

School: Princetown Primary School	
Completed by a School Leader/ Key Stage Leader: Jascinta Church	Name/ Signature/ Date: July 2026
Shared with Curriculum Leaders:	Name/ Signature/ Date:
Monitored by Curriculum Leaders:	Name/ Signature/ Date:
 Core Beliefs Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. Characteristics of Effective Teaching and Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	

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INTRODUCTION/ AIMS

"Inspiring Lifelong learners in our community"

Princetown Primary School is a small, rural school that fosters community, with a family feeling. Our mission is for every child to feel safe and that they belong. We are deeply committed to supporting diversity and inclusion and we create a universal provision that encourages more access to learning and removing any potential barriers. We believe that this ethos is fundamental, when laying the foundations for learning in the Early Years Foundation Stage.

At Princetown we strive to support children to become curious, creative, life-long learners, inspiring them to be part of a nurturing, respectful community. Through play in the EYFS, we tailor provision to spark curiosity and teach new skills. We lay the foundations through a progression of these skills, to prepare them for the next step in their learning. Every area of learning is purposeful and thought through, to encourage children to progress, through the predictability of rules and routines within school. Adults build meaningful, strong relationships with pupils, through high quality interactions, to ensure that they feel safe, included and ready to learn. They know who to go to for support and see adults as role models for how they build their own friendships and have mutual respect for their peers. The environment is calm and supportive and children build confidence to explain their feelings.

Our EYFS Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature and community around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. We teach through our 3 main Princetown Principles of Curiosity, Confidence and Community.

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Curiosity

At the heart of our curriculum is a commitment to nurturing curiosity and a lifelong love of learning. We inspire children to wonder, question and explore the world around them, encouraging them to become independent and active learners. Through carefully planned provision, children are given opportunities to investigate, discover and solve problems, developing their imagination, creativity and confidence. We promote inquisitive thinking by valuing children's questions, encouraging exploration and providing open-ended experiences that offer challenge and choice. By creating an environment rich in opportunities for discovery, we empower children to take risks in their learning, think critically and develop a deep understanding of the world around them.

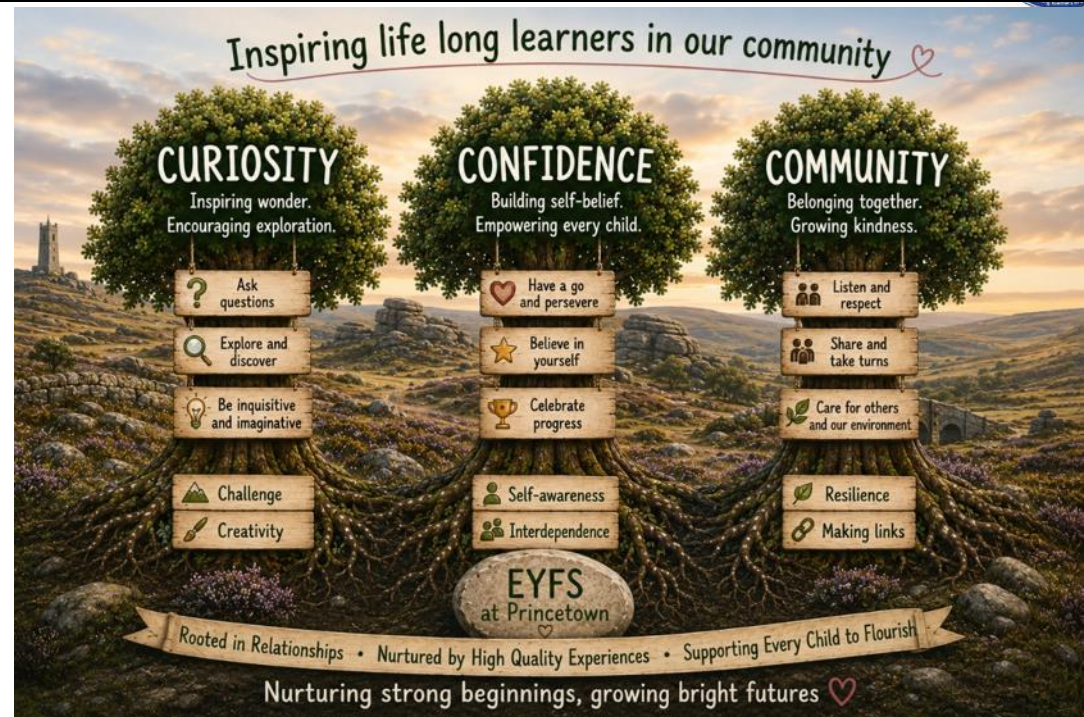
Confidence

We are committed to developing confident, resilient learners who believe in themselves and their ability to succeed. Our curriculum empowers every child to have a go, take risks in their learning and persevere when faced with challenges. We celebrate effort, progress and achievement, helping children to recognise their strengths and develop a positive sense of self. Through carefully planned provision, we nurture self-awareness, interdependence and positive relationships, encouraging children to support one another and learn collaboratively. By fostering confidence and resilience, we equip children with the skills and self-belief needed to embrace new experiences, overcome obstacles and thrive as learners.

Community

We believe that a strong sense of community helps children feel valued, connected and ready to learn. Our curriculum encourages children to develop positive relationships, show kindness and understand the importance of belonging. We promote active listening, respect for others, sharing and taking turns, helping children to work and play cooperatively. Children are encouraged to care for one another, their environment and the wider world, developing empathy and a sense of responsibility. Through carefully planned provision, we nurture resilience, collaboration and meaningful connections, enabling children to learn together, support one another and contribute positively to their community.

Through these 3 main overarching Princetown Principles, we also embed our 'Birds of Learning' behaviours: Challenge, Creativity, Self-awareness, Interdependence, Resilience and Making Links.



Our Early Years curriculum equips children with the skills and knowledge needed to achieve the 17 Early Learning Goals of the EYFS and prepare them for Key Stage 1. Learning takes place through a balance of child-initiated and adult-led activities, including whole-class teaching, group work, investigations and problem-solving. While learning is predominantly play-based, direct teaching ensures children acquire essential knowledge and skills. Activities are carefully modelled and children are given time, support and resources to practise and consolidate their learning. Staff follow children's interests and use skilful questioning to extend their thinking and problem-solving abilities.

Inclusion and diversity are embedded throughout our curriculum, with careful consideration given to representing gender, disability and a range of ethnicities and cultures.

As a mixed-age class, children sometimes learn as a Reception cohort and at other times alongside Key Stage 1 pupils. These opportunities enable them to learn from positive role models, develop language through peer interaction, understand classroom expectations and build the knowledge and pre-skills needed for a successful transition into Year 1.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What and who's around me?	What's that sound?	How do things change?	How do we get there?	How does it grow?	What's over there?
					What's under there?	
Possible Themes/ Interests/ Lines of Enquiry	Construction Getting to know you/Baselines Starting school/new beginnings/Making Relationships Listening Skills Animals/habitats- polar regions, desert, farm Dinosaurs People who help us Rules and routines Materials and Textures	Celebrations, parties, Cultures Materials and Textures Making music Bonfire/firework Night Remembrance Day Appreciating and Noticing Differences Colour Advent/Christmas Toys past and present	Growing and changing- baby to adult Seasons Arctic animals Plant life cycles Past & Present- link to toys Human body, senses The world- exploring food from other lands and cultures Shrove Tuesday- pancakes Valentine's Day- people I love	Transport - past & present Food from different parts of the world- comparison Space Birds Holidays Explorers Easter Vehicle making- junk modelling	Minibeasts Plants and flowers Habitats Life Cycles Under the sea Floating and Sinking Keeping fit and healthy/body positivity Looking after my friends	Our local area- landscape of sea and land Make our own map of Princetown Comparison to other places and regions Recycling, looking after the world Climate change Pirates The beach/sea Cooking skills

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	All about me, families, homes, immediate surroundings. Feelings and emotions Superheroes	Harvest Diwali Seasonal Changes – Autumn/Winter	NSPCC Pant-O-Saurus. Pets Lunar New Year			Princetown Now and Then Seasonal changes – Spring/Summer
Possible Enrichments	Visit from Fire Service People who help us- other visitor talks- Nurse/doctor/vet/Mr Bullock (teacher) Aspiration Day- what do I want to be when I grow up?	Potion making Harvest assembly- community soup Christingle Nativity performance Pantomime Trip	Dentist visit. Visit to the local library Lunar New Year- food tasting Pancake Day- breakfast club event (decorate)	Possible train trip Buckland Abbey trip- Frances Drake Space visitor? Food tasting from around the world.	Perfume making Make bug hotels/bird feeders for outdoor area Butterflies Planting Day- Group planting in the EYFS garden Plant diaries	Big Key Stage One Trip (e.g. beach. Aquarium, theatre, zoo). Walk around the local area to help make maps Sport's Day Climate change day Bird/butterfly spotting survey

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Opportunities to encourage Physical Development in the environment	Gross Motor: Home corner: Dressing skills- hats, scarfs, coats etc. Outside: Put out a fire-fighter link- water pumps to wash off chalk fire Outside: Superhero HQ- big blocks outside/obstacle courses	Gross Motor: Wrapping cardboard boxes Party games- musical statues etc. Huge chalk firework pictures on the wall outside- after can use hug paint brushes to wash it off	Gross Motor: Pushing prams- Babies Dressing skills: dress the babies and wrap them up Heads, shoulders, knees and toes- human body recognition- body percussion for music link	Gross Motor: Outside: Explorers back pack: binoculars, camera etc- Outside: Plan an exploration outside- can you build a base camp?. Build an aeroplane with chairs and act out going on holiday/Make a huge vehicle with big bricks Dressing skills: different clothes for varying climates	Gross Motor: Outside: Digging soil to plant seeds. Make a bug hotel with junk modelling Stirring with upper body- Making flower potions	Gross Motor: Dressing skills: Dressing for summer: Flip flops, sun hats, shorts, T-shirts Outside: Pirate ship- make a telescope/walk the plank Outside: Stone stacking/sculpture
	Fine Motor: Friendship Bracelets- making new friends- threading Finger print painting	Fine Motor: Make a Poppy wreath Clay Diwali lights/playdough Write Christmas cards Cutting- make Christmas snowflake decorations	Fine Motor: Chopping Food- Chinese New Year/Fruit-Pancake Day Seasons trees- hand for branches- finger prints for different coloured leaves	Fine Motor: Drawing/Writing postcards Cotton bud painting- decorate Easter eggs	Fine Motor: Clay/playdough minibeasts Make a nature necklace- e.g. hole punched leaves Squeezing sponges	Fine Motor: Fishing magnet games Cutting food to make a picnic Spray bottle painting

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Possible Mark Making opportunities in play-	Construction plans-drawing Superhero outfit design-colour/pattern/drawing Who lives in my house drawing Shopping Lists- pictures	Invitations Shopping Lists- party Christmas cards Letter to Santa Draw your favourite toy	Chinese symbols Baby name lists Café orders/shopping list Draw/Write sounds for pancake toppings	Draw/Write postcards Packing list for a holiday Labelling vehicles Animal surveys (birds) Design your own vehicle Design your own food dish-label/instructions	Perfume instructions Ingredients list Plant life cycle label Plant diaries List for florist Minibeast surveys How to make a bird feeder- instructions	Draw maps of Princetown Treasure maps Recycling/Climate Change Posters Design your own pirate ship What to take to the beach- lists
Talk Through Stories texts						

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CLL	We aim to become... Confident Communicators who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.
Listening, Attention and Understanding Speaking	<i>Educational Programme (from EYFS Framework- updated 2026)- 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, storytelling 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.</i> <u>Listening, Attention and Understanding:</u> • Listen attentively to key class stories/texts and respond to what they hear with relevant questions. • Be confident to make a comment during a whole class discussion. • Use actions to demonstrate ideas during small group interactions. • Make comments about what they have heard in adult and child led activities. • Independently ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking:</u> • Express their ideas and feelings about their experiences using full sentences. • Use past, present and future tenses in context with their own level of understanding e.g. When I was a baby I played with a rattle, now I like to kick a ball and when I'm grown up, I'll have a real bike. • Use of conjunctions, with modelling and support from their teacher (and, then, next) • Participate in small group discussions with adult support. • Have one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen. • Use vocabulary from key stories, non-fiction, rhymes and poems in child led play.

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	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Talk Through Stories	Explore new texts and discuss characters feelings and motives. Expand vocabulary by putting words in everyday context. Learn and use new vocabulary. Listen and talk about stories.				
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings. Engage in conversation about what they are doing/what they have done and how they have done it and what they are going to do next.				
	Learning Time	Practice using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				
	Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs.				
	Story Club	Listen to and talk about stories, engage in conversations with friends and adults, learn and practise new vocabulary - speak clearly to communicate thoughts and ideas.				

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PSED

- ✦ Building Relationships
- ✦ Managing Self
- ✦ Self-Regulation

We aim to become... **Independent Individuals** who can follow our School Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. We will be **Fantastic Friends** who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.

Educational Programme (from EYFS Framework- updated 2026)- 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.

Self Regulation:

- Take into considerations the feeling of others e.g. comforts a peer when they are hurt, finds way to compromise to solve disagreements, sharing and negotiating.
- Know and accept consequences for some behaviours of themselves and others and is able to tolerate and manage feelings when their wishes cannot be met e.g. accepting and managing the disappointment felt when accessing a wanted resource that isn't available or being used by another.
- Follow and listen to what the adults says even when engaged in another activity e.g. stopping an activity and returning to the carpet when asked.
- Awareness of behavioural expectations and follows routines – e.g. sitting on carpet spot, lining up, RWI expectations, tidying up.

Managing Self:

- Accept and seek challenges willingly and are confident to try new activities, showing, independence, resilience and perseverance e.g. shows confidence in selecting resources and persevering to achieve the chosen activity when difficulties arise – trying again and rebuilding a tower that collapses.
- Is happy to confidently share with others their own needs, interests' opinions in familiar group e.g. willing to describe what they can do well and want to get better at in a positive way.
- Show an understanding for the need for expectations and is able to explain why they are important e.g. to keep themselves and others safe. Follows the rules and expectations.

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- Manage their own toileting and handwashing needs as well as dressing and undressing e.g. follows the handwashing sequence and washes hands after the toilet, dresses and undresses independently for wild tribe, discusses the importance of healthy food.
- Shows a clear understanding of the importance of healthy food choices e.g. sugary foods vs vegetables.

Building Relationships:

- Plays cooperatively and take turns with others during play projects and set challenges.
- Comes into class independently and confidently leave parents/carers.
- Form positive attachments with known adults and friendships with peers.
- Show sensitivity to their own and to others' needs e.g. listening to others ideas and adapting to keep play going.

	SCARF: Me and my relationships	SCARF: Valuing Difference	SCARF: Keeping Safe	SCARF: Rights and Respect	SCARF: Growing and Changing	SCARF: Being my Best
	• All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2)	• I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend	• What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe	• Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe	• Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys	• Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep
	See themselves as a valuable individual.	Express their feelings and consider the feelings of others.	Safe Relationships – NSPCC PANTS	Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others.	Manage their own needs.
	Build constructive and respectful relationships.	Empathising with characters from a story.	Physical health and mental wellbeing – healthy living, healthy eating.	Show resilience and perseverance in the face of challenge.	Comparing own family and family life to other cultures/communities.	Show resilience during transition days to Year 1.
	Children's own family and family life.					

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	Looking at children's differences and preferences.		Growing and changing – body parts.			
	Exploring feelings of loneliness and happiness.		Changing from a baby to an adult.			
			Keeping safe. Sun safety, road safety, stranger awareness			
	Daily Routines	Self-registration, book voting, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, handwashing, snack time (whole class or free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful.				
	Talk Through Stories	Consider how a character is feeling. What are their thoughts and motives? Talk partners, taking turns, listening to others' views.				
	Story Club	Build relationships with others, see themselves as a valued individual, give focussed attention and follow instructions.				
	Learning Time	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	Story Time	Experience, explore and talk about positive relationships, feelings and emotion, diversity				

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Physical Development

- ✦ Gross Motor
- ✦ Fine Motor

We aim to become...**Amazing Athletes** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. We will be **Talented Tool users** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.

Educational Programme (from EYFS Framework- updated 2026)- 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, co-ordination 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, co-ordination 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 co-ordination, 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.

Gross Motor Skills:

- Ride a balance bike with control and stop on command.
- Throw an object e.g. bean bag, small ball, foam javelin over a 1 metre distance.
- Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment)
- Roll /bend knees when dismounting from inside apparatus or outside active provision including ramps, trees, slopes.

Fine Motor Skills:

- Hold a pencil effectively so mark making/formation is legible.
- Uses scissors to cut paper, thin card, fabric, thin plastic and textiles.
- Uses a screwdriver to screw screws into wood.
- Uses a hammer to place nails into soft items (such as a pumpkin).
- Uses a saw to cut thin pieces of wood.
- Uses a variety of paintbrush sizes.
- Uses a knife, fork and spoon when eating at dinner time.
- When drawing, controls the pencil carefully, showing some accuracy.

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	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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	KS1 lessons to join with, using the above skills					
	Cycle A- Fundamentals 1/Dance - Toys	Game 1/Gym - Travelling with Jumping	Games 3/Stretching and curling	Netball/OAA	KS1 Athletics 1/Cricket	Swimming
	Cycle B- Games 2/Dance - Animals	Football/Gym - Basic Skills	Games 4/Directions and pathways	Basketball/Fundamentals 2	KS1 Athletics 2/Net and Wall	Swimming/ Travelling with Jumping
	Funky Fingers/Squiggle	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Story Club	Hold a pencil effectively, develop accuracy and care when drawing and writing.				
	Lunch Time	Hold and use a knife and fork correctly, understand about healthy eating.				
	Learning Time	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination. Refine and develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills.				
	Movement Breaks/Yoga	Develop strength, balance and co-ordination.				
	PE	Fundamental movement skills, develop strength, balance, agility and co-ordination. Combine movement, develop ball skills.				

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Literacy ✦ Word ✦ Reading ✦ Writing	We aim to become...Brilliant Bookworms who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). And Wow Writers who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others. <i>Educational Programme (from EYFS Framework- updated 2026)- 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 recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i>  As a school we are using Little Wandle Letters and Sounds Revised. Comprehension: • Retell class stories and narratives using newly introduced vocabulary in the correct context. • Listen, consider and reason what might happen next when being read to. • Use their knowledge and vocabulary encountered from stories and narratives in their play and discussions with others e.g. using characters and events in their role play, discussing why and how things happen/work (non fiction) and performing rhymes and poems. Word Reading: Following Little Wandle Letters and Sounds Revised; ▪ Know phase 2 and 3 sounds and use them to decode words with them in. ▪ Become proficient with using robot talk and blending in your head to blend and read words. ▪ Be able to read aloud at least red/yellow books and the common exception words they encounter e.g. the, I, you, he, she, was. Writing: ▪ Use the correct formation to form letters that can be identified by others. ▪ Use their phonic knowledge (at least phase 2 and phase 3 sounds) to identify and write sounds they hear in words. ▪ Articulate and construct a string of words together to form phrases or sentences that can be read by others. ▪ Use finger spaces and begin to have some understanding of capital letters and full stops.
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Squiggle Progression across a year in Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																									
Squiggle Early Writing Programme	Squiggle While you Wiggle 2.0- Recap one move per week	Squiggle While you Wiggle 2.0- Recap one move per week if required Squiggle Me into a Writer	Squiggle Me into a Writer	Squiggle Me into a Writer	Squiggle Me into a Writer Little Wandle Handwriting sessions	Squiggle Me into a Writer Little Wandle Handwriting sessions																									
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Squiggle Me into a Writer	<table><tr><th>Weeks</th><th>Group of letters to be taught (Using LW Formation Phrases)</th></tr><tr><td>1</td><td>m a s d</td></tr><tr><td>2</td><td>t i n p g</td></tr><tr><td>3</td><td>c o k u</td></tr><tr><td>4</td><td>b f e l</td></tr><tr><td>5</td><td>h r j</td></tr><tr><td>6</td><td>v y w z x</td></tr><tr><td>7</td><td>q u</td></tr><tr><td>8</td><td>sh ch th wh</td></tr></table>		Weeks	Group of letters to be taught (Using LW Formation Phrases)	1	m a s d	2	t i n p g	3	c o k u	4	b f e l	5	h r j	6	v y w z x	7	q u	8	sh ch th wh											
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	<u>Little Wandle</u> Teach phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l	<u>Little Wandle</u> Teach phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	<u>Little Wandle</u> Teach phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<u>Little Wandle</u> Review phase 3 graphemes: Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end Tricky words: Review all taught so far	<u>Little Wandle</u> Teach phase 4: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est New tricky words: said so have like some come love do were here little says there when what one out today	<u>Little Wandle</u> Teach phase 4 graphemes: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words
	Teach new tricky words: is I the	Teach new tricky words: as and has his her go no to into she he of we me be put* pull* full* push* (dependent on regional pronunciation)	Teach new tricky words: was you they my by all are sure pure	Tricky words: Review all taught so far	Teach new tricky words: said so have like some come love do were here little says there when what one out today	Tricky words: Review all taught so far
	EYFS Curriculum Statements					
	Working on using common consonants and vowels which they can blend for reading simple CVC words. Read individual letters by saying the sounds for them.	Working on reading CVC words using a wider range of letters inc. consonant, digraphs and double letters e.g. bell, chick Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception and tricky words matched to the LW programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

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	An Daras Writing Progression					
	Autumn		Spring		Summer	
	How we will deliver: Squiggle Whilst you Wiggle (Fine and Gross Motor) x5	No Letter Recording (Progression Guidance) Recap 1 move per week (9moves) Large Paper and Crayons (On the Floor)	How we will deliver: Squiggle Whilst you Wiggle (Fine and Gross Motor) x5	(Progression Guidance) Recap 1 move per week Individually on plain paper and Pencil (at table)	How we will deliver: Squiggle Whilst you Wiggle (Fine and Gross Motor) x5	(Progression Guidance) Recap 1 move per week Individually on plain paper and Pencil (at table)
	Little Wandle Handwriting x4	Autumn One: Squiggle Whilst you Wiggle Patterns (see above) Autumn Two: Single Lower-case Letter Formation in Letter families Little Wandle Booklets.	Little Wandle Handwriting x4	Single Lower- Case Letter Formation in Letter families Capital Letter Formation Recap of Single Lower- Case Letter Formation Little Wandle Booklets.	Little Wandle Handwriting x4	Capital Letter Formation Recap of Single Lower- Case Letter Formation Teach Letter Formation within digraphs and trigraph* *This is based on assessment feedback. Handwriting on wide lines in Drawing Club Books A4
	Handwriting on plain paper books A4		Handwriting on wide lines in Drawing Club Books A4		Handwriting on wide lines in Drawing Club Books A4	
	Little Wandle Phonics x5	(Little Wandle Guidance) Adult model writing. Children to air write. No pupils recording. Autumn Two. Children use magnetic letters to segment and spell words.	Little Wandle Phonics x5	Children write as per phonics programme.	<u>Little Wandle Phonics x5</u>	Children write as per phonics programme.
	Story Club (1 books per week) x3 minimum Flap Learning Intentions to ensure space on page	Drawing Picture. No Colour. Orally composing a sentence for adult to record.	Story Club (1 books per week) x3 minimum Flap Learning Intentions to ensure space on page	Dictated letter per write (Planned letter per day). Dictated CVC words per write (Planned CVC word per day)	Story Club (1 books per week) x3 minimum Flap Learning Intentions to ensure space on page	Dictated caption per write (Planned caption per day). Words must inline with Phonics sounds taught.

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	Half Plain and Half Lined Books	Verbally talk about the passcode e.g. When you press the wheel it will . .	Half Plain and Half Lined Books	(with widget picture if needed).	Half Plain and Half Lined Books	Expectation for ELG: Write recognisable letters correctly formed
	Story Club Text and Vocabulary Progression. (Every Half term. 1 Traditional Tale 1 Focused: Diverse/ Culture Text 1 Sustainability 3 High Quality Texts. Reference to recommendations. No Animations)		Story Club Text and Vocabulary Progression. (Every Half term. 1 Traditional Tale 1 Focused: Diverse/ Culture Text 1 Sustainability 3 High Quality Texts. Reference to recommendations. No Animations)		Story Text and Vocabulary Progression. (Every Half term. 1 Traditional Tale 1 Focused: Diverse/ Culture Text 1 Sustainability 3 High Quality Texts. Reference to recommendations. No Animations)	Spell words by identifying the sounds in them and representing the sounds with a letter or letters Write simple phrases and sentence that can be read by others Sentences and phrases are simple and do not need to include punctuation Sentences and phrases can be dictated to achieve ELG
	Play Based Progression -Gross Motor Progression. Within provision.	(Action Trust Progression Documents)				
	-Fine Motor Progression. Mark Making. Within provision.	(Action Trust Progression Documents)				
	Well Comms. Assessment and Implementation					
	Story Club	Learn and practise new vocabulary, listen and talk about stories, read and write				
	Talk Through Stories	Explore new texts and discuss settings, characters feelings and motives. Expand vocabulary by putting words in everyday context.				
	Learning Time	Use message centre to create secret symbols, sounds, words, phrases, sentences to make things happen. Read messages left by others, write messages, engage in and talk about books, retell stories and create their own.				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming strong, count syllables, discriminate between sounds.				
	Story/Song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				
	Literacy Curriculum	Each key text and linked provision has been carefully selected to support the skills, knowledge and curriculum topics children are developing. Learning focuses are guided by children's progress rather than fixed timescales and may last between two and seven weeks. All overarching themes include resources and activities within the enhanced provision, with new concepts introduced through high-quality storybooks or age-appropriate non-fiction texts. This approach reinforces the importance of reading as the foundation of learning. Through Story Club, children are immersed in ambitious vocabulary and develop strong oracy skills. Further information can be found in our Literacy Curriculum and Vocabulary Progressions, which demonstrate how children become Confident Communicators and Wow Writers.				

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Maths ✦ Number ✦ Numerical Pattern ✦ Shape and Space	We aim to become...Masters of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. <i>Educational Programme (from EYFS Framework- updated 2026)- 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.</i> Number: To be competent to use the maths rich continuous provision and adult led teaching to demonstrate a deep understanding of numbers to 10, including the composition of each number by; Counting • Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Counting from different starting points. Learning, singing, using in role play and reciting number rhymes and stories. • Be confidence in putting numerals in order - 0 to 10 (ordinality) • Understand the 'one more than/one less than' relationship between consecutive numbers. Cardinality • Be able to subitise numbers to five. Identify patterns of numbers within objects and pictures. Using opportunities of amounts in the environment outside and inside as well as maths resources including 10 frames, counters and rekenrek. Matching the numeral with a group of items to show how many there are (up to 10). • Accurately counting out up to 10 objects from a larger group and counting objects, actions and sounds. Using one to one correspondence and saying the numbers in order and matching one number name to each item. Saying how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – appreciating that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Composition • Be aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Conceptually able to subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. • In practical activities, adds one and subtracts one with numbers to 10. Beginning to be able to explore and work out mathematical problems, using signs and strategies of their own choice.
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- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Using opportunities that arise e.g. there are 5 of us, 3 of us have clipboards how many more do we need?

Numerical Patterns:

To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond.

Comparison

- Use number names and symbols when comparing numbers and showing interest in numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Use the vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' when discussing amounts and numbers and when estimating a number of things, showing understanding of relative size.
- Use concrete objects to explore and represent patterns (numbers up to 10) including odd and even numbers, double facts and sharing.

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	<u>NCETM</u> <u>Subitising</u> <u>Week 1</u> Perceptually subitise within 3 <u>Cardinality</u> <u>Week 2</u> Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. Have a wide range of opportunities to develop 1:1 correspondence, including by	<u>NCETM</u> <u>Subitising</u> <i>Continue from first half term Subitise within 5, perceptually and conceptually, depending on the arrangements.</i> <u>Cardinality</u> <u>Week 6</u> Continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on one hand. <u>Comparison</u> <u>Week 7</u> Compare sets using a variety of strategies, including 'just by looking,' by subitising and by matching.	<u>NCETM</u> <u>Cardinality</u> <i>Continue to develop verbal counting to 20 and beyond.</i> <u>Subitising</u> <u>Week 11</u> Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1' more.	<u>NCETM</u> <u>Cardinality</u> <u>Week 16</u> Continue to consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20. <u>Comparison</u> <u>Week 17</u> Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. <u>Composition</u> <u>Week 18</u>	<u>NCETM</u> <u>Cardinality</u> <u>Week 21</u> Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting. <u>Subitising</u> <u>Week 22</u> Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the	<u>NCETM</u> <u>Week 26</u> <u>Subitising on a rekerek</u> <i>In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers</i>
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	coordinating movement and counting. Have opportunities to develop and understanding that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting. <u>Composition</u> <u>Week 3</u> See that all numbers can be made of 1s. Compose their own collections within 4. <u>Subitising</u> <u>Week 4</u> Identify sub-groups in larger arrangements Create their own patterns for numbers to 4 Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including temporal patterns made by sounds. <u>Comparison</u> <u>Week 5</u> <i>Understand that sets can be compared according</i>	Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. <u>Composition</u> <u>Week 8</u> Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. <u>Week 9</u> Explore the composition of numbers within 5. <u>Comparison Week 10</u> Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count. <i>Shape, space and measure.</i> Make comparisons between objects relating to size, length, weight and capacity.	Continue to match arrangements to finger patterns. <u>Week 12</u> Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number. <u>Composition</u> <u>Week 13</u> Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. <u>Week 14</u> Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit.' <u>Comparison</u> <u>Week 15</u>	Begin to explore the composition of numbers within 10. <u>Subitising</u> <u>Week 19</u> Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles.' <u>Composition</u> <u>Week 20</u> Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. <i>Shape, space and measure.</i> Identify and continue a pattern Recognise and describe the features of 2D and 3D shapes	same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Be encouraged to identify when it is appropriate to count and when groups can be subitised. <u>Composition</u> <u>Week 23/24</u> Explore the composition of 10. <u>Comparison</u> <u>Week 25</u> Order sets of objects, linking this to their understanding of the ordinal number system. <i>Shape, space and measure.</i> Identify and continue a pattern	
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	<i>to a range of attributes, including by their numerosity.</i> <i>Use the language of comparison, including 'more than' and 'fewer than.'</i> <i>Compare sets 'just by looking.'</i> <i>Shape, space and measure.</i> <i>Make comparisons between objects relating to size, length, weight and capacity.</i>		Continue to compare sets using the language of comparison and play games which involve comparing sets. Continue to compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal. Shape, space and measure. Recognise and describe the features of 2D and 3D shapes			
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	<i>NCTEM materials are supplemented by other resources and planning, including White Rose Maths and Karen Wilding.</i>	
	Daily Routines	Self Registration (5/10 frames), calendar, time table, book voting
	Story Club	Use mathematical language when drawing, count subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes.
	Learning Time	Practise taught skills. Use and apply taught skills in real life situations, message centre (read and write secret symbols and passcodes). 'What do you notice? What do you see? What do you wonder?'
	Story/Song Time	Practise taught skills, 'What do you notice? What do you see? What do you wonder?'

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Understanding the World (RE, History, Geography, Science, Computing) ✦ People, Culture and Community. ✦ The Natural World. ✦ People and places ✦ Character, setting, event from the past	We aim to become...Exceptional Explorers who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. And... Compassionate Citizens who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs. <i>Educational Programme (from EYFS Framework- updated 2026)- 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.</i> Past and present: • Talking and commenting on images, books and objects that show familiar past events and discuss the similarities and differences based on their experiences. • Using class texts to explore past and present e.g. pirates, castles and characters. • Discussing when the story takes place and the similarities and differences. People, culture and communities: • Use introduced vocabulary to describe their immediate environment including place names. Being able to interpret and identify areas on a simple map and attempt to draw their own, using observations, stories and non-fiction text. • Be confident to share details about their family and community and make comparisons with other families and communities. Drawing on real life experiences and books. Joining in with SMSC discussions and RE learning and understanding similarities and differences between religious and cultural communities and how they celebrate special times in different ways. Using these discussions and experiences in their play. • Be able to compare and contrast differences and similarities in life in this country and others, using knowledge and vocabulary gained through stories and texts, maps, pictures and videos and discussions. The Natural World: • Be curious to explore the natural world and use their senses to investigate hands on experiences including natural processes e.g. ice melting, changing of the seasons. • Understand how to care for the natural environment. • Make close observations of animals and plants and draw pictures including details observed and being able to articulate using introduced vocabulary including the name of plants and animals. • Join in with discussions comparing the features of our immediate environment with those of others (local, national and the world) by drawing on first hand experiences, information from books, videos and pictures.
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	RE/SMSC: (UTW – People, Culture and Communities) NatRE	RE/SMSC: (UTW – People, Culture and Communities) NatRE	RE/SMSC: (UTW – People, Culture and Communities) NatRE	RE/SMSC: (UTW – People, Culture and Communities) NatRE	RE/SMSC: (UTW – People, Culture and Communities) NatRE	RE/SMSC: (UTW – People, Culture and Communities) NatRE
	AUTUMN 1 <u>Unit 1</u> Why is the word God so important to Christians? CREATION/GOD Christianity In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God.	AUTUMN 2 <u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) INCARNATION Christianity In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to return to and study the original text.	SPRING 1 <u>Unit 3</u> Being special: where do we belong? THEMATIC Christianity Hindu Dharma Islam The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.	SPRING 2 <u>Unit 4</u> Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) SALVATION Christianity In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.	SUMMER 1 <u>Unit 5</u> Which places are special and why? THEMATIC Islam Christianity This unit builds on learning about Muslims and Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.	SUMMER 2 <u>Unit 6</u> Which stories are special and why? THEMATIC Christianity Judaism Islam In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.
	Family structures, who is part of our families. Similarities and differences between themselves and peers. Harvest	How Hindus celebrate Diwali. The Christmas Story and how it is celebrated. Know that people around the world have different religions. Remembrance Day	Chinese New Year. How is it celebrated? Traditions. People who help us within the local community	Easter	Share details about their family and community and make comparisons with other families and communities around the world	Join in with SMSC discussions and RE learning and understanding similarities and differences between religious and cultural communities and how they celebrate special times in different ways.

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	History: (UTW – Past and Present)					
	History: (UTW – Past and Present)	History: (UTW – Past and Present)	History: (UTW – Past and Present)	History: (UTW – Past and Present)	History: (UTW – Past and Present)	History: (UTW – Past and Present)
	Me - How have I changed since I was a baby? Timeline work. Now and then – houses. Link to KS1- London Past and Present/Great Fire	Know about figures from the past – Guy Fawkes. How do our families celebrate? Traditions: •Birthdays •Christmas Remembrance Day	Talk about the lives of the people around us. Know that the emergency services exist and what they do, and how they have changed through history.	Easter Story Now and then – transport. Link to KS1-Famous explorers (Frances Drake) – link to Geography work.	My family – ages and generations. Know about my own life-story.	Pirates/pirate ships. Now and then – the seaside Link to KS1- Toys- now and then

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	Geography: (UTW – People, Culture and Communities)	Geography: (UTW – People, Culture and Communities)	Geography: (UTW – People, Culture and Communities)	Geography: (UTW – People, Culture and Communities)	Geography: (UTW – People, Culture and Communities)	Geography: (UTW – People, Culture and Communities)
	Explore my new school and all of its environments (e.g. classroom, hall, library, mud kitchen, field, playground etc...). My home and journey to school. What do I see on the way? Are there any big buildings (e.g. church).	KS1 Link- What is the weather like where I live/compare to other towns Seasons	KS1 Link- Hot/Cold Climates	Follow a simple map of school grounds. Draw own simple maps.	Compare and contrast environments to where I live- KS1 link Looking for them on the world map/ globe. Link to other countries: link to Science and habitats. Which country do different animals live in?	Features of the seaside- KS1 link Discussions around looking after the world – recycling, turning off lights, pick up litter etc (link with Science). Map drawing – link with pirates- treasure maps

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	Science: (UTW – The Natural World)	Science: (UTW – The Natural World)	Science: (UTW – The Natural World)	Science: (UTW – The Natural World)	Science: (UTW – The Natural World)	Science: (UTW – The Natural World)
	Explore the natural environment using our 5 senses.	Recognise the signs of Autumn.	Recognise the signs of Winter.	Recognise the signs of Spring.	Planting seeds – observing growth. Caring for plants. parts of a plant.	Recognise the signs of Summer.
	Begin to show respect and care for the natural environment.	Features of the world and Earth (river, forests, sea, land etc...)	Know some important processes and changes in the natural world	Lifecycles of plants and animals	Animals – how have different animals adapted to their habitats?	Know that some things in the world are man-made and some things are natural.
	Label body parts.	Explore light and colour.	including states of matter (freezing)	Science Week.	Life cycles of insects	Explore materials and textures (recycling).
		Explore magnets.	Growing and changing.	Know about features of my own immediate environment and how they might vary from another.	Minibeasts	Know some important processes and changes in the natural world including states of matter (melting, floating and sinking)
			Human life cycles.			

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	Computing: Engaging with age appropriate software: Ipad CD player IWB	Computing: Use iPad stopwatch app – link to maths work on time. Use Beebots – basic operations	Computing: Use of technology in home and school. What technology do you have at home? How is this the same/different to what you have at school? E-Safety Day.	Computing: Use Beebots - moving from A to B	Computing: Engaging with age appropriate software: Google maps on the iPad linked to Geography work.	Computing: Engaging with age appropriate software: Ipad CD player IWB
	Talk Through Stories	Explore and talk about different people, occupations, past/present, cultures/countries through high quality text.				
	Story Club	Draw and talk about characters and settings, draw simple maps				
	Learning Time	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story/Song Time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				

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Expressive Arts and Design (Art, DT and Music)	We aim to become... Proud Performers who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. And Dynamic Designers who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.					
	<i>Educational Programme (from EYFS Framework- updated 2026)- 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.</i>					
	Creating with Materials: - Plan what they are going to create and how they will go about it – part of their play project. - Experiment with combining a range of materials and to consider how problems can be overcome. Thinking about the best way to join materials e.g. tape, different sorts of glue, tags, string etc. - Experiment with colour mixing to produce different colours e.g. powder paint, poster paint and watercolours. - Independently use processes to shape materials e.g. scissors, tearing, sawing. - Creating collaboratively, sharing ideas, resources and skills. - Creatively use props and materials (loose parts that can symbolise different things) to role play characters and situations whilst collaborating with others. - Review their creations and talk about them (part of the play project cycle). - Being involved and concentrating - Keeping on trying - Enjoying achieving what they set out to do Being imaginative and expressive: - Know and join in with a collection of songs, rhymes and dances and perform them as part of the class, groups and individually. - Introduces a story or narrative to their play. Drawing on experiences, stories and narratives used in class and beyond. Recounting, adapting and inventing stories and narratives - Joining in and acting out experiences with others. Keeping play going and considering others.					
	Art/DT: Wax crayon rubbings Print – fingers, stampers Malleable materials – use rolling pins and cutters	Art/DT: Use stencils with paints and sponges Paint – different brushes, different surfaces	Art/DT: Print – relief printing with rollers Paint - colour mixing Collage/loose parts - cut and stick	Art/DT: Print – 3D shapes Observational drawings Junk model – flanges and hinges	Art/DT: Paint – using water colour paints Transient art – natural loose parts	Art/DT: Malleable materials – pottery/sculpture Junk model – moving parts

EYFS Long Term Overview 2026-27



	Use felt tip pens Collage – stick Model with construction kits Focus Artist: Georges Seurat (pointillism)		Malleable materials – roll and shape by hand Use oil pastels/chalks Junk model – join with tape/glue and embellish Focus Artist: John Dyer (fireworks)	Weaving with paper Focus Artist - Henri Matisse (cut and stick collage)	Focus Artist – Paul Klee, Wassily Kandinsky (shapes)	Focus Artist – Emily Stackhouse (observational drawing of plants)	Focus Artist – Barbara Hepworth (sculpture)
	Music: Outdoor performance stage Signing nursery rhymes Harvest song and performance		Music: Outdoor performance stage Signing nursery rhymes Nativity singing and performance.	Music: Outdoor performance stage - addition of percussion instruments Listening to classical music – Signing nursery rhymes	Music: Outdoor performance stage - addition of percussion instruments Signing nursery rhymes	Music: Outdoor performance stage – addition of tuned instruments Signing nursery rhymes	Music: Outdoor performance stage – addition of tuned instruments Signing nursery rhymes
	Story Club	Develop drawing skills, use imagination, develop stories					
	Learning Time	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play					
	Story/sing time	Sing a range of songs/nursery rhymes, understand the structure of stories.					