

EYFS Curriculum Map 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme(s) for the term	Me and My Community. Home visits. Starting School. Introducing Rules and Routines. Getting to Know Each Other. Autumn.	Exploring the Seasons. Winter. Bonfire Night (fire safety). Remembrance Day. Diwali. Christmas.	Long Ago. Traditional/Fairy Tales, Rhymes and Poems. Chinese New Year. Valentine's Day.	Ready Steady Grow. Life cycles. Outdoors. Growing and Sowing. Spring. Easter	Animals including Minibeasts. Safari. The Big Wide World. Jungles and Savannahs. Journeys and Transport. Animals. Minibeasts.	On the Beach. Under the Sea. Dinosaurs and Fossils. Summer. Seaside. Transition.
Texts (including fiction, non-fiction and poetry)	Going to School (Usborne First Experiences) by Anna Cividari. The Colour Monster by Anna LLenas. The Colour Monster Goes to School by Anna LLenas. Once There Were Giants by Martin Waddell. Have You Filled Your Bucket Today? By Carol McCloud. Not This Bear by Alyssa Satin Capucilli; A book about first day at school. Starting School by Janet and Alan Ahlberg. Topsy and Tim Start School by Jean Adamson and Belinda Worsley. When a Dragon Goes to School by Caryl Hart and Rosalind Beardshaw. Super Duper You! By Sophy Henn. Hello, Friend! By Rebecca Cobb. All Are Welcome by Alexandra Penfold and Suanne Kaufman. <i>Range of texts/poetry about starting school.</i>	Bonfire Night non-fiction texts/poetry. The Busy Little Squirrel by Nancy Tafuri. Robins Winter Song by Suzanne Barton. Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup. The Leaf Thief by Alice Hemming and Nicola Slater. After the Storm by Nick Butterworth. Elmer and the Rainbow by David McKee. Puddling! By Emma Perry and Claire Alexander. Stick Man by Julia Donaldson. One Snowy Night by Nick Butterworth. The Snowman by Raymond Briggs. Winnie and Wilbur in Winter by Valerie Thomas. Bear Snores On by Karma Wilson. How the Grinch Stole Christmas by Dr Seuss. <i>Various Christmas texts/poetry.</i>	The Elves and the Shoemaker. The Gingerbread Man. Three Billy Goats Gruff. Beauty and the Beast. Cinderella. Peter Pan. Sleeping Beauty. Snow White and the Seven Dwarfs. Pinocchio. The Little Red Hen. The Ugly Duckling. Hansel and Gretel. Rumpelstiltskin. The Frog Prince. Goldilocks and the Three Bears. The Great Nursery Rhyme Disaster by David Conway. <i>Range of texts/poetry about Fairy Tales/Traditional Tales.</i>	Jack and the Beanstalk. The Gigantic Turnip by <i>Alaksei Tolstoy and Niamh Sharkey.</i> Handa's Surprise by Eileen Browne. The Secret Sky Garden by Linda Sarah and Fiona Lumbers. Luna Loves Gardening by Joseph Coelho and Fiona Lumbers. Ten Seeds by Ruth Brown. Roots, Stems, Leaves and Flowers by Ruth Owen. The Extraordinary Gardener by Sam Broughton. The Little Gardener by Emily Hughes. Bloom by Anne Booth and Robyn Owen Wilson. Lifecycles; Seed to Sunflower by Camilla De la Bedoyere. Look and Wonder; The Amazing Life Cycle of Plants by Kay Barnham. <i>Range of texts/poetry about plants and growing.</i>	One Day On Our Blue Planet (selection - in the savannah, ocean, rainforest, Antarctic, outback) by Ella Bailey. An Emperor's Egg by Martin Jenkins. My First Book of Garden Bugs by Martin Unwin. Giraffes Can't Dance by Giles Andreae. Dear Zoo by Rod Campbell. Elmer (various) by David McKee. The Dawn Chorus by Suzanne Barton. Nightsong by Ari Berk. Hungry Caterpillar by Eric Carle. Superworm by Julia Donaldson. Mad About Minibeasts! by Giles Andreae. Slug Needs a Hug by Jeanne Willis. The Very Ugly Bug by Liz Pichon. <i>Range of texts/poetry about Animals, the World and Minibeasts.</i>	Lucy and Tom at the Seaside by Shirley Hughes The Lighthouse Keeper's Lunch by David Armitage and Ronda Armitage. What the Ladybird Heard at the Seaside by Julia Donaldson and Lydia Monks. Sharing a Shell by Julia Donaldson and Lydia Monks. Somebody Swallowed Stanley by Sarah Roberts. Our Beach by Rebecca Smith (with author visit). Rainbow Fish by Marcus Pfister. Commotion in the Ocean by Giles Andreae. Tiddler by Julia Donaldson. Tropical Terry by Jarvis. The Big Book of the Blue by Yuval Zommer. <i>Range of texts/poetry about under the sea/the beach/coast and summer.</i> <i>To also include transition texts and SEMH focus texts and poetry.</i>
Communication and Language	Model good listening and introduce good sitting cards and stickers.	Introduce new vocabulary (including role play areas and story focus).	Articulate our ideas and thoughts in well-formed sentences.	Participate in small group, class and one-to-one discussions, offering our	Listen attentively and respond to what we hear with relevant questions,	Listen attentively and respond to what we hear with relevant questions,

	<p>Understand how to listen carefully and why listening is important.</p> <p>Story time engagement.</p> <p>Introduce new vocabulary (including role play areas and story focus).</p> <p>Develop social phrases.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Begin to describe events in some detail.</p> <p>Ask questions to find out more and to check understanding.</p> <p>Listen to and talk about stories to build familiarity and understanding – ‘Talk for Writing’.</p>	<p>Engage in non-fiction books.</p> <p>Learn rhymes, poems and songs.</p> <p>Describe events in some detail.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding – ‘Talk for Writing’.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Ask questions to find out more and to check we understand what has been said.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Re-tell the story, once we have developed a deep familiarity with the text; some as exact repetition and some in our own words (using ‘Talk for Writing’ to support).</p> <p>Make comments about what we have heard and ask questions to clarify our understanding;</p> <p>Participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>own ideas using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Re-tell the story, once we have developed a deep familiarity with the text; some as exact repetition and some in our own words (using ‘Talk for Writing’ to support).</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what we have heard and ask questions to clarify our understanding.</p>	<p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what we have heard and ask questions to clarify our understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering our own ideas using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express our own ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Express our own ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what we have heard and ask questions to clarify our understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering our own ideas using recently introduced vocabulary.</p> <p>Express our own ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
<p>Personal, Social and Emotional Development</p>	<p>Introduction of rules and routines.</p> <p>Turn taking and sharing.</p> <p>Getting to know each other and learn our names.</p> <p>Speak to others about our needs, wants, interests and opinions.</p>	<p>Manage our own needs.</p> <p>See ourselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Begin to put on our own coats and do up zips/buttons.</p>	<p>Identify and moderate our own feelings - socially and emotionally.</p> <p>Express our feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>Manage our own basic hygiene and personal needs, including dressing, going to the toilet and</p>	<p>Show an understanding of our own feelings and those of others; and begin to regulate our behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Show an understanding of our own feelings and those of others; and begin to regulate our behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

	<p>Show confidence to try new activities.</p> <p>Build constructive and respectful relationships.</p> <p>Identify and manage our own feelings - socially and emotionally.</p> <p>See ourselves as a valuable individual.</p> <p>Learn how to look after our own things and the classroom environment e.g. tucking chairs in and using equipment properly.</p> <p>This term our Jigsaw Topic is called 'Being Me in My World'.</p> <p>Week 1 – Who...Me? Week 2 – How Am I Feeling Today? Week 3 – Being at School. Week 4 – Gentle Hands. Week 5 – Our Rights (School Charter). Week 6 – Our Responsibilities.</p>	<p>Identify and moderate our own feelings - socially and emotionally.</p> <p>This term our Jigsaw Topic is called 'Celebrating Difference'.</p> <p>Week 1 – What Am I Good At? Week 2 – I'm Special, I'm Me! Week 3 – Families. Week 4 – Homes. Week 5 – Making Friends. Week 6 – Standing Up For Yourself.</p>	<p>Think about the perspectives of others.</p> <p>Show sensitivity to our own and to others' needs.</p> <p>This term our Jigsaw Topic is called 'Dreams and Goals'.</p> <p>Week 1 – Challenge. Week 2 – Never Giving Up. Week 3 – Setting a Goal. Week 4 – Obstacles and Support. Week 5 – Flight to the Future. Week 6 – Footprint Awards.</p>	<p>understanding the importance of healthy food choices.</p> <p>Show an understanding of our own feelings and those of others; and begin to regulate our behaviour accordingly.</p> <p>Show sensitivity to our own and to others' needs.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>This term our Jigsaw Topic is called 'Healthy Me'.</p> <p>Week 1 – Everybody's Body. Week 2 – We Like to Move It, Move It. Week 3 – Food Glorious Food. Week 4 – Sweet Dreams. Week 5 – Keeping Clean. Week 6 – Safe Adults.</p>	<p>Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to our own and to others' needs.</p> <p>Set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>This term our Jigsaw Topic is called 'Relationships'.</p> <p>Week 1 – My Family and Me. Week 2 – Make Friends, Make Friends, Never Every Break Friends Part 1. Week 3 - Make Friends, Make Friends, Never Every Break Friends Part 2. Week 4 – Falling Out and Bullying Part 1. Week 5 - Falling Out and Bullying Part 2. Week 6 – Being the Best Friends We Can Be.</p>	<p>Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to our own and to others' needs.</p> <p>Set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>This term our Jigsaw Topic is called 'Changing Me'.</p> <p>Week 1 – My Body. Week 2 – Respecting My Body. Week 3 – Growing Up. Week 4 - Fun and Fears Part 1. Week 5 - Fun and Fears Part 2. Week 6 – Celebration.</p>
Physical Development	<p>Experiment with different ways of moving.</p> <p>Begin mark making and pre-writing shapes.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Promote self-care when using the bathroom and hand-washing after.</p>	<p>Revise and refine the fundamental movement skills we have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Develop fine motor skills including using a range of tools competently, safely and confidently. Suggested</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Negotiate space and obstacles safely, with consideration for ourselves and others.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Negotiate space and obstacles safely, with consideration for ourselves and others.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>

	<p>Revise and refine the fundamental movement skills we have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Explore moving safely outside.</p> <p>Using scissors safely when cutting (including moving around with scissors).</p> <p>Develop fine motor skills including using a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside.</p> <p>Further develop and refine ball skills.</p> <p>Daily Clever Hands activities.</p> <p>Elite PE lessons – Invasion Games.</p>	<p>tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside.</p> <p>Daily Clever Hands activities.</p> <p>Elite PE lessons – Dance.</p>	<p>activities that involve a ball.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Daily Clever Hands activities.</p> <p>Elite PE lessons – Gymnastics.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support our overall health and well-being e.g. regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, and being a safe pedestrian.</p> <p>Begin to show more accuracy and care when drawing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Daily Clever Hands activities.</p> <p>Elite PE lessons – Tennis.</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Daily Clever Hands activities.</p> <p>Elite PE lessons – Athletics and Games.</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Daily Clever Hands activities.</p> <p>Elite PE lessons – Athletics and Games.</p>
<p>Literacy</p>	<p>Through the texts on the text list above, learning opportunities in continuous provision, real-life experiences and Supersonic Phonic Friends teaching chn will explore plentiful opportunities to;</p> <p>Learn to make marks and give them meaning.</p>	<p>Through the texts on the text list above, learning opportunities in continuous provision, real-life experiences and Supersonic Phonic Friends teaching chn will explore plentiful opportunities to;</p> <p>Learn that we write left to right.</p> <p>Learn which is my dominate hand.</p>	<p>Through the texts on the text list above, learning opportunities in continuous provision, real-life experiences and Supersonic Phonic Friends teaching chn will explore plentiful opportunities to;</p> <p>Learn to use a tripod grip to form letters.</p> <p>Learn to write recognisable lower-case letters.</p>	<p>Through the texts on the text list above, learning opportunities in continuous provision, real-life experiences and Supersonic Phonic Friends teaching chn will explore plentiful opportunities to;</p> <p>Learn to use a tripod grip to accurately and effectively form letters.</p>	<p>Through the texts on the text list above, learning opportunities in continuous provision, real-life experiences and Supersonic Phonic Friends teaching chn will explore plentiful opportunities to;</p> <p>Learn to make phonetically plausible attempts at writing longer, more complex words by chunking them.</p>	<p>Through the texts on the text list above, learning opportunities in continuous provision, real-life experiences and Supersonic Phonic Friends teaching chn will explore plentiful opportunities to;</p> <p>Learn to include some digraphs and trigraphs in my writing; which are usually correct.</p>

	<p>Begin to imitate the act of writing e.g. in the role play area.</p> <p>Learn to write pre-writing shapes.</p> <p>Learn to hold my pen in a tripod grip ready to write.</p> <p>Learn the different between writing and drawing.</p> <p>Learn to hear to initial sounds in words.</p> <p>Learn to write my name with my name card.</p> <p>Learn to recite some familiar rhymes and songs</p> <p>Learn to listen to stories, non-fiction books, rhymes and poems for pleasure.</p> <p>Learn how to hold and turn pages in a book and know where to start reading from.</p> <p>Learn about the title and blurb.</p> <p>Hear and says the initial sounds in words.</p> <p>Orally blend and segment simple CVC words.</p> <p>Recognise and read my name.</p>	<p>Learn to write some recognisable letters.</p> <p>Learn to connect the sound to the letter and use them to represent words e.g. 'm' for 'mummy'.</p> <p>Learn to segment simple CVC words.</p> <p>Begin to understand the concept of a word.</p> <p>Learn to write my name without my name card.</p> <p>Learn to revisit stories and books for my own pleasure.</p> <p>Enjoy sharing poems and rhymes together.</p> <p>Learn to talk about my favourite characters, the story setting and retell familiar stories simply.</p> <p>Learn new vocabulary from stories and other texts.</p> <p>Learn to answer simple questions about the story and/or texts I have listened to.</p> <p>Recognise and say the sounds for some letters.</p> <p>Orally blend and segment simple CVC words.</p> <p>Read a few common exception words.</p>	<p>Become aware of the existence of spaces between words and the purpose of these.</p> <p>Learn to segment and write simple CVC words.</p> <p>Learn to compose a simple sentence.</p> <p>Learn how the pictures relate to the story, and I am learning to point to parts of the text in answer to questions.</p> <p>Learn to read a familiar text aloud to myself, remembering the words I have heard.</p> <p>Learn to anticipate what happens in the story.</p> <p>Begin to use pictures in texts that give clues and cross reference to support my reading.</p> <p>Learn to talk about the front cover of books and anticipate what the text might be about.</p> <p>Recognise and say the sounds for many letters.</p> <p>Learn to read short words made up of known letters.</p> <p>Begin to read labels in the environment.</p> <p>Learn to find common exception words in a sentence.</p>	<p>Learn to write recognisable lower-case letters with increasing correct letter formation.</p> <p>Learn to write recognisable lower-case and upper-case letters with increasing correct letter formation.</p> <p>Begin to write a simple phrase or caption by sounding out and writing the corresponding letters in simple words.</p> <p>Begin to add spaces between each word in the phrase and it can be read by others.</p> <p>Write some common exception words using a word mat if I need support.</p> <p>Learn about the use of full stops.</p> <p>Learn to recognise the feelings of characters in texts I listen to.</p> <p>Learn to answer more complex questions about what I have read.</p> <p>Join in with a familiar text, remembering and using the words I have heard.</p> <p>Learn to use newly learned vocabulary in my discussions about stories, non-fiction, rhymes and poetry.</p> <p>Recognise some digraphs.</p> <p>Read short phases and sentences with support.</p> <p>Enjoy re-reading books to build up my confidence.</p>	<p>Learn to include some digraphs and trigraphs in my writing.</p> <p>Develop a handwriting style that is fast, accurate and efficient.</p> <p>Learn to say my sentence out loud before writing it.</p> <p>Learn to write a simple sentence, which contains spaces between each word and can be read by others.</p> <p>Begin to show an understanding that sentences begin with a capital letter and end with a full stop.</p> <p>Begin to read my sentence to check that it makes sense.</p> <p>Learn to understand the feelings of characters in texts I listen to when the text does not explicitly say so.</p> <p>Learn about the feel and mood of a setting, such as a scary forest or a funny event.</p> <p>Learn to recall key facts from a story which has been read to me.</p> <p>Learn to use newly learned vocabulary in my role play.</p> <p>Learn to use ideas from previous stories tell my own stories.</p> <p>Learn many Phase 3 sounds.</p> <p>Read short phases and sentences independently.</p>	<p>Write many common exception words.</p> <p>Learn to write for a range of purposes e.g. writing a list, instructions, a card, a recipe or a story.</p> <p>Learn to write sentences most of which have a capital letter, use finger spaces and end with a full stop.</p> <p>Learn to read and understand my writing.</p> <p>Ensure others can read my writing.</p> <p>Learn to challenge myself to write more than one sentence.</p> <p>Form my lower-case and capital letters correctly.</p> <p>Learn to demonstrate my understanding of stories through class discussions, retelling activities, storytelling and my role play.</p> <p>Learn to confidently guess what will happen in the story without prompts.</p> <p>Learn new story vocabulary in my discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Recognise a minimum of 10 digraphs independently.</p> <p>Learn to underline digraphs in a word.</p> <p>Blend longer words.</p> <p>Read aloud simple sentences and books that are consistent with my phonic knowledge,</p>
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					<p>Recognise common exception words in my books.</p> <p>Enjoy re-reading books to build up my fluency.</p> <p>Re-read my own sentences with support.</p>	<p>including some common exception words.</p> <p>Re-read my own sentences independently to check it makes sense.</p>
Mathematics	<p>Week 1 – Home Visits. Week 2 – Baseline Assts. Week 3 – Baseline Assts. Week 4 – WR – Match sort and compare unit. Week 5 – WR – Talk about measure and patterns. Week 6 – Subitising within 3. Week 7 – Focus on counting skills.</p>	<p>Week 1 – Explore how all numbers are made of 1s. Focus on composition of 3 and 4. Week 2 – Subitise objects and sounds. Week 3 – WR – Circles and triangles and Shapes with 4 sides units. Week 4 - Comparison of sets – ‘just by looking’. Using the language of comparison; more than and fewer than. Week 5 – Focus on counting skills. Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5. Week 6 – Comparison of sets – by matching. Use the language of comparison; more than, fewer than an equal number. Week 7 – Explore the concept of ‘whole’ and ‘part’. Week 8 – Focus on the composition of 3, 4 and 5.</p>	<p>Week 1 – Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20. Week 2 – WR – Mass and capacity. Week 3 - Subitise within 5 focusing on die patterns. Match numerals to quantities within 5. Week 4 – Counting – focus on ordinality and the ‘staircase’ pattern. See that each number is one more than the previous number. Week 5 – Focus on 5. Week 6 – WR – Length, height and time.</p>	<p>Week 1 - Focus on 6 and 7 as ‘5 and a bit’. Week 2 – Compare sets and use language of comparison; more than, fewer than, an equal number to. Make unequal sets equal. Week 3 – WR – 3D Shapes. Week 4 – Focus on the ‘staircase’ pattern and ordering numbers. Week 5 – Focus on ordering of numbers to 8. Use language of ‘less than’. Week 6 – Focus on 7.</p>	<p>Week 1 – Doubles – explore how some numbers can be made with 2 equal parts. Week 2 – Sorting numbers according to attributes – odd and even numbers. Week 3 – Counting – larger sets and things that cannot be seen. Week 4 – WR – Manipulate, compose and decompose (Shape). Week 5 – Subitising – to 6, including in structures arrangements.</p>	<p>Week 1 – Composition – ‘5 and a bit’. Week 2 – Composition – of 10. Week 3 – Comparison – linked to ordinality. Play track games. Week 4 – Subitise to 5. Introduce the Rekenrek. Week 5 –Review and Assess – Automatic recall of bonds to 5. Week 6 – WR – Sharing and grouping. Week 7 – Review and Assess.</p>
Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Sing in a group or on our own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in pretend play.</p> <p>Return to and build on previous learning, refining</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Return to and build on our previous learning, refining ideas and developing our ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing feelings and responses.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Sharing our creations, explaining the process we have used.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Watch and talk about dance and performance art, expressing our feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share our creations, explaining the process we have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Share our creations, explaining the process we have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>ideas and developing the ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing our feelings and responses.</p> <p>Explore primary colours and colour mixing.</p> <p>Explore the different sounds of instruments.</p>	<p>Sing in a group or on our own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in pretend play.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share our creations, explaining the process we have used.</p>	<p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</p> <p>Invent, adapt and recount narratives and stories with peers and adults.</p>	<p>Invent, adapt and recount narratives and stories with peers and adults.</p> <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</p>
Understanding the World	<p>Talk about members of our immediate family and community.</p> <p>Understand that some places are special to members of our community.</p> <p>Name and describe people who are familiar to us.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about members of immediate family and community.</p> <p>Understand that some places are special to members of our community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around us.</p> <p>Understand the effect of changing seasons on the natural world around us.</p> <p>Describe what we see, hear and feel whilst outside.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of the people around us and their roles in society.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>	<p>Talk about the lives of the people around us and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on our own experiences and what has been read in class.</p> <p>Understand the effect of changing seasons on the natural world around us.</p> <p>Explore the natural world around us, making observations and drawing pictures of animals and plants.</p>	<p>Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>Explore the natural world around us, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.</p>	<p>Explore the natural world around us, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.</p>

				<p>Know some similarities and differences between the natural world around us and contrasting environments, drawing on our own experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>		
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