

EYFS Curriculum Long Term Overview- Cycle A 2026-2027

	<u>Autumn</u> <u>1</u>	<u>Autumn</u> <u>2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer</u> <u>1</u>	<u>Summer</u> <u>2</u>
<u>General Themes</u> <i>These themes may be adapted at various points to allow for children's interests</i>	Amazing Me & New Beginnings <i>(3rd September- 23rd October)</i> 7 weeks & 2 days	Enchanted Woodlands <i>(2nd November- 18th December)</i> 7 weeks	Winter Wonders and Timeless Tales <i>(5th January- 12th February)</i> 6 weeks	Growing Gardens and Mini Marvels <i>(22nd February- 24th March)</i> 5 weeks	What a wonderful world <i>(12th April- 27th May)</i> 7 weeks	Under the sea <i>(14th June- 28th July)</i> 7 weeks
<u>Potential interests</u>	Themselves, their families, friends, their homes, emotions, starting school/Nursery, new routines, exploring the classroom.	Animals (owls, foxes, squirrels), trees, leaves, natural materials, stories with woodland characters, forests, caves, dens, the changing season, light, dark.	Ice, snow, cold weather, winter clothes, Artic/Antarctic animals (penguins, polar bears), fairy tales, castles, princes/princesses, journeys, good vs. bad characters.	Planting seeds, growing plants, flowers, vegetables, gardening tools, worms, snails, ladybirds, bees, butterflies, healthy food, spring weather, new life.	Different countries, maps, flags, aeroplanes, boats, trains, different foods, music, animals from around the world, how people live, festivals.	Fish, sharks, whales, octopuses, crabs, shells, sand, water play, seaside trips, boats, pirates, mermaids, swimming, keeping cool.

<u>Concepts for learning</u>	Identity, belonging, friendships, similarities & differences	Nature, environment, seasonal change, narrative	Weather, survival, culture, narrative	Growth, health, living things, life cycles	Community, diversity, journeys, global environment	Habitats, safety, similarities & differences, conversation
<u>High quality themed texts</u>	Colour monster, Elmer, Only One You, My Mum and Dad make me laugh, Harvest text.	Stick Man, Binny's Diwali, The Gruffalo, We're going on a bear hunt, Owl Babies, It was a cold, dark night, The Nativity.	A little bit of Winter, Lost and Found, Ruby's Chinese New Year, Goldilocks and the Three Bears, The Three Little Pigs, The Gingerbread Man.	The Tiny Seed, Oliver's Vegetables, The Very Hungry Caterpillar, Mad About Minibeasts, The Bad-Tempered Ladybird.	The Snail and the Whale, The Queen's Hat, The Koala who could, Handa's Surprise, Our Homes, Our Stories, Same, Same But Different, Non-Fiction Atlases & Maps.	Commotion in the Ocean, Rainbow Fish, Tiddler, Sharing a Shell, Somebody Swallowed Stanley.
<u>Lines of enquiry</u>	<u>Week 1</u> -What do I like to play with in my classroom? -Where do my coat and water bottle go? <u>Week 2</u> -Who are the children in my class? -Who are the teachers who help me feel safe?	<u>Week 1</u> -What can we find on the floor in the woods? -How do we stay safe near a fire? <u>Week 2</u> -What beautiful colours and lights can we see when we celebrate? -What patterns can we make? <u>Week 3</u>	<u>Week 1</u> -What does ice and cold frost feel like? -How do we wrap up warm to play outside? <u>Week 2</u> -How can we be a helpful and kind friend? -How do animals and people travel in the cold snow? <u>Week 3</u>	<u>Week 1</u> -What does a tiny seed need to help it wake up? -Where do we put the soil and the water? <u>Week 2</u> -What yummy, crunchy vegetables can we find in the dirt?	<u>Week 1</u> -How can a tiny snail travel across a giant world? -What does cold ice and warm sand feel like? <u>Week 2</u> -How do people travel around a big city? -Can we build a tall tower for the	<u>Week 1</u> -What different creatures live under the blue water? -Can we move like the sea animals? <u>Week 2</u> -How can we share our toys and be a kind friend today? <u>Week 3</u> -What funny stories can we
Nursery						

	<u>Week 3</u> -How can I show my happy or sad feelings? -What makes my body feel calm? <u>Week 4</u> -What makes me special? -What do I look like in the mirror? <u>Week 5</u> -How can I be a kind friend today? -How do I use my amazing senses to explore? <u>Week 6</u> -Who is in my family? -What do we love to do together at home? <u>Week 7</u> -What beautiful colours can we see in Autumn? -What yummy foods grow at this time of year?	-Can we act out our favourite characters from the stories? -What sounds do animals make in the woods? <u>Week 4</u> -What obstacles do we find on our walk through the woods? -How does the mud and long grass feel? <u>Week 5</u> -How does the weather change when it gets dark and cold? -Who takes care of us when we are scared? <u>Week 6</u> -Where do the woodland animals sleep when it gets cold? -What makes a cosy home? <u>Week 7</u> -Who are the people and animals	-What bright, exciting colours and music can we see for the New Year? -What animals can we spot in the story? <u>Week 4</u> -Who is inside the bears house? -How can we use our big voices to match Big, Medium, and Tiny characters? <u>Week 5</u> -What materials can we build with? -Can we copy the repetitive words of the huffing wolf? <u>Week 6</u> -Can we trace and count the animals chasing the Gingerbread Man? -What does a baking kitchen smell, taste, and look like?	-Can we try new food today? <u>Week 3</u> -How does a tiny caterpillar change into a butterfly? -Can we count up to 5 pieces of fruit? <u>Week 4</u> -Where do the tiny bugs hide in our garden? -How do different bugs move? <u>Week 5</u> -How can we share and be kind to others? -What exciting sounds and dances can we make at our Bug Ball?	Queen's hat to land on? <u>Week 3</u> -What animals live far away in the hot Australian Bush? -What can we do when we feel scared to try something new? <u>Week 4</u> -What yummy exotic fruits can we taste, touch, and smell? -Can we balance a basket on our heads just like Handa? <u>Week 5</u> -How do you say "hello" in Spanish and Greek? -What does a warm sunny holiday look like? <u>Week 6</u> -How do we welcome someone new to our friendly circle? -What special foods and outfits	make up about our toys? <u>Week 4</u> -How can we work together to build a home for the crab? <u>Week 5</u> -Where does our rubbish go when we tidy up our classroom? <u>Week 6</u> -Who will my new friends be when I stay in the Nursery room/ In Reception? -What exciting things will I do next year? <u>Week 7</u> -How do we stay safe, cool, and happy in the hot summer sun?
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		in the special Nativity story? -How can we celebrate a new baby being born?			do we enjoy when we celebrate? <u>Week 7</u> -How do we pack our bags and hand over our tickets at the gate? -How do we say "goodbye" in all our different class languages?	
Reception	<u>Week 1</u> -What exciting things can I explore in my new school? -What are our classroom rules and routines? <u>Week 2</u> -Who is in my new class? -Who helps me feel safe and happy at school? <u>Week 3</u> -What feelings do I have, and how can I show them? -How can we help a friend who is feeling sad? <u>Week 4</u>	<u>Week 1</u> -What exciting adventures can happen in the woods? -How can we use natural materials to build and create? <u>Week 2</u> -How do people celebrate and give thanks in different cultures? -Why are light and dark important in celebrations? <u>Week 3</u> -What makes a story special, especially at this time of the year?	<u>Week 1</u> -How does the environment change as Winter takes over? -What do wild animals do when the ground freezes? <u>Week 2</u> -What makes a good friend, and how do we show empathy? -What are the features of a journey, and how do we solve problems on the way? <u>Week 3</u>	<u>Week 1</u> -What is the process of germination? -How do we care for plants in our outdoor area? <u>Week 2</u> -How do plants grow differently? -Why does our body need healthy food to stay strong? <u>Week 3</u> -What are the four stages of a butterfly's life cycle? -How do people celebrate special	<u>Week 1</u> -What routes do animals and people take to travel the world? -What are the features of the sea and land environments in the story? <u>Week 2</u> -What special landmarks make London Unique? -How can we use words like up, over, under, and through to describe a journey? <u>Week 3</u> -How does the dry Australian	<u>Week 1</u> -What are the different zones of the ocean? -How do sea creatures adapt to live in the deep water? <u>Week 2</u> -Why is it important to think about other people's feelings? <u>Week 3</u> -How can we tell a story with a clear beginning, middle, and end? <u>Week 4</u> -What is a rockpool habitat, and how

	-What makes me, me? -How are we all different, and why is that wonderful? <u>Week 5</u> -How do my actions affect my new friends? -How do I use my amazing senses to explore the world around me? <u>Week 6</u> -Who helps me feel safe and happy at home? -What makes my home and family special to me? <u>Week 7</u> -How do we celebrate new beginnings and give thanks? -How does our environment change as Autumn begins?	-How can we show kindness to those around us? <u>Week 4</u> -How do characters solve problems on a journey? -What exciting spaces can we map out in our environment? <u>Week 5</u> -How does the world change as Autumn turns to winter? -What nocturnal creatures wake up when we go to sleep? <u>Week 6</u> -How do animals prepare for Winter sleep or find food? -How do different animals adapt to the cold weather? <u>Week 7</u> -What makes the Nativity story special to people in our community?	-What does a 'new year' mean, and how is it celebrated globally? -How can we sequence the Chinese Zodiac animals in the story? <u>Week 4</u> -Why is it important to respect other people's things and homes? -Can we explore size, weight, and measure using porridge and beds? <u>Week 5</u> -Which materials are strong or weak, and how can we test them safely? -How does a traditional tale layout work? <u>Week 6</u> -Why did the fox trick the	festivals like Eid with family? <u>Week 4</u> -How can we sort minibeasts by their features? -Why are bugs so important to our outdoor environment? <u>Week 5</u> -How can we map out time using the clock in the story? -Why do Christians celebrate Easter, and what are our Spring traditions?	environment compare to our local area? -How can we overcome worries when our routine changes? <u>Week 4</u> -How do physical landscapes in Kenya look different to ours? -How can we use the animal clues to solve the mystery? <u>Week 5</u> -Where are Spain and Greece located on our big world map? -What makes a Mediterranean climate, and how does it affect daily life? <u>Week 6</u> -How do our daily routines compare to a child living in Hong kong or Pakistan? -How do families in our school	do creatures rely on each other? <u>Week 5</u> -What is plastic pollution, and how does it hurt marine life? <u>Week 6</u> -What am I excited about when I move up to Year 1? -What are my favourite memories from Reception? <u>Week 7</u> -How do we celebrate our time together in Reception? -What are our big goals for Key Stage 1?
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		-How do people show love, kindness, and joy at Christmas?	Gingerbread Man and who should we trust? -How can we change ingredients from dry powder to baked cookies?		community celebrate Eid? <u>Week 7</u> -How do we navigate an airport hub using signs, text, and numbers? -What can we do to look after our wonderful planet Earth?	
<u>Celebrations</u>	Harvest Festival: 4th - 11th October	Bonfire Night: 5th November Diwali: 8th November Remembrance Day: 11 th November Christmas: 25th December	Chinese New Year: 6th February	World Book Day: 4th March Eid al-Fitr: 10th-11th March Mother's Day: 7th March Easter Sunday: 28th March	Eid al-Adha: 16th-17th May	World Ocean Day: 8th June Father's Day: 20th June
<u>Parental Involvement & enrichments</u>	-Getting to know you/ settling in. - "All About Me" Home Bags. -Family Photo Wall. -Self-Portraits -Reading stay and play: "Sharing stories together". (Breakfast, Tea and Read with me)	-Christmas craft session for parents -Parents evening -RWI progress morning- An invitation for parents to observe a speed sound lesson. -In- school Expert Visitor: "The Creature Teacher"/ Mobile Zoo (owls,	-Fairy-tale day with guest speaker (storyteller) -Winter walk -Chinese New Year -Breakfast, Tea and Read with me. -RWI: Reading at Home- Guiding parents on how to access and effectively use	-Spring 'stay & play'. -Spring Walk -Butterflies/ Caterpillars -Gardening day -Minibeast hunt -Grow your own seed kits (sent home) -World Book Day	-Travel Journal (Home activity- places the children have been/ would like to go) -Airport/Train station Role Play. -Food tasting -Art from around the world -Guest Speaker (Traveller/ Pilot).	-End of year picnic/play -Summer walk - Visit to the aquarium -RWI parent session- The Summer Phonics Bridge- Sharing strategies and games to maintain reading confidence over the holidays.

	-Phonics information session (Reception focus). -Toilet Workshops (Health Visitor)	hedgehogs, woodland animals).	decodable reading books. -SALT Workshop (EY's SALT Specialist)	-Visit from a Gardener (local expert) -The ugly bug ball -Making healthy snacks. -Parent's evening	-Breakfast tea and read with me -School Readiness workshop (run by pastoral manager-attendance etc)	
<u>Makaton</u>	<u>Makaton signs:</u> Hello Goodbye Please Thank you Toilet Help Drink	<u>Makaton signs:</u> Stop Finished Wait Share Your Turn Good	<u>Makaton signs:</u> Look Listen Sit Stand Want Choose	<u>Makaton signs:</u> Friend Happy Sad Angry Scared Calm	<u>Makaton signs:</u> I/Me You What? Where? Like Don't Like Play	<u>Makaton signs:</u> Book Work School Teacher Change Well Done Celebrate

Personal, Social and Emotional Development

In EYFS we follow the 'Think Equal' Programme, a curriculum-based programme that supports social and emotional development in the early years. It is rooted in mental health and social justice and aims to build a strong foundation for individual and societal progress. This programme is fully aligned with the early years foundation stage (EYFS) curriculum and teaches 25 skills and competencies to help children through their Early Childhood Education.

Think Equal helps our children to:

- Manage their own emotions and impulsive behaviours
- Build their confidence and self-esteem
- Have empathy and show consideration for others
- Solve problems effectively and learn to resolve conflicts peacefully
- Build critical thinking skills and make responsible decisions
- Maintain healthy relationships and learn to collaborate



Designed by global experts in the fields of education, human rights, neuroscience and psychology, the 'Think Equal' programme is evidence-based, holistic, easy to use and impactful. It offers a narrative based approach and is delivered flexibly through a collection of picture books.

Nursery 1 & 2	Me, Myself and I Is there anyone like me? Amazing Daisy How we feel? Wally the Wave I have a plan The Wall The tale of Baby Beetroo	Lara the Yellow Ladybird My Voice Kitchi's Moccasins Helping Hands Diego's great plan. Head, Heart and hands My Amazing Brain	Home A time to be noisy. I love my planet Ananji's Kite Sizwe's Smile My Special hair Mum loves me so much/Dad loves me so much Caring Animals
Reception	Marvellous Me These Feelings The Weather Inside Me! Ted The Tiger Tamer The Secret Adventures of Annonymouse Curly The Chameleon Ahmed's Journey Faisal's Not Himself	Passing Clouds Yoshi Is Different Nisha And The Tiger Francisco's Family Biyu The Brave Pea Thabo And The Trees The Monster In The Smoke A Tiny Seed: The Story Of Wangari Maathai	Nothando's Journey Reha To The Rescue Our Home Gokul's Game Zelda Goes on Holiday My Dream in the Drawer Sydney the Seahorse Deji and Nnedi and the Very Large Cushion
Physical Development- Fine Motor			
Nursery	Daily Dough Disco Daily Wiggle me Into a Squiggle (Moves 1-10: gross motor, core, and shoulder stability) Whole-body mark-making (foam, sand, water trays, cornflour)	Daily Dough Disco N2 Children: Complete Squiggle 2.0 (Moves 1-6: Up/Down, Side-to-side, circle, hump) using two-handed bilateral mark-making on large floor paper. New N1 Starters: Are scaffolded using Wiggle Me Into a Squiggle movements (Moves 1-10) within the same session—focusing on raw whole-body/arm dancing, using no tools or just their hands, before transitioning to a single flipper.	Daily Dough Disco Daily Squiggle Whilst You Wiggle 2.0 delivered as a differentiated whole-class session: N2 Children: Complete Squiggle 2.0 (Moves 7-9: Wave, Infinity, Straight lines) and scale down to whiteboards/clipboards to secure muscle memory for Reception. N1 Children: Progress onto Squiggle 2.0 (Moves 1-6) using large-scale, whole-arm paper mark-making now that their core stability is established.

		Bilateral mark-making (using both hands) on large-scale paper/outdoor surfaces. Daily sensory mark-making trays (foam, sand, cornflour) are prioritized for N1 children to build the raw hand-eye coordination they missed in Autumn.	
Reception	Daily Dough Disco Weeks 1-2: Squiggle Whilst you Wiggle 2.0 (gross motor routine establishment) Weeks 3+: Squiggle me into a writer (moves matched to RWI daily sounds) Large- Scale paper/ Whiteboards, bridging into multi-sensory phonics writing.	Daily short finger/wrist warm-up stretches Daily RWI handwriting scheme (Starting once single- letter sounds are secure- continue squiggle me into a writer until majority of class secure). Formal small-scale writing on paper	Daily finger warm- up stretches Daily RWI scheme Daily explicit focus on correct letter and number formation to ensure readiness for Year 1.
Physical Development- Gross Motor			
Get Set 4 PE – Long-term Plan Nursery (N1 & N2): The <i>Get Set 4 PE</i> units are not delivered as formal, hall-based PE lessons. Instead, these key movement skills (such as throwing, balance, and rolling) are delivered informally and sequentially through planned outdoor continuous provision, active carpet games, and daily play-based challenges. Reception: The <i>Get Set 4 PE</i> units are delivered through a structured, weekly 45-minute PE lesson in the hall. This supports the children to learn to, listen to group instructions in a large space, and prepare physically for Year 1.			
Reception	<u>Introduction to PE</u> - To move safely and sensibly in a space with consideration of others. - To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To use different travelling actions whilst following a path.	<u>Dance</u> - To explore different body parts and how they move and remember repeat actions. - To express and communicate ideas through movement exploring directions and levels.	<u>Games</u> - To work safely and develop running and stopping. - To develop throwing and learn how to keep score. - To play games showing and understanding of the different role within in.

	- To work with others co-operatively and play as a group. - To follow, copy and lead a partner. <u>Ball skills</u> - To develop rolling a ball to a target. - To develop stopping a rolling ball. - To develop accuracy when throwing to a target. - To develop bouncing and catching a ball. - To develop dribbling a ball with your hands and feet. - To develop kicking a ball.	- To create movements and adapt and perform simple dance patterns. - To copy and repeat actions showing confidence and imagination. - To move with control and co-ordination, linking, copying and repeating actions. <u>Fundamentals</u> - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel.	- To follow instructions and move safely when playing tagging games. - To work co-operatively and learn to take turns. - To work with others to play team games. <u>Gymnastics</u> - To copy and create shapes with your body. - To be able to create shapes whilst on apparatus. - To develop balancing and taking weight on different body parts. - To develop jumping and landing safely. - To develop rocking and rolling. - To copy and create short sequences by linking actions together.
Literacy			
Reading-  Nursery Pathway: In Nursery, the primary focus throughout the Autumn and Spring terms is the mastery of Phase 1 Phonics Foundations (developing auditory discrimination, rhythm, rhyme, and oral blending). This crucial groundwork ensures children possess the necessary phonological awareness before transitioning to the formal Read Write Inc. (RWI) framework in the Summer Term, where they begin explicit single-letter sound recognition and early 'Fred Talk' application. Reception Pathway: We begin formal Read Write Inc. (RWI) Phonics lessons following the initial settling-in period in the Autumn Term. For the first half-term (starting in Week 3), RWI sessions are taught as a whole-class activity to establish routines and core sounds.			

Following this initial half-term, Reception children are group-based according to their specific phonic ability, in groups streamed across the early years phase. Children participate in five dedicated RWI sessions per week and are formally assessed half-termly to ensure they are consistently placed in the most appropriate learning group to maximize their progress.

Writing-



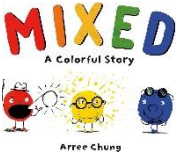
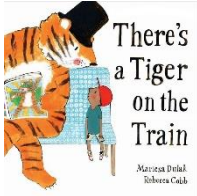
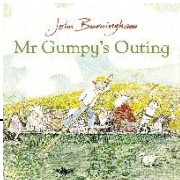
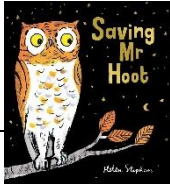
Nursery Pathway (Summer Term Bridge): In the Summer term, Nursery 2 introduces Ready Steady Write as a deliberate transition vehicle to prepare children for the structured learning environments of Reception. Rather than completing the formal writing cycle, the Nursery focus is entirely on text immersion and oracy. Children engage with the core high-quality picture books by singing the accompanying story songs, exploring and mapping rich text-specific vocabulary, and participating in shared class storytelling.

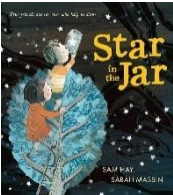
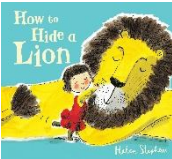
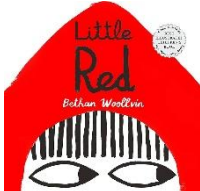
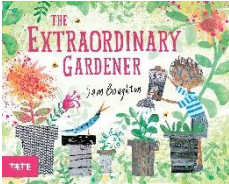
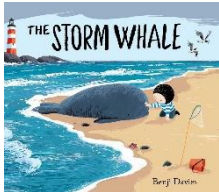
Reception Pathway (Full-Year Scheme): Reception follows the formal Ready Steady Write framework throughout the entire academic year. It is a systematic writing scheme where high-quality picture books provide the language framework, grammatical structures, and creative stimulus for independent writing.

The program follows a rigorous four-session-a-week cycle that firmly prioritizes spoken language as the foundation for physical writing:

- *Jump Lessons:* Focus on oral retelling, immersive drama, and internalizing the story dialogue.
- *Look Lessons:* Analyse specific text features, vocabulary choices, and contextual phonics application.
- *Say and Plan / Say and Write:* The final structural stages where children vocally rehearse, map out, and innovate on the model text to systematically compose their own independent written work.

Key Texts:

Nursery						  
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Reception			 			
Maths						
Nursery: Our Nursery curriculum transitions children from sensory play to structured mathematical thinking. Nursery 1 (newly turned 3s) focus on the prime areas of learning during the autumn term, beginning sensory, play-based maths in spring. Nursery 2 (older 3–4s) follow the <i>Master the Curriculum</i> framework to build early number, pattern, and shape skills.  Reception: In Reception, we integrate <i>NCETM Mastering Number</i> and <i>White Rose Maths</i> using a structured weekly cadence. Four days a week are dedicated to daily number fluency and subitising, with White Rose number concepts seamlessly intertwined, while one day a week is reserved entirely for White Rose's space, shape, and measure curriculum.   						
Nursery 1 (Early Explorers)			Singing 1-3 number rhymes (e.g., "3 Blind Mice").		Understanding "first we wash hands, then we eat."	

		Counting out 3 pieces of fruit at snack time. Building towers with flat-edged blocks. Feeling and exploring boundaries of basic 2D shapes. Jumping, clapping, or stomping 1, 2, 3 times. Matching physical actions to a spoken count. Rote counting up to 5 during hide-and-seek. Spotting numerals on toys in the environment. Playing with heavy/light objects (e.g., feathers vs. stones). Visual comparisons of "more/less" during water play.	Sequencing visual cards of the nursery day. Placing toys "in the box", "under the bucket", or "behind our back" Construction play. Walking along giant floor number tiles 1 to 5. Jumping forward along a number track. Free-flow sorting by a single criterion. Rote counting and number songs
Nursery 2 (Confident learners)	Colours, Matching & Sorting Subitising and Counting 1 and 2 Pattern	Subitising, Counting and Composition of 3 and 4. Shapes with 3 and 4 sides Subitising, Counting and Composition of 5 Subitising, Counting and Composition of 6 & Ten-Frames More Than / Fewer & Length, Height, Mass and Capacity	Sequencing & Positional Language 2D Shape & 3D Shape Number composition, what comes after? & What comes before? Mastery of numbers to 5
Reception <i>Mastering Number & White Rose</i>	White Rose: Basic counting principles It's me 1,2,3 Match, sort and compare 1,2,3,4,5 Circles and Triangles Talk about Measure and Patterns	White Rose: Mass and Capacity Growing 6,7,8 Building 9 & 10 To 20 and beyond! Length, height and time Explore 3-D shapes	White Rose: To 20 and beyond! How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections

	Shapes with 4 sides Alive in 5 Mastering Number: Perceptual Subitising within 3 Cardinality and basic counting skills. How all numbers are made of ones; composition of 3 and 4. Subitising objects and sounds. Comparison of sets "just by looking" (more than / fewer than). "Five-ness" of 5 (5 fingers, die patterns). Comparing sets by matching (more/fewer/equal). Exploring parts and wholes. Composition of 3, 4, and 5. Matching numerals to quantities within 10; verbal counting past 20.	Mastering Number: Subitising within 5 using dice patterns; matching numerals. Ordinality and the "staircase" pattern (1 more than). Deep-dive focus on 5. Focus on 6 and 7 as "5 and a bit". Compare sets; make unequal sets equal. Staircase patterns to 8; ordering numbers. Ordering numbers up to 8; using "less than". Focus on 7. Doubles (2 equal parts).	Mastering Number: Sorting odd and even numbers (flat tops vs. odd blocks). Counting larger, abstract sets (things that can't be seen). Subitising to 6 in structured arrangements. Composition of "5 and a bit" (on 10- frames). Composition of 10. Ordinality and track games. Subitising to 5; Introduction to the Rekenrek. Automatic recall of number bonds to 5. Composition of numbers up to 10. Comparison and ordinality. Identifying and completing number patterns. Rapid, precise object counting.
Expressive Arts & Designs Music			
Nursery 1 & 2	Music across our entire Nursery provision is delivered dynamically through a rich, play-based approach rather than a rigid, formal scheme. This incorporates daily singing assemblies, interactive nursery rhymes during transition routines, and open exploration of untuned percussion instruments within our continuous provision.		
Reception <i>Following the Kapow scheme</i>	Exploring sound: - To understand how to listen carefully and talk about what I can hear.	Music and Movement: - To know the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow'.	Transport: - To recognise that voices and instruments can imitate sounds from the world around us (e.g. Vehicles)

	- To know that sounds can be copied by my voice, body percussion and instruments. - To understand that instruments can be played loudly or softly. Celebration Music: - To know that there are special songs we can sing to celebrate events. - To understand that my voice or an instrument can match an action in a song. - To recognise that different sounds can be long or short.	- To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. Musical stories: - To understand that a piece of music can tell a story with sounds. - To know that different instruments can sound like a particular character. - To understand what 'high' and 'low' notes are.	- To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow'. Big Band: - To know that an orchestra is a big group of people playing a variety of instruments together. - To know that music often has more than one instrument being played at a time. - To understand that performing means playing a finished piece of music for an audience.
<i>Pedagogical Practice Statement:</i>	Our entire early years unit is permanently anchored in the EYFS Overarching Principles (Unique Child, Positive Relationships, Enabling Environments, Learning and Development) and the Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creating and Thinking Critically). These principles are woven into our daily practice through a deliberate balance of high-quality child-initiated play and responsive adult interactions to foster independent, self-regulating, and resilient lifelong learners.		