**Barlow Curriculum Overview 2025-2026 (Cycle B)**

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| Intent:  At SMSB, it is our intent to provide a child-centred approach, within a well-resourced, organised and engaging learning environment. Our Early Years provision is designed to ensure that children can learn through a play-based curriculum, which is supported effectively by timely interactions from Early Years practitioners. Our pupils lead their own learning; adults join in at the child’s level, where they can model, scaffold, question and support pupils to develop their skills and knowledge even further. We make it our business, that as practitioners, we know every child’s next steps; this can only truly happen through playing alongside every individual. We understand that play is an integral part of learning and have tailored our Early Years curriculum to ensure that play is at the heart of everything we do. It is our intent to allow children choice in their learning, which enables them to be fully engaged and motivated by it; a fundamental aspect of effective learning and early brain development. Our teaching is therefore underpinned by the principle that if a child’s level of well-being and involvement within the setting are high, inspirational learning experiences can take place.  Through our bespoke curriculum, children’s curiosity is supported and nurtured, enabling deep and meaningful learning experiences and outcomes to develop. The curriculum responds to the learning needs and interests of ALL children and the environments are adapted accordingly. We have high expectations for ourselves and ALL children, meaning that our learners are challenged to aim high, make progress, achieve well and become the very best they can be, so that they are Year 1 ready at the end of the academic year. Our ambitious curriculum is intended to support children in becoming independent learners and to develop their characteristics of effective learning, through exciting and creative continuous provision, both indoors and outdoors.  Our curriculum has been adapted to build upon the pupils’ starting points, so that their Cultural Capital is further enhanced. We make it our priority to get to know every child and their family, prior to starting school, so that the curriculum can be developed accordingly. We also ensure that the pupils are provided with a range of first-hand, memorable experiences which will enable them to make links to prior learning, stimulate their interest and provide them with a hook to hang their learning on to.  The acquisition of new vocabulary is of the upmost importance to us at SMSB. It is our intent to provide a substantial number of ‘back and forth’ interactions with our pupils, meaning that practitioners can model and teach new vocabulary continuously, allowing us to build a solid grounding in children’s communication and language skills. Through this approach, we also endeavour to model warm and positive relationships, which allow children to understand how to identify different feelings and regulate their behaviour accordingly. We believe that these fundamental cognitive skills will help support our pupils to build happy and fulfilling lives.  Implementation:  At SMSB, we follow the Statutory Framework for the Early Years Foundation Stage to ensure that we are fulfilling the requirements for learning and development. We also follow the framework to actively safeguard and promote the welfare of all our children.  We ensure that our Curriculum develops the following seven areas:  Prime Areas:  Communication and Language  Physical Development  Personal, Social and Emotional Development  Specific Areas:  Literacy  Mathematics  Understanding the World  Expressive Art and Design  Teaching and learning is responsive to children’s learning needs and interests. Observations of the children throughout the day is paramount to extending learning and providing high quality provision. These observations and assessments are not always recorded, as we feel it is most beneficial to spend quality time joining in with the children. Every term, judgements are made across the seven areas of learning as to whether each child is on track or not on track. Interventions are then put in place to ensure that pupils who are not on track, make progress to catch up and keep up.  We prioritise creating a child-centred approach to learning at SMSB, utilising the principles and pedagogy of the role of the adult as the expert play practitioner. Children in Reception are therefore able to spend extended periods of the day directing their own learning on a daily basis, focusing on their interests and developing independence and creativity through play. Our skilled practitioners carefully observe children and know when to stand back, allowing creativity and independence to flourish and when to interact with children to move their learning forwards through a ‘teachable moment’. To enable this to happen effectively, the children are provided with extended opportunities to be in provision. We have also chosen not to have a playtime, for pupils to have non-interrupted sessions. We carefully time our taught inputs, so that ‘Busy Time’ is maximised.  We have set up our indoor and outdoor learning environment to enable our children to have access to all resources. Our aim is to develop fundamental life and academic skills that will contribute hugely towards their educational and life successes. We ensure there are ample opportunities for children to strengthen their core muscles and fine and gross motor skills through physical play.  Our learning environment is adaptable to reflect children’s interests and is enhanced regularly to suit this, as well as to embed learning from prior learning.  Pupils learn to read and write through Lancashire Red Rose Phonics scheme. Phonics is a focused, formal session at the start of the day.  Our curriculum is planned around high-quality texts which are used throughout our curriculum to ensure that pupils have exposure to effective, new vocabulary and experiences.  Throughout the year, we celebrate religious festivals, so that pupils can begin to understand what life is like for people who may live in different countries and have different cultures, beliefs and life experiences. | | | | | | | | | | | | |
| Characteristics of Effective 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. | | | | | | | | | | | | |
| Over Arching Principles  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.  Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  Play: At St Mary’s and St Benedict’s RC Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. | | | | | | | | | | | | |
|  | Autumn 1  Me and my world! | Autumn 2  Sparkle and shine | | Spring 1  Brilliant bears! | | Spring 2  Roots, shoots and muddy boots | | | Summer 1  All creatures great and small | | | Summer 2  Transport and Travel |
|  | 8 weeks | 7 weeks | | 6 weeks | | 5 weeks | | | 5 weeks 4 days | | | 7 weeks |
| Enrichment/ Important Dates | Home visits week 1  Baseline assessment weeks 2-4  Diwali 21st October 2025 | Bonfire Night 5th November 2025  Remembrance Day  11th November 2025  World Nursery Rhyme Week 10-14th November 2025 | | Penguin Awareness Day- 20th January 2026  Lunar New Year 17th February 2026  Shrove Tuesday 17th February 2026 | | Polar Bear Day- 27th February 2026  Farm visit- Smith hills- TBC  World book Day 5th March 2026  Mother’s Day-15th March 2026  Global Recycling Day- 18th March 2026  World Frog Day- 20th March 2026 | | | World Bee Day 20th May 2026  Elmer’s Birthday 24th May 2026 | | | Father’s Day- 21st June 2026  22-28th June 2026 Insect Week  Transition into ks1 afternoon |
| The Big Question | Who am I? | How do we celebrate? | | Why do Polar bears have thick fur? | | Where does our food come from? | | | Who made these footprints? | | | What journeys can you make? |
| Themes | All about me  Healthy me  Homes and houses  Families  Diwali  Seasonal Changes | Seasonal changes  Bonfire Night  Christmas | | Bears  Frozen Planet  Woodland  Traditional Tales | | Farming  Growing and changing  Minibeasts  Seasonal changes | | | Dinosaurs  Animals  Jungles | | | Travel  Transport  Journeys  Seasonal changes |
| Possible lines of enquiry | Who am I?  What do I look like?  What is a family?  Who is in my family?  How is my family the same/different to other families?  How have I grown and changed?  Is everybody’s house like mine?  Who is special to me?  What does this body part do?  How do I stay healthy?  What are the signs of Autumn? | What celebrations do I celebrate?  Are all celebrations the same?  How does my family celebrate?  Are celebrations the same around the world? | | Are all bears the same?  Do bears all live in the same environment?  Do all bears eat the same?  How do bears survive in the wild?  How is our country the same/different to other countries?  What are the signs of Winter? | | What animals will I see on a farm?  What job does a farmer do?  What is a plant? What plants need to stay healthy?  What is a lifecycle?  What are the signs of Spring?  What is a minibeast?  Where can I find a minibeast?  Which minibeasts may I find in our environment at school?  How can I help to look after minibeasts? | | | Are dinosaurs alive today?  What is the largest animal on planet Earth? | | | How do I get to school everyday?  Have I had experience of being on a train,plane,boat?  How is our country the same/different to other countries? |
| RE- Magister | Creation & Covenant | Prophecy & Promise | | Galilee to Jerusalem | | Desert to Garden | | | To the Ends of the Earth | | | Dialogue & Encounter |
| Communication and Language  (C & L) | 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. | | | | | | | | | | | |
| Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play:  “Let’s go on a bus... you sit there... I’ll be the driver.” | Use longer sentences of four to six words | | Develop their communication but may continue  to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Develop their pronunciation but may have problems saying:  • some sounds: r, j, th, ch, and sh  • multi-syllabic words such as ‘pterodactyl’,  ‘planetarium’ or ‘hippopotamus’. | | Use a wider range of vocabulary.  Understand a question or instruction that has two parts such as: “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. | | | Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | | | Enjoy listening to longer stories and can remember much of what happens.  Pay attention to more than one thing at a time, which can be difficult. |
| Physical Development (PD) | 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 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. | | | | | | | | | | | |
| Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember  sequences and patterns of movements which  are related to music and rhythm. | Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a  small hole they dug with a trowel.  Collaborate with others to manage large items,  such as moving a long plank safely, carrying large  hollow blocks. | | Use one-handed tools and equipment, for example,  making snips in paper with scissors.  Use a comfortable grip with good control when  holding pens and pencils.  Show a preference for a dominant hand. | | Be increasingly independent as they get dressed and undressed, for example, putting coats on and  doing up zips. | | | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width | | | Continue to develop their movement, balancing,  riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus,  using alternate feet.  Skip, hop, stand on one leg and hold a pose for  a game like musical statues.  Use large-muscle movements to wave flags and  streamers, paint and make marks. |
| PSED | 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. | | | | | | | | | | | |
| Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’,  ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling.  \*myHappymind  Module 1 Meet your Brain  Ten Ten  Module 1: Created and loved by God | Select and use activities and resources, with help  when needed. This helps them to achieve a goal  they have chosen, or one which is suggested  to them.  \*myHappymind  Module 2 Celebrate  Ten Ten  Module 1: Created and loved by God | | Play with one or more other children, extending  and elaborating play ideas.  Find solutions to conflicts and rivalries. For example,  accepting that not everyone can be Spider-Man in  the game, and suggesting other ideas.  \*myHappymind  Module 3 Appreciate  Ten Ten  Module 2: Created to love others | | Increasingly follow rules, understanding why they  are important.  Remember rules without needing an adult  to remind them.  \*myHappymind  Module 4 Relate  Ten Ten  Module 2: Created to love others | | | Become more outgoing with unfamiliar people,  in the safe context of their setting.  Show more confidence in new social situations.  \*myHappymind  Module 5 Engage  Ten Ten  Module 3: Created to live in community | Develop their sense of responsibility and  membership of a community.  Ten Ten  Module 3: Created to live in community | | |
| Literacy (L) | 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). | | | | | | | | | | | |
|  | Understand the five key concepts about print:  • print has meaning  • print can have different purposes  • we read English text from left to right and from  top to bottom  • the names of the different parts of a book  • page sequencing  Developing fine  motor and mark  making skills  through  continuous  provision | | Engage in extended conversations about stories,  learning new vocabulary.  Developing fine  motor and mark  making skills  through  continuous  provision  Begin phase 1 phonics  (Red Rose Scheme) | | Develop their phonological awareness, so that  they can:  • spot and suggest rhymes  • count or clap syllables in a word  • recognise words with the same initial sound,  such as money and mother  Developing fine  motor and mark  making skills  through  continuous  provision  Continue phase 1 phonics  (Red Rose Scheme) | | Write some letters accurately.  Developing fine  motor and mark  making skills  through  continuous  provision  Continue phase 1 phonics  (Red Rose Scheme) | Write some or all of their name.  Developing fine  motor and mark  making skills  through  continuous  provision  Continue phase 1 phonics  (Red Rose Scheme) | | | Use some of their print and letter knowledge in  their early writing. For example: writing a pretend  shopping list that starts at the top of the page;  writing ‘m’ for mummy.  Developing fine  motor and mark  making skills  through  continuous  provision  Continue phase 1 phonics  (Red Rose Scheme) | |
| Linked themed texts – Pre-School | The Colour Monster Goes to School by Anna Llenas  All You Need by Katie Piper  Ruby’s Worry by Tom Percival  I Love Me! By Marvyn Harrison & Diane Ewen  That’s Not My Name by Anoosha Syed  My Family, Your Family by Laura Henry-Alain MBE  Measuring Me! by Nicola Kent  Non-fiction books- families, different types of houses  Non-fiction books- Feelings  Non-Fiction books Celebrations | | Alive with Poppies by Tomos Roberts  The Quiet Little Firework by Nicola Copack  We’re Going on a Leaf Hunt by Steve Metzger  Tidy by Emily Gravett  Tree by Patricia Hegarty  Little Robin Red Vest by Jane Fearnley  Twinkly, Twinkly Nativity by Sam Taplin  Non fiction books on celebrations | | Where’s My Teddy? By Jez Alborough  I Want My Hat Back by Jon Klassen  We’re Going on a Bear Hunt by Michael Wayne Rosen  Little Lost Penguin by Igloo Books  I Love Chinese New Year! By Eva Wong Nava  Mr Wolfs Pancakes by Jan Fearnley  Non- Fiction Texts- Bears Usborne Beginners | | Life Cycle Stories: Frog by Flora Lily  Lulu Loves Flowers by Anna Mquinn  Farmyard Hullabaloo by Giles Andreae  Big Bear, Little Bear by David Bedford  The Life of a Little Plastic Bottle by Igloo Books  Non- Fiction: Frog life-cycle | Day at the Zoo by Amber Lily  Boo! A Fishy Mystery by Kate Read  I’m a Dinosaur by Ruth Symons  My Butterfly Bouquet by Nicola Davies  Little Bee by Autumn Publishing  Elmer’s Colours by David McKee  Non-Fiction Texts- Animals  Non Fiction texts-dinosaurs  Non-Fiction- Spiders Usborne Beginners | | | Mr Gumpy’s Motor Car by John Birningham  Trains, Trains, Trains by Donna David  Emma Jane’s Aeroplane by Katie Haworth  We Catch the Bus by Katie Abey  The Boat by Emma Hopper  Mad about Minibeasts by Giles Andreae  Busy Bikes by Campbell Books  Non- fiction books- transport and travel  Non-Fiction texts- how transport has changed over the years  Non- Fiction Text: My First Book of London | |
| Linked themed rhymes | Brush your teeth, Head, shoulders, knees and toes, The Hokey Cokey, If you’re happy and you know it, I’ve got a body, Ten in a bed, Wind the bobbin up | | Twinkle, twinkle little star, I can sing a rainbow, I hear thunder, It’s raining, it’s pouring, The twelve days of Christmas | | The bear went over the mountain, When Goldilocks went to the house of the bears, Teddy bear, teddy bear, turn around | | Baa, baa, black sheep, Busy Farmer Ben, Five little ducks went swimming one day, Five little speckled frogs, I went to visit a farm one day, Little Bo Peep, Oats and beans and barley grow, Old Macdonald had a farm, One man went to mow, Wiggly Woo | The animals went it two by two, Did you ever see a bunny?, Dinosaurs, Down in the jungle, Five little monkeys jumping on a bed, Incy windy spider, 1, 2, 3, 4, 5, Once I caught a fish alive, the goats came marching, Horsie, horsie don’t you stop, | | | The big ship sails on the ally ally oh, Down at the station, Five little men in a flying saucer, row, row, row your boat, A sailor went to sea, sea, sea, We’re driving in our car, The wheels on the bus | |
| Mathematics (M) | 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. | | | | | | | | | | | |
| Baseline assessments  Select shapes appropriately: flat surfaces for  building, a triangular prism for a roof, etc.  Combine shapes to make new ones – an arch,  a bigger triangle, etc. | Comparison 1 – More than, fewer than, same  Shape, space and measure 1 – Explore and build with shapes and objects  Pattern 1 – Explore repeats  Counting 1 – Hear and say number names  Counting 2 – Begin to order number names  Subitising 1 – I see 1, 2, 3  Pattern 2 – Join in with repeats  Develop fast recognition of up to 3 objects, without  having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting  a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing  the right number of objects to match the numeral,  up to 5. | | Shape, space and measure 2 – Explore position and space  Subitising 2 – Show me 1, 2, 3  Counting 3 – Move and label 1, 2, 3  Shape, space and measure 3 – Explore positions and routes  Pattern 3 – Explore own first patterns  Counting 4 – Take and give 1, 2, 3  Understand position through words alone –  for example, “The bag is under the table,” –  with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like  ‘in front of’ and ‘behind’. | | Shape, space and measure 4 – Match, talk, push and pull  Subitising 3 – Talk about dots  Comparison 2 – Compare and sort collections  Pattern 4 – Lead on own repeats  Shape, space and measure 5 – Start to puzzle  Talk about and explore 2D and 3D shapes (for  example, circles, rectangles, triangles and cuboids)  using informal and mathematical language:  ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | | | Pattern 5 – Making patterns together  Subitising 4 – Make games and actions  Counting 5 – Show me 5  Pattern 6 – My own pattern  Counting 6 – Stop at 1, 2, 3, 4, 5  Comparison 3 – Match, sort, compare  Make comparisons between objects relating  to size, length, weight and capacity | | | Experiment with their own symbols and marks  as well as numerals.  Solve real world mathematical problems with  numbers up to 5.  Compare quantities using language: ‘more than’,  ‘fewer than’. |
| Understanding the World  (UTW) | 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. | | | | | | | | | | | |
| Begin to make sense of their own life-story  and family’s history.  Show interest in different occupations.  Continue developing positive attitudes about the  differences between people. | Use all their senses in hands-on exploration  of natural materials.  Explore collections of materials with similar and/or  different properties.  Talk about what they see, using a wide vocabulary.  Talk about the differences between materials  and changes they notice. | | Know that there are different countries in the  world and talk about the differences they have  experienced or seen in photos. | | Plant seeds and care for growing plants.  Understand the key features of the life cycle of a  plant and an animal. | | | Begin to understand the need to respect and care for the natural environment and all living things. | | | Explore how things work.  Explore and talk about different forces they  can feel. |
| Expressive Arts and Design (EAD) | 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. | | | | | | | | | | | |
| Take part in simple pretend play, using an object  to represent something else even though they are not similar.  Begin to develop complex stories using small  world equipment like animal sets, dolls and dolls  houses, etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with  different buildings and a park. | Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which  materials to use to express them.  Join different materials and explore  different textures. | | Listen with increased attention to sounds.  Respond to what they have heard, expressing  their thoughts and feelings. | | Remember and sing entire songs.  Sing the pitch of a tone sung by another person  (‘pitch match’).  Sing the melodic shape (moving melody, such as  up and down, down and up) of familiar songs.  Create their own songs or improvise a song around  one they know. | | | Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and  including details.  Use drawing to represent ideas like movement  or loud noises.  Show different emotions in their drawings and  paintings, like happiness, sadness, fear, etc.  Explore colour and colour mixing.  Show different emotions in their drawings –  happiness, sadness, fear, etc. | | | Play instruments with increasing control to express  their feelings and ideas. |
| Computing | Although Technology is no longer a strand in the Early Years Framework, we recognise that is vitally important to support and enhance learning. During the Early Years, children will learn how to use: iPads for educational games such as Phonics and counting Beebots for programming and position and direction Talking postcards/talking pegs and talking tins to support orally rehearsing writing and speech and language skills. | | | | | | | | | | | |
| Online Safety  -Being Safe in a Digital World | Self-image and identity  Online relationships | Online Reputation  Online Bullying | | Health, Wellbeing and Lifestyle | | Privacy and Security | | | Managing Online Information | | | Copyright and Ownership |