

Alsager Highfields Early Years' Curriculum



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)	Recognising Own Feelings	Expressing Feelings Verbally	Noticing Others' Feelings	Responding to Others' Emotions	Beginning Behaviour Regulation	Understanding Simple Expectations
EYFS link (all taken from Development Matters) (3-4 years): 	<i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i>	<i>Develop appropriate ways of being assertive; talk with others to solve conflicts; talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</i>	<i>Understand gradually how others might be feeling."</i>	<i>Play with one or more other children, extending and elaborating play idea; find solutions to conflicts and rivalries; understand gradually how others might be feeling.</i>	<i>Increasingly follow rules, understanding why they are important; remember rules without needing an adult to remind them; learn to calm themselves and manage strong feelings with adult guidance</i>	<i>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</i>
Learning Objectives	Children begin to identify basic emotions in themselves (e.g. happy, sad, angry) with adult support stimulus - Colour Monster book	Children start to communicate their feelings using simple words or phrases instead of physical reactions.	Children show awareness that others have feelings, often through observation or adult modelling.	Children begin to respond appropriately to others (e.g. offering comfort, sharing, or seeking help).	With adult guidance, children start to manage impulses (e.g. stopping when asked, using calming strategies).	Children follow simple rules and understand basic behavioural expectations in familiar routines.
Example activities	Daily emotion check-in board (children place their name/photo on a feeling); use mirrors for "How does my face look when I feel...?"; story time discussions about characters' feelings	Model sentence stems: "I feel ___ because..."; role-play with puppets to practise naming emotions; emotion cards in the calm corner to support language	During story time, pause and ask: "How do they feel?"; matching games (facial expressions to emotions); use photos of real-life scenarios for discussion	Role-play scenarios (comforting a sad friend, sharing toys); kindness challenge" (spot and celebrate kind acts); circle time discussions on helping others	Teach calming strategies (breathing, counting, quiet space); use a calm-down space; adult modelling: "I feel frustrated, I will take a deep breath"	Visual timetables and class rules with pictures; "What should we do?" discussions during routines; praise and reinforcement for following rules
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing self (independence & self-care)	Willingness to explore new activities	Developing confidence to try	Beginning independence in play and tasks	Early Resilience	Perseverance in the face of challenge	Understanding simple rules
EYFS link (3-4 years): 	<i>Become more outgoing with unfamiliar people, in the safe context of their setting. Show</i>	<i>Show more confidence in new social situations.</i>	<i>Select and use activities and resources, with help when needed.</i>	<i>Select and use activities and resources, with help when needed.</i>	<i>Play with one or more other children, extending and elaborating play ideas.</i>	<i>Increasingly follow rules, understanding why they are important. Remember rules</i>

	more confidence in new social situations				Find solutions to conflicts and rivalries.	without needing an adult to remind them
Learning objectives	To engage in new activities with adult encouragement.	To attempt unfamiliar activities with increasing confidence.	To select and engage in activities independently.	To continue an activity when it becomes challenging with adult support.	To persist with a task and try different strategies to complete it.	To follow simple rules and understand expectations
Example activities	Introduce new areas of provision with adult modelling; “come and try” sessions (e.g. new construction or art materials); adult joining play to scaffold confidence	Praise for “having a go” rather than outcome; use of familiar routines when introducing new tasks; small group adult-led challenges	Free-flow provision with clear organisation and choosing time	Puzzles with increasing difficulty; adult modelling: “Let’s try again”; use of supportive language prompts	Open-ended tasks (construction, problem-solving); “challenge cards” (e.g. build a bridge that holds weight); celebrating effort and persistence	Visual classroom rules; circle time discussions about behaviour; role-play “right and wrong” scenarios
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building relationships	Shows Interest in Others	Responds to Familiar Adults	Begins to Engage with Peers	Developing Attachments to Key Adults	Initiates Play with Others	Participates in Shared Play
EYFS link (3-4 years): 	Play alongside other children and begin to join in with their play.	Developing their sense of responsibility and membership of a community; be more outgoing with unfamiliar people, in the safe context of their setting.	Increasingly follows rules, understanding why they are important; developing appropriate ways of being assertive.	Select and use activities and resources, with help when needed.	Develop their sense of responsibility and membership of a community.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Learning objectives	To notice others and engage in parallel play.	To seek interaction and reassurance from familiar adults.	To initiate simple interactions with peers.	To form secure attachments and use adults as a base for exploration.	To approach peers and invite them into play.	To engage in cooperative play with support.
Example activities	Side-by-side play (e.g. sand, building, drawing); adult narrating play: “You’re both building towers”; mirroring games (copying actions)	Key person check-ins; shared play with adult modelling language; comfort routines (greeting, settling-in activities)	Rolling a ball to each other; simple partner games; adult-supported sharing of resources	Key person-led small group activities; story time in familiar groups; “check-in” systems for reassurance	Role-play areas (home corner, shop); modelling phrases: “Do you want to play?”; small group collaborative tasks	Building a shared structure (e.g. large blocks); small world play in groups; adult scaffolding of turn-taking language

Communication & Language



Vocabulary will also be explored through stories.

Phase 1 phonics will be followed throughout the year. If children are able to securely orally segment and blend, they will be introduced to Set 1 Sounds through our RWI programme.

<https://letters-and-sounds.com/phase-1-resources/>

Understanding vocabulary

Explicit vocabulary and concepts will be explored through Concept Cat to ensure understanding is secure.

Listening & Attention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus 	General Sound Discrimination – environmental & instrumental sounds	Understanding simple stories General sound discrimination – body percussion	Following instructions Rhyme & Rhythm & Alliteration	Understanding vocabulary Voice Sounds	Predicting and recalling Oral Blending & Segmenting	Making connections Oral Blending & Segmenting
EYFS link (3-4 years):	<i>Enjoy listening to longer stories and can remember much of what happen; pay attention to more than one thing at a time</i>	<i>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’; enjoy listening to longer stories remembering much of what happens; Sing a large repertoire of songs; know many rhymes, be able to talk about familiar books, and be able to tell a long story</i>	<i>Understand a question or instruction that has two parts, such as: ‘Get your coat and wait at the door’ Sing a large repertoire of songs; know many rhymes</i>	<i>Develop their communication, but may continue to have problems with irregular tenses and plurals; use a wider range of vocabulary; use longer sentences of four to six words; use a wider range of vocabulary</i>	<i>Enjoy listening to longer stories and can remember much of what happens; develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sound.</i>	<i>Can start a conversation with an adult or a friend and continue it for many turns; use talk to organise themselves and their play; develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sound.</i>
Learning Objective	Listen to familiar adults; focus attention for short periods; respond to simple instructions Raise awareness of sounds around us (being able to recognise and name familiar every day	Recognise familiar stories; begin to recall key events; use gestures or words to respond; join in with refrains Develop children’ awareness of sounds and rhythms	Follow one-step instructions; begin to follow two-step instructions with support; respond appropriately to questions; develop children’s appreciation	Learn and use new words; recognize words associated with objects or actions; begin to answer simple “what” and “where” questions	Predict what might happen next in a story; recall simple story sequences; retell events in own words Practise oral blending and segmenting. Teacher	Story mapping; role play; sequencing cards Fred talk word out of table of objects e.g. C-U-P and children to identify

	sounds), gradually becoming attuned to sounds (environmental) Develop children's awareness of sounds made by various instruments and noise makers	To predict rhyming words in stories using auditory cues	and experiences of rhythm and rhyme in speech; develop children's ability to focus on initial sounds of words, in time being able to identify sounds with support	Distinguish between different vocal sounds and to begin oral blending and segmenting with teacher support – my turn, your turn	to 'Fred talk' words as much as possible and children to blend	which object has been 'Fred talked'
Example Activities	Circle time listening games; "Simon Says"; short story time sessions; sound walks, sound exploration outside where possible e.g. drumming on different items and comparing the sounds What's that sound? - game; compare and match sound makers, play instruments alongside a story, make loud and quiet sounds, respond to sound signals – stop, tidy up etc	Story sequencing with pictures; puppets; acting out parts of stories Read Julia Donaldson stories to build awareness; sing songs, nursery rhymes, listen to music and develop a vocabulary appropriate to describe sounds	Instructional games; treasure hunts; classroom routines; singing nursery rhymes with actions; using rhythm sticks or clapping syllables; join in rhyming stories, rhyming bingo, odd one out; "rhyme time" baskets with objects that rhyme I spy, matching objects which begin with the same sound; sorting objects by initial sound (e.g. sock, spoon, snake) Alliteration games during snack time or transitions	Word matching; themed object hunts; picture cards Fred talk CVC words with teacher support	Begin to relate stories to own experiences; respond to questions about stories; show interest in new vocabulary Practise oral blending and segmenting. Teacher to 'Fred talk' words as much as possible and children to blend Become familiar with RWI handwriting rhymes for letters, especially those in names	Story discussion; "Have you ever...?" circle time; picture discussion Fred talk word out of table of objects e.g. C-U-P and children to identify which object has been 'Fred talked'
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.					
Speaking	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus	Building Confidence to Communicate	Expanding Everyday Vocabulary	Developing Sentence Structure	Conversation and Turn-Taking	Describing and Explaining	Telling Stories and Sharing Ideas
EYFS link (3-4 years):	Use a wider range of vocabulary." and "Can start a conversation with	Use a wider range of vocabulary.	Use longer sentences of four to six words.	Can start a conversation with an adult or a friend and continue it for many turns.	Use a wider range of vocabulary." and "Use talk to organise themselves and their play	Know many rhymes, be able to talk about familiar books, and be able to tell a long story." and "Use talk

	<i>an adult or a friend and continue it for many turns.</i>					<i>to organise themselves and their play</i>
Learning Objective	Begin to communicate needs, feelings, and interests using words or short phrases; develop confidence to speak in small groups; use gestures and facial expressions to support meaning.	Learn and use new topic and story words (family, animals, food); respond to simple questions about routines: begin to describe things using simple adjectives.	Use 3–4 word sentences to describe experiences: retell simple events (e.g. “We went park.”); adult to model correctly; begin to use correct grammar with adult modelling.	Listen and respond to others in short exchanges; take turns in conversation; begin to ask simple questions (“Who?” “What?”).	Use longer sentences of 4–6 word; begin to use joining words (“and,” “because”); talk about what is happening now and next.	Use talk to organise play and share ideas; tell simple stories or events from pictures; speak in small groups with growing confidence.
Example Activities	Daily greetings and name songs; circle time for sharing feelings; talking about family photos; role-play “Home Corner.”	Vocabulary baskets (colour, texture, animal sets); naming games and “What’s missing?” activities; sensory play with describing words; songs, stories and rhymes for new words.	“Weekend news” sharing time; story sacks to prompt retelling; small-world play scenes (farm, zoo, shop); talking about photos of class activities.	Talking partner games; “Show and tell” items from home; puppet role play and small group talk; board games for turn-taking.	Sequencing routines with photos (“First we wash hands...”); “What happens next?” storytelling; cooking activities with step-by-step talk; construction play – describing what they are making.	Story maps and picture sequencing; role-play story retelling (e.g. Three Little Pigs); “story of my day” circle time; create a class story together.

Physical Development



Gross Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus 	Settling in, basic movement awareness	Balance and coordination	Spatial awareness and direction	Control of large movements	Strength and endurance	Combining movements
EYFS link (3-4 years):	<i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</i>	<i>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</i>	<i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</i>	<i>Use large-muscle movements to wave flags and streamers, paint and make marks</i>	<i>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</i>	<i>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are</i>

						<i>related to music and rhythm.</i>
Learning Objective	Explore movement in space; walk, run, climb with confidence; move safely around obstacles	Stand on one foot briefly; walk along a line; begin simple hopping and jumping	Move forwards, backwards, sideways safely; avoid bumping into others; understand personal space	Kick, throw, and catch large soft balls; swing arms and legs in coordinated ways; begin to jump from low heights	Climb confidently on climbing frames; walk and run for longer distances; begin cycling/pedal activities	Link movements in sequence; start and stop safely; coordinate basic actions (jump + run)
Example Activities	Free play in outdoor area; obstacle courses; follow the leader games	Balance beam activities; hopscotch; stepping-stone games	Tag games; moving through cones; tunnel and climbing activities	Ball games; parachute play; low platform jumps	Outdoor obstacle circuits; tricycles; nature walks	Action songs with movement; simple dance routines; follow-the-pattern games
Fine Motor Skills -	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus 	Hand Strength and Readiness	Awareness of Scissors as a Tool	Two Handed Co-ordination	Open and Closing action	Snipping Paper (Early Cutting)	Cutting Along Short Straight Lines
EYFS link (3-4 years):	<i>Continues to develop their movement and coordination."</i>	<i>Uses one-handed tools and equipment."</i>	<i>Uses large-muscle movements to wave, clap, stamp and catch</i>	<i>Begins to use hands and fingers independently</i>	<i>Uses one-handed tools and equipment</i>	<i>Develops small motor skills so that they can use a range of tools competently</i>
Learning Objective	To develop hand and finger strength needed for using tools.	To become familiar with scissors as a tool and understand safe handling.	To use one hand to operate scissors while the other hand stabilises materials.	To control the opening and closing movement of scissors using fingers and thumb.	To make purposeful snips in paper using scissors.	To begin cutting with direction and control along a guide
Example Activities	- Squeezing pipettes, syringes, dough or pegs - Tearing paper and cardboard using hands	- Exploring scissors with blades closed - Practising opening and closing actions without paper	- Holding card strips while snipping - Adult-supported cutting where one hand holds the paper	- Snipping playdough or drinking straws - Cutting fringe along thick card edges	- Snipping paper strips into pieces - Making confetti for collage play	- Cutting along thick straight lines on card - Cutting across paper to make tickets or strips
Fine motor - playdough						
Play dough Developmental Focus 	Sensory Exploration and whole hand use.	Two Handed Co-ordination.	Finger Isolation (Early)	Rolling with Palms	Pinching and Gripping	Tool Introduction (simple tools)

EYFS link (3-4 years):	Continues to develop their movement and coordination	Uses large-muscle movements to wave, clap, stamp and catch	Begins to use hands and fingers independently	Develops overall body strength, coordination and agility	Uses one-handed tools and equipment	Uses a comfortable grip with good control
Learning Objective	To develop hand strength and sensory awareness through whole-hand manipulation of playdough.	To use both hands together in a coordinated way to manipulate materials.	To begin using individual fingers independently from the rest of the hand.	To develop control and pressure when rolling dough using palms.	To strengthen the pincer grip using thumb and index finger.	To begin using simple tools with control and purpose.
Example Activities	- Squashing, patting and squeezing soft dough with palms and fists - Pressing hands into dough to make handprints	- Pulling dough apart and pushing it back together - Making large 'pizzas' using two hands	- Poking holes with index fingers - Counting fingertip presses into dough	- Rolling balls and sausage shapes between palms - Making dough food items (meatballs, bread rolls)	- Pinching off small pieces to decorate models - Making 'sprinkles' or 'crumbs' with fingertips	- Rolling dough flat with a rolling pin - Using cutters and stamps to make shapes

Literacy



Comprehension	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus 	Building Listening Foundations Encourage attentive listening during short activities. Establish routines where children focus on the speaker.	Introducing Rich Oral Language Expose children to varied vocabulary through everyday conversation, descriptive language, and storytelling.	Using Visual and Contextual Support Pair spoken language with pictures, gestures, props, or actions so children can connect meaning with what they hear.	Modelling Thinking Aloud While reading or explaining, verbalize thoughts such as predictions or questions to show how understanding works.	Reading Simple Stories Regularly Share short, engaging stories daily. Pause to emphasize key events, characters, and vocabulary.	Asking Literal Questions Check understanding by asking straightforward questions such as "Who was in the story?" or "What happened next?"
EYFS link (3-4 years):						
Learning Objective	Children will develop the ability to listen attentively and follow simple spoken instructions.	Children will expand their vocabulary and begin to understand new words used in everyday conversation and stories.	Children will use visual cues and context to help them understand spoken language.	Children will begin to understand how to think about and interpret what they hear.	Children will listen to and understand simple stories, identifying characters and main events.	Children will demonstrate understanding of a story by answering simple factual questions.

Example Activities	“Simon Says” where children follow simple instructions (e.g., <i>touch your nose, clap your hands</i>); sound Hunt: Children listen carefully to identify sounds played by the teacher (animal sounds, instruments); story Circle: Children sit in a circle and listen to a short story, raising their hand when they hear a specific word.	Word of the Day: Introduce a new word (e.g., <i>gigantic</i>) and encourage children to use it in sentences; describing Objects: Show an object and ask children to describe it using different words (colour, size, texture); storytelling with Props: Use puppets or toys to introduce descriptive language during storytelling.	Picture Matching: Show pictures while reading a story so children can match the spoken word with the image; action Stories: Children act out parts of a story while the teacher narrates it; flashcard Game: Show picture cards and say the word; children repeat and point to the correct card.	Predict the Story: While reading, pause and say “ <i>I think the bear might go into the forest next. What do you think?</i> ”; Teacher Think-Aloud: During reading, verbalize thoughts such as “ <i>I wonder why the character looks sad.</i> ”; picture Prediction: Show the cover of a book and ask children to guess what might happen in the story.	Daily Story Time: Read a short picture book and discuss the characters and events; story Sequencing: Give children pictures from the story and ask them to place them in the correct order; role Play: Children act out characters from the story using costumes or puppets.	Question Time: After reading, ask questions such as “ <i>Who helped the rabbit?</i> ” or “ <i>Where did the boy go?</i> ”; story Quiz: Use picture cards and ask children to choose the correct answer to questions about the story; partner Talk: Children discuss answers with a partner before sharing with the group.
Word Reading 	Pre-school follow Phase 1 phonics and move to phase 2 as soon as they can orally segment and blend (aspect 7 of phase 1)					
Word Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus	Listening and attention to sounds	Rhythm and Rhyme	Alliteration	Oral blending and segmenting	Letter Awareness	Engagement and Confidence
EYFS link (3-4 years):	Pay attention to more than one thing at a time, which can be difficult	Sing a large repertoire of songs." and "Know many rhymes."			Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Use a comfortable grip with good control when holding pens and pencils.
Learning Objective	To develop listening skills and awareness of sounds in the environment. To recognise and name familiar everyday sounds. To notice differences between sounds and begin sound discrimination; to	To develop an awareness of rhythm and rhyme through repeated experiences. To recall and repeat familiar rhythmic language; to identify words that sound the same at the end; to	To develop awareness of initial sounds in words To listen for and respond to repeated initial sounds; to experiment with sounds at the start of words.	To develop phonological awareness by hearing, identifying and joining sounds in words, and beginning to break words into individual sounds through games, songs and everyday interactions.	To notice print and letters in meaningful contexts; to identify familiar letters linked to personal experiences; to develop an understanding that letters represent sounds; to begin linking sounds	Recognise and read own name Notice and recognize logos, especially those in community – Asda, Co-op

	explore sounds through play and sensory experiences.	predict rhyming words using auditory cues.			to letters in a playful, informal way.	
Example Activities	Sound walks outdoors (listening for birds, cars, footsteps) Listening games using musical instruments or household objects “What’s that sound?” guessing games using recorded or hidden sounds Quiet listening moments with eyes closed	Singing nursery rhymes with actions Using rhythm sticks or clapping syllables Rhyming storybooks (e.g. pausing for children to fill in rhyming words) “Rhyme time” baskets with objects that rhyme	Name games using children’s names (e.g. “Jumping Jack”) Silly sentences using one sound (e.g. “Busy buzzing bees”) Sorting objects by initial sound (e.g. sock, spoon, snake) Alliteration games during snack time or transitions	Fred games Oral blending sounds to make words in everyday use Fred Talk Matching games	Name recognition activities (self-registration, name cards) Magnetic letters in the play area Spotting letters in the environment (signs, labels, books) Sound-letter matching games using objects and pictures	Practice formation of letters in letter families using large muscle co-ordination (ribbons on sticks, large paintbrushes on walls). Look at Write dance activities. Do a High Street logo trail
Writing 	Developing control Hold drawing tools with increasing control; make deliberate marks; begin drawing shapes. Use a variety of equipment that encourages correct pincer grip (cotton buds to print with). Timetable finger gym in order to develop fine muscles in the hand and fingers. Plan in opportunities for children to develop good hand strength such as threading, cutting using scissors and using tweezers 					
Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental Focus	Early mark-making	Name recognition	Letter awareness	Storytelling through marks	Preparing for writing	Write for meaning Ready to write posture
EYFS link (3-4 years):	<i>Uses large-muscle movements to wave flags and streamers, paint and make marks</i>	<i>Notices some print, such as the first letter of their name.</i>	<i>Notices some print and begins to engage with environmental print and meaningful letters.</i>	<i>Engages in extended conversations about stories and develops play around narratives. Mark-making becomes a way of communicating meaning.</i>	<i>Uses a comfortable grip with good control when holding pens and pencils.</i>	<i>Shows interest in print and gives meaning to marks as they draw and write; Uses a comfortable grip with good control when holding pens and pencils.</i>
Learning Objective	Explore different marks; use fingers and hands to make marks; enjoy sensory play	Recognize own name in print; attempt to write own name	Recognize and explore shapes of letters; begin imitation of letter shapes	Use marks to represent ideas or stories; begin to sequence marks	Begin to hold pencil using tripod grip; copy simple letters or patterns; ensure children show a preference for a dominant hand	Write own name using recognizable letters, many of which are formed correctly using apparatus appropriate to age and stage; children

						have good habits in relation to position and posture when writing; become familiar with RWI handwriting rhymes for letters, especially those in names
Example activities	Finger painting; drawing in sand, shaving foam, or cornflour; scribbling with crayons or chalk Using chunky crayons; tracing over lines; drawing circles and lines on paper or whiteboards	Name cards; tracing own name with fingers in sand; magnetic letters to form name	Tracing letters; playdough letters; letter stamping activities	Drawing simple story pictures; drawing a series of events; dictating story alongside marks	Pencil grip practice; copying shapes and letter patterns; sandpaper letters tracing	Form letters with sticks in mud, ribbons in dance, paintbrushes and water on large boards, chunky chinks on the playground Practice sitting with bottom at back of chair, feet on the floor and upper body upright. Practice formation of letters in letter families using large muscle co-ordination (ribbons on sticks, large paintbrushes on walls). Look at Write dance activities.

Mathematics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Number and Composition	Shape, Space and Pattern	Counting and Cardinality	Composition of Number	Measure and Capacity	Consolidation and Application
Developmental focus 	Developing early number sense through counting, matching and comparing.	Exploring shapes, simple patterns and positional language	Developing accurate counting and understanding that the last number counted tells "how many".	Exploring number bonds through practical combining and separating.	Comparing and ordering using early measuring language.	Applying mathematical understanding in play-based, real-life contexts.
Learning Objective	Children recognise small quantities, begin to count in sequence to 5, and compare groups using language such as more and less.	Children identify common shapes, copy and continue simple patterns, and use language such as on, under, in and beside.	Children count objects with one-to-one correspondence, recognise numerals to 10, and understand cardinality in practical situations.	Children understand that numbers can be made in different ways and begin to combine and separate up to 5.	Children compare length, height, weight and capacity using direct comparison and everyday language.	Children consolidate counting, shape, pattern, comparison and simple problem-solving through purposeful play.
EYFS link (3-4 years): Development Matters Objectives 3-4yrs old	Notifies and compares amounts; shows an interest in number patterns; recites numbers in order; joins in with counting actions.	Talks about and explores 2D shapes; begins to notice patterns and relationships; uses positional language in meaningful contexts.	Recites numbers past 5; counts objects reliably; responds to "how many?" questions; begins to represent numbers.	Compares quantities; explores how numbers are composed; uses objects to solve practical problems.	Explores size, mass and capacity; uses comparative language; begins to talk about time in daily routines.	Uses maths in everyday situations; solves practical problems; explains thinking using developing mathematical language.
Example activities	Singing number rhymes; counting everyday objects; matching numerals to quantities; comparing sets in play; subitising small groups using dice and picture cards.	Shape hunts indoors and outdoors; pattern-making with blocks and objects; sorting shapes by size and form; building models; obstacle courses using positional language.	Counting songs and claps; counting snacks, steps and toys; numeral matching games; counting sets in provision; simple role-play shops.	Finger patterns; part-part-whole games; sharing collections; joining and taking away objects; story problems using toys and images. Fill different boxes with blocks or other objects to find out which holds more.	Filling and emptying containers; comparing towers and ribbons; weighing objects with balance scales; ordering objects by length; discussing routines such as first and next	Small-world maths challenges; treasure hunts with counting clues; shape and number board games; role-play scenarios; outdoor problem-solving tasks

Understanding the World



Topic	This is Me!	Colours Everywhere	Superheroes and Helpers	Growing and Gardening	Traditional Tales	Let's Go Exploring
Past & Present	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus	Talking about themselves now and simple changes over time.	Noticing colour in familiar objects and changes in seasons.	Comparing helpers now with those from the past.	Understanding change over time in plants and growing.	Comparing story settings, transport and homes from tales.	Reflecting on journeys and places visited through the year.
EYFS link (3-4 years):	<i>Begin to make sense of their own life story and family history.</i>		<i>Comment on images of familiar situations in the past.</i>	<i>Begin to understand the need to care for living things.</i>	<i>Retell simple stories and comment on familiar story settings.</i>	<i>Talk about members of their immediate family and community.</i>
Learning Objective	Children will begin to recognise themselves and family members in photographs and talk about familiar routines.	Children will identify colours in everyday life and seasonal changes.	Children will talk about jobs and how helping roles have changed.	Children will observe how seeds grow into plants.	Children will identify features from familiar traditional stories.	Children will compare places and experiences from earlier in the year.
Example activities	Self-portraits, baby photo discussion, mirror play, "then and now" family books.	Colour hunts, mixing paint, autumn walk, colour sorting.	Old and new uniforms, role-play doctor's surgery, community walk, visitor talk.	Planting beans, comparing seed packets, watching growth charts, tasting home-grown produce.	Story sequencing, puppet theatre, comparing castles and cottages, dressing up.	Photo journals, map making, transport sorting, memory walk.
People, Culture & Communities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus	Noticing similarities and differences in families and home cultures.	Exploring colour in art, clothing and celebrations.	Understanding people who help in the local community.	Learning how people grow food and care for gardens.	Understanding stories from different places and cultures.	Exploring local and wider communities.
EYFS link (3-4 years):	<i>Know that there are different families and communities.</i>	<i>Recognise that people have different beliefs and traditions.</i>	<i>Know some of the ways in which they and others are similar and different.</i>	<i>Show interest in different occupations.</i>	<i>Listen to and talk about stories, rhymes and poems.</i>	<i>Know that there are different places in the community.</i>
Learning Objective	Children will share information about their family, home and special celebrations.	Children will notice how colours are used in different cultures and festivals.	Children will identify community helpers and the equipment they use.	Children will recognise gardening as a shared community activity.	Children will hear and respond to traditional tales from a range of cultures.	Children will identify places people go in their community.

Example activities	Family photographs, role-play home corner, visitor from home, map of places special to them.	Dress-up fabrics, festival pictures, local church visit to look at stained glass and Christmas Trees, visitor sharing cultural objects.	Fire service visit, hospital role-play, post office play, school helper interviews.	Visit a garden centre, talk with a gardener, plant in shared beds, harvest celebration	Story sacks, multicultural story time, visitor reading stories, festival links.	Local trip, visitor from a shop or library, role-play travel centre, community photo wall.
The Natural World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus	Observing their own bodies and senses.	Observing colour in plants, animals and the environment	Using outdoor physical challenges safely.	Exploring lifecycles and habitats.	Exploring story animals, weather and habitats.	Investigating different environments.
EYFS link (3-4 years):	<i>Explore the natural world around them using their senses.</i>	<i>Notice differences in the natural world.</i>	<i>Develop their sense of responsibility and safety.</i>	<i>Explore the natural world around them.</i>	<i>Notice and talk about animals and their environments.</i>	<i>Explore collections of materials and observe natural changes.</i>
Learning Objective	Children will name body parts and use their senses to explore.	Children will identify colours in the natural world	Children will explore movement, strength and safety in the environment.	Children will notice how plants and mini-beasts depend on their environment.	Children will link stories to real animals and natural settings.	Children will explore habitats, landscapes and simple scientific observation.
Example activities	Body tracing, sensory trays, outdoor movement games, healthy snack tasting.	Flower study, leaf collections, bird spotting, rainbow water play	Obstacle courses, bug hunt rescue, throwing and catching, superhero training trail.	Bug hotel, watering routines, sunflower observation, compost exploration.	Woodland role-play, animal footprints, weather charts, outdoor fairy-tale trail.	Nature walks, pond-dipping, sand and water exploration, mini-beast hunt.

Expressive Arts & Design



Creating with Materials	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus	Explore and Investigate Sensory exploration of materials	Experiment and Discover Testing materials and techniques	Select and Create with Purpose Planning and making	Represent Ideas and Characters Using creations in imaginative contexts	Refine and Adapt Creations Reviewing and improving ideas	Create Independently and Share Intentional creativity and reflection
EYFS link 3-4	<i>Children begin by investigating textures, colours, marks and materials through open-ended exploration.</i>	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>	<i>Return to and build on previous learning, refining ideas and developing their ability to represent them.</i>	<i>Uses materials to represent ideas and characters. Uses props and materials when role-playing characters in narratives and stories.</i>	<i>To explain what they intend to make and consider how materials work together. They will adapt their ideas during creation.</i>	<i>To talk about their plans, solve problems and change designs as they work.</i>
Learning Objective	To engage in exploratory creative	To experiment with colours, patterns and	To choose materials for a purpose and develop	To use creations to support storytelling and	<i>Creates with a range of materials and tools,</i>	To work independently, make creative choices

	experiences, using simple tools safely and beginning to describe materials.	processes, noticing changes and effects.	increasing control of tools and techniques.	pretend play, making links between stories and experiences.	<i>making decisions about colour, design, texture, shape and function. Shares their creations, explaining the process they have used.</i>	and explain the process and outcomes of their work.
Example activities	Finger painting, mark-making with brushes and natural objects, playdough exploration, texture collages, outdoor painting.	Colour mixing investigations, printing with everyday objects, clay exploration, simple weaving, seasonal craft activities.	Junk modelling, creating habitats, designing vehicles, building structures using mixed media and construction resources.	Story sticks, puppet making, masks and costumes, small-world scenes, retelling familiar stories with self-made props.	Collaborative sculptures, revisiting previous models, improving designs, adding details to creations, group projects.	Open-ended creative challenges, artist-inspired projects, 3D model making, collaborative displays, presenting creations to others.
Being Imaginative & Expressive	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developmental focus	Join in and Participate Songs, Rhymes and storytelling	Retell Familiar Stories Exploring characters and story structure	Create and Adapt Narratives Imaginative storytelling	Express Through Performance Voice, movement and music	Collaborate and Refine Creating together	Invent, Perform and Respond Creatively Independent expression and performance
EYFS link 3-4	<i>Remember and sing entire songs. Sing the pitch of a tone sung by another person. Take part in simple pretend play.</i>	<i>Engage in story times. Retell familiar stories and develop storylines in pretend play.</i>	<i>Develop storylines in pretend play. Use talk to organise thinking and activities.</i>	<i>Listen attentively to music. Watch and talk about dance and performance. Sing increasingly in tune and follow melodies.</i>	<i>Return to and build on previous learning. Create collaboratively, sharing ideas, resources and skills. Sing a large repertoire of songs.</i>	<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 move in time with music where appropriate.</i>
Learning Objective	To join in with familiar songs, nursery rhymes, actions and repeated story phrases, showing enjoyment and increasing	To retell familiar stories using props, puppets and role-play, talking about characters, events and key story details.	To invent and adapt simple narratives through imaginative play, developing characters, settings and events using their own ideas.	To perform songs, rhymes, poems and stories with others, using actions, expression, voice and movement to communicate meaning.	To work with others to develop performances, extending ideas and responding to the contributions of peers.	To independently invent, adapt and recount narratives, and confidently perform a range of songs, rhymes, poems and stories, moving in time with music where appropriate.

	confidence in participation.					
Example activities	Daily nursery rhymes, action songs, story baskets with repeating refrains, musical games, small-world storytelling linked to familiar texts.	Puppet theatres, story maps, sequencing activities, role-play areas, character masks, small-world story retelling.	Helicopter Stories, picture prompt storytelling, collaborative story circles, small-world narrative play, creating story settings from blocks and loose parts.	Poetry performances, action songs, musical storytelling, dance responses to music, partner and group performances, assembly presentations.	Group storytelling projects, collaborative performances, creating songs together, developing storylines in role-play, shared music and movement activities.	Original story creation, end-of-year productions, music and movement performances, inventing songs and rhymes, performing with self-made props, costumes and scenery, responding to others' performances.