

2025/2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language Educational programme	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Themes	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
	<p>I can listen to simple stories and understand what is going, with the help of the pictures.</p> <p>I can join in with familiar rhymes.</p> <p>I can use everyday words to talk about myself and people I know.</p> <p>I can identify familiar objects for adults when they are described. For example "blue car"</p>	<p>I can join in with repeated refrains.</p> <p>I can talk about celebrations at home.</p> <p>I can follow a simple one part instruction.</p>	<p>I can listen to longer stories with increasing attention.</p> <p>I am beginning to use a wide range of vocabulary in the correct context.</p> <p>I can talk in short sentences that others can understand.</p> <p>I can follow simple a 2 part instructions and respond to questions appropriately.</p>	<p>I can listen to stories and retain key vocabulary.</p> <p>I am learning new words rapidly and using them in my play.</p> <p>I can sing many rhymes, can talk about familiar books, and be able to tell a long story.</p> <p>I am beginning to understand and ask why and how questions for example why do we need to water the plants?</p>	<p>I can answer questions and share my opinions with the class.</p> <p>I can talk about the setting, characters and the structure of the story and use connectives such as once upon a time and then.</p> <p>I can initiate and engage in back and forth conversations with adults and peers.</p> <p>I can use talk to organise play for example "Let's go on a bus... you sit there...I will be the driver."</p>	<p>I can sing a large repertoire.</p> <p>I Can use longer sentences of four to six words.</p> <p>I can understand and answer why and how questions.</p> <p>I can tell a familiar story using story map.</p> <p>I Can focus on an activity for 10/15 minutes.</p> <p>I can talk about thoughts even when they disagree and can discuss this using words and actions.</p>

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Personal, social and emotional development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Themes	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
	<p>I can separate from my carer with support.</p> <p>I can form a bond with staff, play parallel, observing others and copying ideas.</p> <p>I can select from a small range of resources on offer within a single activity.</p>	<p>I am becoming more outgoing with other adults in the setting.</p> <p>I am beginning to form friendships with other children.</p> <p>I can locate and bring additional resources to activities.</p>	<p>I can follow rules with simple verbal prompts or visual reminders.</p> <p>I can take turns with verbal prompts from adults to pass over equipment.</p> <p>I can Choose and locate the resources I need to achieve a goal.</p> <p>I can play with one more other children, extending and elaborating play ideas.</p>	<p>I am beginning to take turns spontaneously.</p> <p>I can join in with simple discussions with an adult about how to make things fair.</p> <p>I can talk about my feelings using words such as happy, sad, angry.</p> <p>I am beginning to understand how others might be feeling and talk with others to resolve conflict.</p>	<p>I can follow the follow rules without reminders.</p> <p>I can Listen and talk to special visitors to the setting.</p> <p>I can accept simple resolutions suggested by an adult and move on with play.</p> <p>I can use self calming spontaneously.</p> <p>I can Talk about the emotions of story characters and friends.</p>	<p>I can articulate simple rules to other children.</p> <p>I can use a range of adjectives to describe feelings of friends and characters in books and films.</p> <p>I can spontaneously carry out a job for others in the group, like putting shared toys away or finding the lost shoe! Take a role in domestic play and speak from another point of view.</p> <p>I can find solutions to quarrels.</p>

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Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
Fine motor Daily access to fine motor activities in provision and adult led movement sessions	<p>I can hold a pencil (fisted/digital grip) to make marks.</p> <p>I can turn the pages in a book.</p> <p>I am starting to put my coat</p> <p>I can join in with Finger gym activities to help strengthen our muscles.</p> <p>Malleable play e.g. dough, shaving foam, gloop etc</p>	<p>I can fit the pieces of a puzzle together.</p> <p>I can pick up small objects using a fine pincer grasp.</p> <p>I can take off and put on my own coat.</p> <p>I can use a knife and fork.</p>	<p>I can pick use one handed tools and equipment eg making snips in paper using scissors.</p> <p>I can use tweezers</p> <p>I can use tools effectively in playdough (eg: cutters/rollers)</p> <p>I can take off and put on my own shoes (not laces)</p> <p>I am developing my pencil grip. Palmer.</p>	<p>I can trace/copy marks.</p> <p>I am developing my pencil grip. Tripod grip.</p>	<p>I can hold a pencil and pencils with a comfortable grip and show good control.</p> <p>I can do up large buttons.</p>	<p>I can write some or all the letters from my name.</p> <p>I can use scissors to make cuts along a page.</p>

<p>Gross motor</p>	<p>I can follow rules and routines in ring games.</p> <p>I can ride scooters, bikes and trikes by pushing feet.</p> <p>I can kick, roll and collect a ball.</p> <p>I can use large movements to wave flags and streamers, paint and make marks.</p> <p>I can go up steps and stairs.</p>	<p>I can use the toilet independently.</p> <p>I can experiment with different ways of moving eg crawling through a small space, walking across a plank.</p>	<p>I can use the pedals on a bike.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can climb up the climbing frame independently</p>	<p>I can take part in some group activities that I make up myself or in teams.</p> <p>I can work with others to safely move large items such long planks and large blocks.</p> <p>I can talk about healthy food, activities and tooth brushing</p>	<p>I can make healthy choices in relation to food, drink, exercise and tooth brushing.</p> <p>I can dress and undress independently.</p>	<p>I can use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I am increasingly confident in fastening zips and fastenings.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Theme	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
PWP focus	<p>2 weeks settling in</p> <p>3 weeks of We're going on a bear hunt</p> <p>2 weeks All about me-baby photos, keeping healthy/oral health</p> <p>Introduce teeth brushing star charts for home.</p> <p>1 week- Halloween, what's in the witches kitchen.</p>	<p>3 week of The enormous turnip</p> <p>1 week- going on a winter walk, what will we wear, what will we see</p> <p>3 weeks Christmas story/nativity</p>	<p>3 weeks of three little pigs</p> <p>1 week- non fiction- pizza recipe</p> <p>2 gingerbread man</p>	<p>2 week Jaspers beanstalk</p> <p>2 week non-fiction - living eggs project arrives- life cycle of a chick</p> <p>1 week Easter story</p>	<p>3 weeks of Hairy Mc Clary</p> <p>2 weeks- Non-fiction- life on a farm</p> <p>1 week matching mummies and baby animals and habitats.</p>	<p>3 weeks Charlie's story</p> <p>3 weeks non-fiction- people who help us Doctors, firefighters and police.</p>

Talking time texts	Talking time training for new staff on training day before half term.	Farmer duck Peace at last	Lula's Garden When will it be spring	Jaspers bean stalk	Christopher's bicycle Honey and the bee	Goodnight gorilla
Comprehension-developing a love for reading	I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme.	I can identify myself in a story and show enjoyment for stories about familiar people I can hold a book, turn the pages and indicate an understanding of pictures and print.	- I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment.	I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story	I can talk about events and characters in a book -	I can describe main story settings, events and principal characters. I can tell a story to friends
Word reading/phonics	songs/rhymes/stories - I can join in with rhymes and stories	Songs/rhymes/Stories/ Sound awareness Games	Sound awareness games/initial sound games. I can understand that	Songs/rhymes/Stories/ Sound awareness Games	Initial sound games I know that we read English text from left to	RWI Set 1 -I can spot and suggest rhymes - count or clap

		<ul style="list-style-type: none"> - I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. - I can notice and repeat sounds 	<p>print has meaning</p> <p>I can hold a book the right way up and turn pages by myself</p>	<p>I know that print can have different purposes</p> <p>I know the names of the different parts of a book</p>	<p>right and from top to bottom .</p> <p>I can identify signs and symbols in the environment and recall what they mean.</p> <p>I can ascribe meaning to other marks, like on signage</p>	<p>syllables in a word -</p> <p>I can recognise words with the same initial sound, such as money and mother</p>
Writing	<p>I can randomly scribble on the page, sometimes with both hands.</p> <p>I can begin to balance when sitting.</p> <ul style="list-style-type: none"> - I can make connections between my actions and the marks being made. 	<p>I can use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>I can make connections between my actions and the marks being made.</p> <p>I ascribe meaning to my marks</p>	<p>I can distinguish between the different marks I make.</p> <p>I can tell an adult what my marks mean</p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p>	<p>I can identify sounds from my own name in other words. I can write some or all of my name.</p>	<p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <ul style="list-style-type: none"> -I can write some letters accurately

				- I can copy shapes, letter and pictures.		
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Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes					
Theme	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
Focus	Colour Sorting Rote counting Number rhymes	Numbers to 3- a week on each number Counting objects to 3- cardinal principle Matching numeral to amount to 3 Comparing more/less Subitising to 3 Counting out 3	Shapes- selecting, naming, describing, combining 2D shapes My day- describing a familiar routine Size-Comparing short/tall, Heavy/light, Full/empty Daily counting	Numbers 4 and 5 week number each week 1:1 correspondence- Matching to numerals Subitising to 5 Counting out 5	Positional language- introduce, understand and use Pattern- identify patterns-spotty, stripy Describe, finish then create AB patterns Daily counting	Numbers beyond 5 Subitising Real world maths problems- number bonds, exploring how numbers can be made 1 more/1 less
I can statements	I can recognise and name colours.	I can recite number names in order to 5.	I can talk about a familiar routine for example	I can use number names to ten.	I can use positional language such as in front,	I can link numerals and amounts to 5.

	<p>I can sort objects using one simple criteria.</p> <p>I can recite some number names in order.</p> <p>I can show interest in and join in with number rhymes</p>	<p>I can say one number name for each item in order to 3.</p> <p>I can compare 2 groups of objects and say which one has more.</p>	<p>getting ready for school/bed.</p> <p>I can name and select some 2D shapes.</p> <p>I can talk about the size of an object using some mathematical language such as big/small, short/long.</p> <p>I can bring one or two objects to an adult when asked.</p>	<p>I can say one number for each item up to 5.</p> <p>I can link some numbers to quantities.</p> <p>I know that the last number reached when counting objects is how many in total.</p>	<p>behind, underneath.</p> <p>I can extend, create and correct a simple ABABAB pattern.</p> <p>I know that the last number reached when counting objects is how many in total.</p> <p>I have fast recognition of three objects</p>	<p>I can show finger numbers up to five.</p> <p>I have fast recognition of objects to 3.</p> <p>I can solve real world problems for example adding one more or taking one away when asked.</p> <p>I can represent numbers using marks.</p>
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Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words					

	that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Theme	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
The natural world (SCIENCE- Key experiences and learning)	<p>To name key body parts. To know that they were a baby. To be able to say something that they can do now that they couldn’t do as a baby.</p> <p>To talk about healthy and unhealthy food. To discuss why we brush our teeth.</p> <p>To use all senses to explore the outdoor environment.</p>	<p>To investigate push and pull forces with cars.</p> <p>To talk about things that change from autumn to winter.</p> <p>To name different types of weather.</p> <p>To discuss changes to materials (edible sparklers – chocolate melting, Christmas biscuits)</p>	<p>To observe how ingredients change as make pizza dough.</p> <p>To order routine of how we brush our teeth</p>	<p>To sort healthy and unhealthy food.</p> <p>Name and sort a variety of fruit and vegetables.</p> <p>To name parts of the chick</p> <p>To plant and care for their own sunflowers/cress.</p>	<p>To investigate floating and sinking with boats on the duck pond.</p> <p>To talk about how we care for animals on the farm.</p> <p>To investigate different materials to make car ramps.</p>	<p>To talk about looking after the world around us ie using the car less, not dropping litter, not picking flowers.</p> <p>To talk about how we keep ourselves healthy- Link to doctors/dentists</p>
Past and present HISTORY focus- key learning and experience.	<p>Share baby photos</p> <p>To know that they were a baby. To talk about how they have changed. To talk about what they can do now and</p>	<p>Introducing the story of guy Fawkes and the first Christmas</p> <p>To know that we celebrate bonfire night because of Guy Fawkes/ Christmas because of Jesus.</p>	<p>Looking at photos of castles. Discussing why they had moats, turrets etc.</p>	<p>Life cycles and growing</p> <p>To talk about how the chick has changed over time.</p>	<p>Sharing pictures from past days out and holidays.</p> <p>To talk about a past day out/holiday.</p> <p>Recount trip to farm</p>	<p>Following on from reading goodnight gorilla we will discuss what they would like to be when they are older.</p> <p>To talk about what job they might like.</p>

	could not do as a baby.			To talk about the signs of spring.		To understand that they will grow up into an adult.
People, culture and communities GEOGRAPHY focus key learning and experiences.	To collect natural Autumn objects, sort and name them. To name images from the bear hunt story- field, river, cave.	Celebrating Diwali- looking at globe, pictures and videos of different countries. To look at images of the key country where different festivals originated (i.e. Diwali – India) and begin to discuss differences between there and Walbottle.	Celebrating Chinese new year- watching videos, looking at photos and stories about Chinese culture. Read traditional tales from other cultures.	To show care for the plants we grow. To talk about how we care for the chicks. Look/taste fruit/vegetables grown in different countries.	To use language such as in front, behind, next to describe routes – Rosie’s walk	To know that there are people in the community who can keep them safe. To look at a map of the world and show an interest in the names and location of other countries.
People, culture and communities RE focus- Key learning and experience.	To know that they are part of a family. To talk about how they look. To talk about their likes and dislikes and how that is different to others.	To talk about how they celebrate special events To show an interest in celebrations from different cultures (Diwali, Eid, Hanukkah and Christmas) and join in with activities linked to their celebrations.	In pretend play I can imitate everyday actions and events from my own family and cultural background . (RE) To show an interest in celebrations from different cultures Chinese new year	To retell parts of the Easter story. To talk about what they do to celebrate Easter	I know that my friends might do things differently to me, like eating different foods at home or celebrating different special times. (RE)	To talk about what we want to be when we grow up. Celebrate EID (RE)

		To listen with interest to the Nativity story.				
Celebrations	Diwali	Halloween Bonfire Night Christmas	Chinese New Year	Mothers Day Easter	Fathers Day	Eid-al-Fitr
Computing learning opportunities across the year.	<ul style="list-style-type: none"> • Begin using interactive whiteboard games during whole class sessions. • On tapestry parents will be asked to send weekend news, these will be shared on the whiteboard/tablet with the children • Opportunities for children to use ipads to take photos throughout the year ie When we go on a colour hunt, bug hunt, road safety walk. • As the year progresses children to independently use interactive games they have used in whole class sessions. • Children to know that they need to use the board safely ie not standing on the wheels. • Opportunities for the children to use remote control cars. • Opportunities for children to work with an adult to engage in age appropriate apps on the tablet ie counting/mark making games. <p>Discussions about working with an adult to stay safe online.</p>					

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Expressive arts and design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe					
Theme	Marvellous me	Come outside	Traditional tales	Growing	At the farm	Super heroes
Creating with materials	<p>Collages colour pattern</p> <p>- Self portraits</p>	<p>Printing Using everyday objects, vegetables and natural resources</p> <p>Bonfire pictures</p> <p>Leaf prints</p>	<p>Colour Colour mixing Explore different marks Use different paint techniques</p> <p>Drawing with increasing detail</p>	<p>Sculpture</p> <p>- Create clay sculptures-</p> <p>- clay plant pots</p>	<p>Drawing Observational drawings</p> <p>Drawing farm animals</p> <p>-</p>	<p>Design Use a variety of media to create 3D creations e.g transport, exploring different textures -</p> <p>Make junk model emergency vehicles.</p>
I can statements	I can explore different materials freely, in order to develop my ideas about how to use	- I can use a variety of tools to apply paint (brushes of	I can join different materials and explore different textures.	I can talk about what I am creating. I can begin to use representation to	I can draw a person with identifiable features .	I can show interest and describe the

	<p>them and what to make</p> <p>.I can use various construction materials</p> <p>I can manipulate play dough (roll, knead)</p>	<p>different sizes, sponges, fingers)</p> <p>- I can recognise and name colours.</p>	<p>- I can draw identifiable pictures</p> <p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</p>	<p>communicate, e.g. drawing a line and saying 'That's me.'</p>	<p>I can develop my own ideas and then decide which materials to use to express them.</p>	<p>texture of things</p> <p>I can join together pieces paper/card</p>
<p>Being imaginative and expressive Music</p>	<p>Sing familiar nursery rhymes.</p> <p>Explore different instruments during song time.</p>	<p>Sing familiar nursery rhymes.</p> <p>Explore different instruments during song time.</p>	<p>Explore pitch and dynamics (high/low/loud/quiet)</p> <p>Explore different instruments during song time.</p>	<p>Explore tempo (fast/flow/long/short)</p> <p>Explore different instruments during song time.</p>	<p>Follow a steady beat.</p> <p>Explore different instruments during song time.</p>	<p>Compose simple songs.</p> <p>Explore different instruments during song time.</p>
<p>Being imaginative and expressive Roleplay</p>	<p>Roleplay areas/resources updated in line with current topics and children's interest</p> <p>Small worlds inside and out changed weekly linked to topics and children's interests.</p>					