



Early Years Curriculum

School Vision - An inclusive community where all children enjoy their learning and meet their full potential.

Our curriculum is designed to be engaging, purposeful, and ambitious, ensuring every child feels valued, challenged, and supported to thrive academically, socially, and emotionally. We aim to foster a supportive and dynamic learning environment rooted in our core vision and with our curriculum built around five key drivers that guide our approach to education and personal development.

Curriculum Drivers

EYFS at Hatchell Wood Primary Academy. Below are the Key Strands that shape our curriculum. Our EYFS curriculum helps children grow and thrive across all five strands. These strands are woven through everything we do, ensuring strong foundations for every child before they reach Year 1.

Strand 1 – Aspiration & Achievement

Being a Brave Learner and Reaching for the Stars!

You can do amazing things—even when it feels hard! It’s okay to keep trying and believe in yourself.

Example: Ava is learning to write her name. Even when it doesn’t look right the first time, she keeps practicing and proudly shows her friends.

We celebrate every achievement and encourage big dreams. We give children rich opportunities to try new things, build self-confidence, and be proud of their progress.

Strand 2 – Communication & Language

Having a Voice and Using It with Confidence

Talking helps us learn and share our thoughts and feelings. Every child’s voice matters!

Example: Noah joins in during story time and asks, “Why did the bear feel sad?” He’s using words to show his thinking.

We create a language-rich environment where children can speak, listen, and express themselves. Through stories, songs, and conversations, we help children become confident communicators.

Strand 3 – Diversity & Respect
Being Kind and Celebrating Differences

We are all special and unique. We show kindness to others, no matter how different they may seem.

Example: Amira notices that her friend wears different clothes for a festival. She asks questions and listens carefully to learn more.

We help children understand and appreciate other cultures, beliefs, and families. Our texts, play, and experiences reflect the rich diversity of our world.

Strand 4 – Life Skills & Experiences
Learning for Life and Giving Things a Go

We learn new skills every day that help us be independent and ready for the world. Example: Leo helps set the table at snack time and washes his hands without being asked.

Children take part in real-life tasks, from cooking and gardening to exploring their community. These meaningful experiences prepare them for life beyond school.

Strand 5 – Resilience & Wellbeing
Taking Care of Ourselves and Others

It's okay to have big feelings—and it's okay to ask for help. We learn how to stay strong inside and out.

Example: Mia feels upset when she loses her toy but takes deep breaths and talks to an adult about how she feels.

We support mental health through nurturing relationships, emotional literacy, and mindfulness. Children are encouraged to understand and manage their feelings, build friendships, and stay healthy in body and mind.

Curriculum Intent

At Hatchell Wood Primary Academy our aim is to prepare children for the future and for lifelong learning in a diverse and ever changing world with opportunities as well as challenges. EYFS at Hatchell Wood promotes the skills that the children need to develop independence, resilience, self-motivation, resourcefulness, and creativity. We want our children to achieve their very best and support every child in doing this through open-ended, exciting, challenging and purposeful play. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

The adults in our setting will nurture the innate drive in children to learn and try out new things through modelling, scaffolding, questioning, problem posing, and through shared thinking. We will offer opportunities for our children to explore, engage, persevere, take risks, self-challenge, evaluate, develop their thinking, and solve problems.

Strong partnerships with parents, carers and other settings mean that we have a fully rounded view of the child, what they can do and what they need to be able to do next.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To create an indoor and outdoor environment which supports learning.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

- To support transition into KS1.

Curriculum Implementation

At Hatchell Wood Primary Academy, we follow the Early Years Statutory Framework. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Four guiding principles should shape practice in early years – these are taken from the Early Years Foundation Stage Statutory Framework - for group and school-based providers November 2024. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning”). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

The 4 guiding principles run through and within the key strands our curriculum is built on. There are then the seven areas of learning and development that set out what we must teach our children. All areas of learning and development are important and inter-connected.

We believe it is essential to have a balance between adult and child-led learning in Early Years. A mixture of adult and child-led learning allows children to practise new skills and take ownership of their learning by applying it in different situations. Carefully planned adult-led activities are important to ensure children learn specific skills and knowledge. We have a child-centred curriculum that is based upon experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children’s interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. Through children’s carefully structured play, they can practise these skills and we can then see how much of this learning children have embedded.

Our daily timetable provides set times for adult-led sessions and time for children to learn through continuous provision. Teachers plan for both adult-led and child-led sessions based on children's needs and any gaps in their learning. During each week, the children will work with an adult to complete at least three reading sessions linked to the Little Wandle phonics scheme as well as adult led literacy, phonics and communication and language activities, an adult led maths activity and a range of child initiated activities through both the indoor and outdoor provision. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently. In planning and guiding children's activities we reflect on the different ways that children learn.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey using Tapestry. We regularly assess where the children are, using the 'Rose Learning Trust tracker' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery visits, stay and play sessions, parent end of term celebration events, Tapestry learning journeys, reports and open evenings as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 by preparing children for Year 1 with visits to their new class, meeting their teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. They also complete 'moving on' activities with their teacher throughout the summer term as well as planned transition days. These aim to support the transition for all.

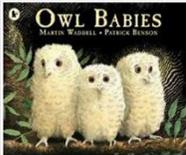
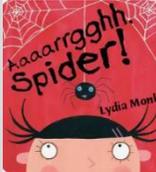
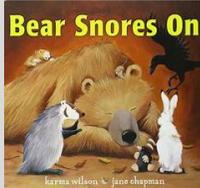
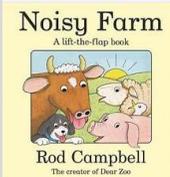
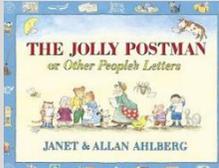
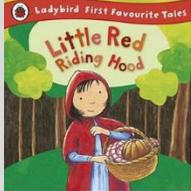
Curriculum Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be near National Expectations. The impact of our curriculum is measured by assessment procedures and include:

- Evidence in children's learning journeys support all areas of the EYFS curriculum.
- Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.
- Summative assessment compares children's attainment to age related expectations using the Rose Learning Trust tracker. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools in the Rose Learning Trust.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and attitudes which will make them lifelong learners.

Nursery Long Term Progression Map

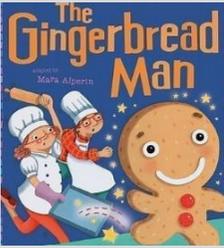
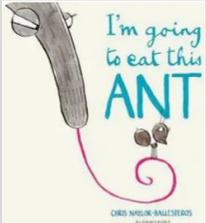
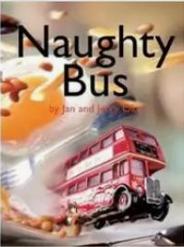
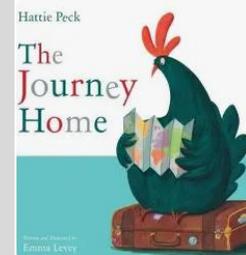
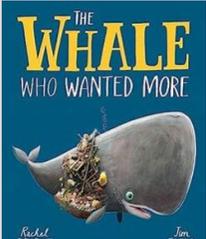
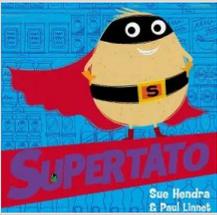
Area of Learning/Topic	Autumn 1 Autumn time	Autumn 2 Celebrations/Spiders	Spring 1 Winter/Penguins	Spring 2 Farm	Summer 1 People who help us	Summer 2 Traditional Tales
<p>Possible key texts</p>	<p>Owl babies The very helpful hedgehog Leafman</p> 	<p>Aaarrgggh Spider! Spot's first Christmas Dear Santa</p> 	<p>Little Owl's snow Bear snores on There's a little snowman in your book Cuddly Duddly</p> 	<p>Noisy farm Dear zoo What the ladybird heard</p> 	<p>Police officer (non-fiction) The Jolly Postman Maisy's fire engine</p> 	<p>Little Red Riding Hood Three Little Pigs Jack and the Beanstalk</p> 
<p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and 'have a go'. • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					
<p>Communication & Language</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>		<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.</p>		<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	

	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		
Personal, Social & Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Find solutions to conflicts and rivalries.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.
Physical Development	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	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 related to music and rhythm. 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. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
Literacy	Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book 	Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately.	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Use

	<ul style="list-style-type: none"> • page sequencing 		<p>some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.</p>
Mathematics (White Rose Maths)	<ul style="list-style-type: none"> • Comparison 1: More than, fewer than, same • Shape, Space & Measure 1: Explore and build with shapes and objects • Pattern 1: Explore repeats • Counting 1 & 2: Hear/say number names; begin ordering number names • Subitising 1: 1, 2, 3 • Pattern 2: Join in with repeats • Shape, Space & Measure 2: Explore position and space 	<ul style="list-style-type: none"> • Subitising 2: Show me 1, 2, 3 • Counting 3: Move and label 1, 2, 3 • Shape, Space & Measure 3: Explore position and routes • Pattern 3: Explore patterns • Counting 4: Take and give 1, 2, 3 • Shape, Space & Measure 4: Match, talk, push, pull • Subitising 3: Talk about dots • Comparison 2: Compare and sort collections 	<ul style="list-style-type: none"> • Pattern 4: Lead on own repeat • Shape, Space & Measure 5: Start to puzzle • Pattern 5: Making patterns together • Subitising 4: Make games and actions • Counting 5: Show me 5 • Pattern 6: My own pattern • Counting 6: Stop at 1–5 • Comparison 3: Match, sort, compare
Understanding the World (Geography & History links)	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant or animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Show interest in different occupations. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Expressive Arts & Design (Art)	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make imaginative and complex 'small worlds'</p>

	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	with blocks and construction kits, such as a city with different buildings and a park.			
Memorable Experiences	Autumn walk	Parent Christmas stay and play session – making reindeer food/reindeer biscuits	Parent Easter stay and play session – easter egg threading/planting a seed Chick experience	Sports morning		
British Values	Mutual respect, turn-taking	Respect for life, democracy in choices	Rules, safety awareness	Caring responsibilities, liberty	Protecting environment, tolerance	Making healthy decisions, individual liberty
Celebration Opportunities	Harvest - October Diwali- 20 th October	Bonfire Night – 5 th November Christmas – December	Chinese New Year – 17 th Feb	Easter – 3 rd -5 th April Mother’s Day – 15 th March	Eid – 26 th -27 th May Bee Day – 20 th May World Ocean day (8 th June)	Healthy Eating Week – 10 th -14 th June Father’s Day – 21 st June

Reception Long Term Progression Map

Area of Learning/Topic	Autumn 1 Traditional Tales	Autumn 2 Mini-beasts	Spring 1 Transport/London	Spring 2 Farm	Summer 1 Sea Creatures	Summer 2 Healthy Eating
Pathways for writing focus	Gingerbread Man 	I'm Going to Eat That Ant 	Naughty Bus 	The Journey Home 	The Whale Who Wanted More 	Supertato 
Characteristics of Effective Learning	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and 'have a go'. • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					
Key Texts Book Talk	Goldilocks and the Three Bears Ghanian Goldilocks The Three Little Pigs The Little Red Hen Jack and the Beanstalk Diwali Room on the broom	Superworm The Very Hungry Caterpillar First Facts Bugs Norman the Slug with the Silly Shell/ What the Ladybird Heard Oi Frog!	The Queen's Hat You Can't Take an Elephant on the Bus The Lion Inside How the crayons saved the rainbow The train ride Mama Panya's Pancakes	Rosie's Walk Farmer Duck Whose habitat is that? Nimesh the Adventurer Little Kid's first book of dinosaurs	Commotion in the Ocean Tiddler Under the moon and over the sea The Rainbow Fish Planet full of plastic Seaside poems	Oliver's Vegetables Kitchen Disco Handa's Surprise The squirrels who squabbled We're going on a bear hunt

		The Jolly Christmas Postman There's an Elf in your book				We're going on a lion hunt Big book of space
Communication & Language	Retelling traditional tales; sequencing events; use of story language. Understand how to listen carefully and why listening is important. Engage in story times. Key Vocabulary: chase, escape, trick, clever, bake, oven	Descriptive language for bugs; 'why' and 'how' questions. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Key Vocabulary: antennae, crawl, wriggle, wings, legs, habitat	Positional and directional language; sequencing events. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Key Vocabulary: journey, road, stop, go, travel, driver	Questioning and describing animals; classifying. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Key Vocabulary: hatch, feather, nest, farmer, egg, barn	Describe ocean settings; introduce environmental vocabulary. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Key Vocabulary: ocean, whale, coral, shell, pollution, more	Dialogue and persuasive language; superhero storytelling. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Key Vocabulary: superhero, healthy, villain, save, powers, trap
Communication & Language	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions <ul style="list-style-type: none"> • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics 					

<p>Personal, Social & Emotional Development</p>	<p>New beginnings Classroom routines and rules. Support children in making friends. Keeping safe at school. Discuss how characters feel and different emotions. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>Getting on and falling out – how to deal with anger e.g. when someone has taken a toy/not sharing. Bonfire night safety. Go on a bug hunt with their families and draw images/take photos of their findings bring back to share with the class Visitor bringing in different minibeasts- are the pupils confident enough to ask questions? Identify the feeling of ‘brave’ and ask pupils to give examples of when they are brave. Highlight the importance of washing hands and hygiene before making food from the story.</p>	<p>Taking turns –Can we follow rules? Circle time Discuss the importance of apologising/forgiveness after an apology Why it is important to follow the rules? Helping others- give children responsibilities such as getting their own snack/milk or washing up afterwards. Talk about feeling lonely and scared- how can we help others who feel like this?</p>	<p>Feelings – looking at facial expression. Looking after our friends when things go wrong. Circle times. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>	<p>Relationships Working as a team to help each other learn. Think about the perspectives of others. Manage their own needs.</p>	<p>Changes – Transition to year 1 – getting ready. Nursery children to visit new classroom.</p>
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up</p>	<p>Revise and refine the fundamental movement skills they have already</p>	<p>Further develop and refine a range of ball skills including throwing, catching,</p>	<p>Know and talk about the different factors that support their overall health and</p>	<p>Combine different movements with ease and fluency.</p>	<p>Confidently and safely use a range of large and small apparatus indoors</p>

	<p>and queuing, mealtimes, personal hygiene.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>	<p>wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>and outside, alone and in a group.</p>
Little Wandle Phonics	<p>Phase 2 (Set 1–5)</p> <p>Graphemes: s, a, t, p, i, n, m, d...</p> <p>Tricky Words: is, I, the</p>	<p>Phase 2 (Set 6–7)</p> <p>Graphemes: ff, ll, ss, j, v, w, x...</p> <p>Tricky Words: put, pull, full, as</p>	<p>Phase 3</p> <p>Graphemes: ai, ee, igh, oa, oo, ar, or...</p> <p>Tricky Words: he, she, we, me, be</p>	<p>Phase 3 (continued)</p> <p>Graphemes: ur, ow, oi, ear, air...</p> <p>Tricky Words: they, all, are, my</p>	<p>Phase 4</p> <p>CVCC, CCVC words</p> <p>Tricky Words: said, so, have, like, come, some</p>	<p>Phase 4 (continued)</p> <p>Words with blends</p> <p>Tricky Words: were, there, little, one, do</p>
Literacy	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words e.g. I, the</p>	<p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>

				understanding and enjoyment.		
Mathematics (White Rose Maths)	<ul style="list-style-type: none"> • Match, sort & compare • Pattern • Numbers to 5 	<ul style="list-style-type: none"> • Shapes with 4 sides • Time • Numbers to 5 	<ul style="list-style-type: none"> • Number bonds to 5 • 1 more/1 less • Spatial awareness 	<ul style="list-style-type: none"> • Number bonds to 10 • Addition/Subtraction to 10 • 3D shapes 	<ul style="list-style-type: none"> • Counting to 20 • Doubling, sharing, grouping 	<ul style="list-style-type: none"> • Deepening to 20 • Spatial reasoning • Mapping & money
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map.	Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.	Explore the natural world around them.	Comment on images of familiar situations in the past. Recognise some environments that are different to the one in which they live.
Expressive Arts & Design (Art)	Develop storylines in their pretend play. Explore, use, and refine a variety of artistic effects to express their ideas and feelings.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources, and skills. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
Continuous Provision Ideas	Small world tales, bridge construction, story stones. Home corner.	Bug hunts, minibeast small world, life cycle trays.	Bus stop role play, vehicle construction, maps.	Farm small world, chick life cycle, planting.	Ocean tuff tray, shell sorting, plastic clean-up.	Supermarket role play, veggie heroes, health sort.
Memorable Experiences	Baking gingerbread men	Bug hunt and minibeast visitor	Bus ride or transport walk	Visit from a farmer/farm visit or chicks in school	Beach day	Healthy eating workshop or veg superhero day

British Values	Mutual respect, turn-taking	Respect for life, democracy in choices	Rules, safety awareness	Caring responsibilities, liberty	Protecting environment, tolerance	Making healthy decisions, individual liberty
Celebration Opportunities	Harvest - October Diwali- 20 th October	Bonfire Night – 5 th November Christmas – December	Chinese New Year – 17 th Feb	Easter – 3 rd -5 th April Mother’s Day – 15 th March	Eid – 26 th -27 th May Bee Day – 20 th May World Ocean day (8 th June)	Healthy Eating Week – 10 th -14 th June Father’s Day – 21 st June