	Daily nursery rhyme and action-song sessions; story baskets with repeated refrains for children to join in; listening and responding to familiar songs; small-world storytelling linked to class texts; musical games such as "What's the Time Mr Wolf?" and action songs.	Puppet theatres for retelling traditional tales; story maps and sequencing activities; role-play areas based on familiar stories; making character masks and props; small-world story retelling using figures and scenery.	Helicopter Stories; story-making with picture prompts; small-world invitations to create original narratives; collaborative storytelling circles; creating story settings from blocks, loose parts or junk modelling materials.	Class poetry performances; performing familiar tales in groups; action songs and musical storytelling; dance responses to different styles of music; partner and group performance opportunities during assemblies	Creating and performing original stories; end-of-year class productions; collaborative storytelling projects; music and movement performances; inventing songs and rhymes linked to topics and interests; performing stories using self-made props, costumes and scenery.	Storytelling circles where children invent stories together; Retelling familiar stories using puppets, story props or small-world resources; Creating alternative endings for well-known stories; Singing a range of nursery rhymes and action songs during group times; Using story sacks to support narrative development; Performing poems and rhymes in small groups