

Beesley Curriculum Overview 2025-2026 (Cycle B)

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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my world!	Sparkle and shine	Brilliant bears!	Roots, shoots and muddy boots	All creatures great and small	Transport and Travel
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 4 days	7 weeks
Enrichment/ Important Dates	Reception home visits week 1 Baseline assessment weeks 2-4 Diwali 21 st October 2025	Bonfire Night 5 th November 2025 Remembrance Day 11 th November 2025 World Nursery Rhyme Week 10-14th November 2025	Penguin Awareness Day- 20 th January 2026 Lunar New Year 17 th February 2026 Shrove Tuesday 17 th February 2026	Polar Bear Day- 27 th February 2026 World book Day 5 th March 2026 Mother's Day-15 th March 2026 Global Recycling Day- 18th March 2026 World Frog Day- 20 th March 2026	World Bee Day 20 th May 2026 Elmer's Birthday 24 th May 2026	Father's Day- 21 st June 2026 22-28 th 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

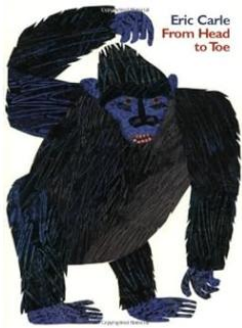

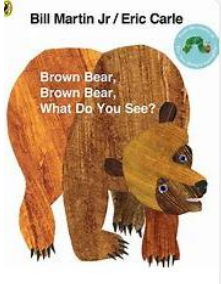


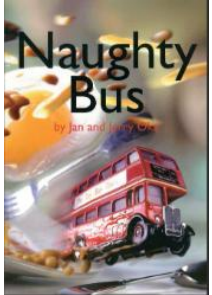
Communication and Language (C & L)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they 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.					
	<p>Listen to simple instructions and respond appropriately.</p> <p>Begin to speak in full sentences when prompted.</p> <p>Develop confidence in speaking in small groups.</p> <p>Use talk to describe familiar routines (e.g., snack time, home).</p> <p>Begin to retell familiar stories using simple vocabulary.</p> <p>Take turns in conversations with adult support</p>	<p>Join in with repeated phrases and refrains in stories.</p> <p>Begin to use new vocabulary introduced through stories or topics (e.g. autumn, animals).</p> <p>Use talk in role-play to imagine and recreate experiences.</p> <p>Ask simple "why" and "how" questions.</p> <p>Follow 2-step instructions.</p> <p>Listen and respond to others in small group discussions</p>	<p>Retell stories using story language and key phrases.</p> <p>Begin to link ideas using simple connectives (e.g. and, because).</p> <p>Speak clearly in front of a small group or the class.</p> <p>Talk about experiences using time-related language (first, then, next).</p> <p>Begin to describe events, objects, or people in more detail.</p> <p>Respond to "how" and "why" questions about experiences and stories.</p>	<p>Use a wider range of vocabulary to express thoughts and feelings.</p> <p>Begin to express opinions and explain thinking.</p> <p>Describe characters and settings in stories.</p> <p>Understand and use prepositions (on, under, behind).</p> <p>Begin to engage in longer conversations with peers.</p> <p>Use talk to plan and negotiate in role-play or construction tasks</p>	<p>Use full sentences to explain ideas and events.</p> <p>Ask and answer questions to clarify understanding. Express preferences and give reasons (e.g. "I like it because...").</p> <p>Retell familiar stories using full narrative structure (beginning, middle, end).</p> <p>Sustain attention in listening tasks (stories, songs, discussions).</p> <p>Negotiate roles and actions in collaborative play using language</p>	<p>Speak confidently in front of larger groups.</p> <p>Use a rich vocabulary independently across different contexts.</p> <p>Follow complex instructions (e.g., 3-step tasks).</p> <p>Hold extended conversations using reasoning and inference.</p> <p>Initiate discussions, share ideas, and build on others' contributions.</p> <p>Use past, present, and</p>

						future tenses correctly
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.					
	Lancashire EYFS PE Unit: FMS Castles <ul style="list-style-type: none"> To throw underarm To roll a ball To jump and land appropriately To perform a variety of gymnastic rolls To climb up and down apparatus safely using alternate feet 	Lancashire EYFS PE Unit: FMS How to catch a star <ul style="list-style-type: none"> To balance on small and large body parts in the shape of a star To send a ball/throwing equipment with increasing accuracy To jump and land appropriately To climb under, through and over climbing equipment 	Lancashire EYFS PE Unit: FMS Minibeasts <ul style="list-style-type: none"> To perform the basic skill of jumping To travel over, under and through climbing equipment To travel over, under and through balancing and climbing equipment To catch a large sponge ball To catch with increasing accuracy To roll in a variety of ways Fine Motor Skills: <ul style="list-style-type: none"> Develop their small motor skills so that 	Lancashire EYFS PE Unit: FMS Superworm <ul style="list-style-type: none"> To perform the basic skill of jumping To travel around the space hopping and skipping To catch a large ball To travel over, under and through balancing and climbing equipment To pull themselves up on climbing equipment Fine motor skills:	Lancashire EYFS PE Unit: FMS Elmer <ul style="list-style-type: none"> To make a range of shapes on small body parts To travel in a range of ways and negotiate space successfully To throw with increasing accuracy underarm To overarm throw for distance To perform a range of gymnastic rolls To move freely and with confidence when rolling 	Lancashire EYFS PE Unit: FMS Transport <ul style="list-style-type: none"> To travel in a variety of ways To adjust speed and direction to avoid obstacles To show increasing control over an object pushing it To perform a

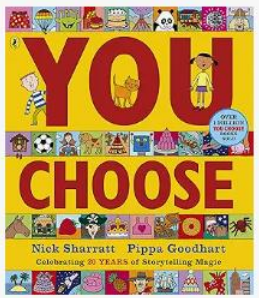
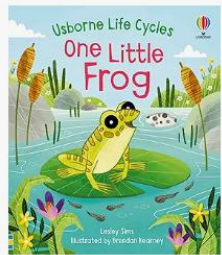
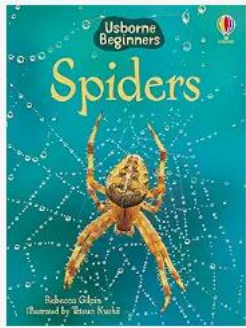
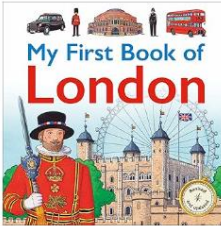
	<p>Fine motor control</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • To practice throwing overarm <p>Fine motor skills:</p> <ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use a range of small tools, including scissors, paint brushes and cutlery. 	<p>they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use a range of small tools, including scissors, paint brushes and cutlery. 	<ul style="list-style-type: none"> • To perform a range of gymnastic jumps • To balance on one leg • To balance on a range of small body parts • To climb with confidence under, over and through climbing equipment <p>Fine motor skills:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop overall body-strength, balance, coordination and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient 	<p>variety of gymnastic rolls</p> <ul style="list-style-type: none"> • To overarm throw for distance • To climb playing equipment <p>Fine motor skills:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop overall body-strength, balance, coordination
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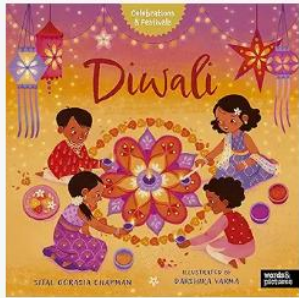
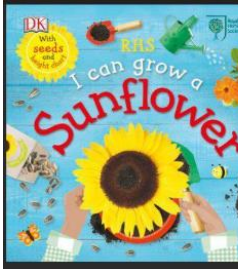
						and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient
PSED	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal 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.</p>					
	Be increasingly independent in meeting their own needs Talk about their own feelings Begin to understand the classroom/school rules	Build constructive and respectful relationships. Think about the perspectives of others. Activities/Experiences: Antibullying week – what makes a good friend, friendship jar.	Increasingly follow rules, understanding why they are important Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	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	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - Personal hygiene	See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge Know and talk about the

	<p>Play with one or more children</p> <p>*myHappyMind Module 1 Meet your Brain</p> <p>Ten Ten Module 1: Created and loved by God</p>	<p>Experience and talk about other children's traditions and celebrations</p> <p>*myHappyMind Module 2 Celebrate</p> <p>Ten Ten Module 1: Created and loved by God</p>	<p>Be increasingly independent in meeting their own care needs, using the toilet, washing and drying their hands thoroughly</p> <p>*myHappyMind Module 3 Appreciate</p> <p>Ten Ten Module 2: Created to love others</p>	<p>suggesting other ideas.</p> <p>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.</p> <p>*myHappyMind Module 4 Relate</p> <p>Ten Ten Module 2: Created to love others</p>	<p>Express their feelings and consider the feelings of others</p> <p>*myHappyMind Module 5 Engage</p> <p>Ten Ten Module 3: Created to live in community</p>	<p>different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Ten Ten Module 3: Created to live in community</p>
Literacy (L)	<p>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).</p>					
Linked themed texts Reception	<p>The Colour monster</p> <p>The Great Big Book of Families</p> <p>The Best Diwali Ever</p> <p>Non-fiction books- families, different types of houses</p>	<p>Little Glow</p> <p>Sam's Snowflake</p> <p>Star in the jar</p> <p>The Stickman</p> <p>A collection of books from Lancashire Book Service on celebration</p>	<p>Brown Bear, Brown bear what do you see?</p> <p>Whatever Next!</p> <p>Goldilocks and the three bears</p> <p>The Great Race: The story of the Chinese Zodiac</p>	<p>A squash and a squeeze</p> <p>Omar the bees and me.</p> <p>The Teeny Weeny Tadpole</p> <p>Crunching munching caterpillar</p>	<p>Harry and his bucketful of dinosaurs</p> <p>The very busy spider</p> <p>Shark in the park</p> <p>Elmer and Wilbur</p> <p>Non-Fiction Texts- Animals</p>	<p>The way back home.</p> <p>The hundred decker bus</p> <p>The Naughty Bus</p> <p>Look up!</p>

	<p>Non-fiction books- Feelings</p> <p>Non-Fiction books- Diwali/ Celebrations/Hinduism</p>	<p>Non fiction books on celebrations</p>	<p>Non- Fiction Texts- Bears Usborne Beginners</p>	<p>Non- Fiction: Frog life-cycle</p>	<p>Non Fiction texts- dinosaurs</p> <p>Non-Fiction- Spiders Usborne Beginners</p>	<p>Non- fiction books- transport and travel</p> <p>Non-Fiction texts- how transport has changed over the years</p> <p>Non- Fiction Text: My First Book of London</p>
<p>Unit and skills</p> <p>Narrative:</p>	<p>Text: From Head to Toe by Eric Carle</p>  <p>Oral outcome: to retell the original simple version of the story using visual prompts.</p> <p>Written Outcome: Speech bubbles</p> <p>Text: The Leaf Thief</p>	<p>Text: Sam's Snowflake by Gillian Shields</p>  <p>Oral outcome: to use the story to share their experiences of snow.</p> <p>Written Outcome: sequencing letters to make phrases and captions.</p>	<p>Text: Brown Bear, Brown Bear what do you see? by Eric Carle</p>  <p>Oral outcome: oral responses, continue a rhyming string.</p> <p>Written Outcome: To create an innovated version of what Brown Bear sees.</p> <p>Goldilocks and the three bears</p>	<p>Text: Omar the bees and me by Helen Mortimer</p>  <p>Oral outcome: discuss ways to look after bees in the environment.</p> <p>Written outcome: to create a poster to help look after the bees, write labels for flowers/plants</p>	<p>Text: The Very Busy Spider – Eric Carle</p>  <p>Oral outcome: to add to the story using their own ideas.</p> <p>Written Outcome: To write words, phrases and captions using their own ideas based on the story.</p> <p>Text: Shark in the park by Nick Sharratt</p>	<p>Text: The Naughty Bus by Jan Oke</p>  <p>Oral outcome: to act out the story</p> <p>Written Outcome: to write a letter to The Naughty Bus.</p> <p>Text: The hundred decker</p>

	 <p>Drawing Club: Written Outcomes Character: Draw the squirrel</p> <p>Setting: Draw and label a house for the squirrel</p>	<p>Write signs for the snow and dad to come home, lists of ingredients to make honey cakes. Thank you letter to dad.</p> <p>Text: Stickman by Julia Donaldson</p>  <p>Drawing Club: Written outcomes Character: Draw Stickman and Stickman's family</p> <p>Setting: Draw and label Stickman's family tree</p>	 <p>Oral outcome: role play and retelling of the story.</p> <p>Written outcome: Sorry letter to the bears, speech bubble</p> <p>Text: Whatever Next by Jill Murphy</p>  <p>Drawing Club Written outcomes Character: Baby Bear</p> <p>Setting-the moon Adventure time: Bear's journey to the moon</p>	<p>Text: A Squash and a squeeze by Julia Donaldson</p>  <p>Drawing club: Character: The farmer's wife</p> <p>Setting: the farmer's house.</p> <p>Adventure time: design a new farm for the animals</p>	 <p>Drawing club: Character: Nick Pope Setting: A map of the park Adventure time: What could the shape be?</p>	<p>bus by Mike Smith</p>  <p>Drawing club: Written outcome Character: The bus driver Setting: the bus driver finds a new road, where does it go?</p> <p>Adventure time: the bus gets a new deck, what does it have on it?</p>
Vocabulary	Text: From Head to Toe by Eric Carle Buffalo, Penguin, Giraffe, Seal, Gorilla, Cat, Crocodile,	Text: Sam's Snowflake by Gillian Shields Snow, bear, cold,	Text: Brown bear brown bear what do you see by Eric Carle	Text: Omar the bees and me by Helen Mortimer Buzzing, pollen, nectar, planting,	Text: The Very Busy Spider – Eric Carle Spinning, caught, buzzing, web, gobble, crawling, quiet, patient	Text: The Naughty Bus by Jan Oke Zoom, passengers,

	<p>Camel, Donkey, Elephant, Bend, Raise, Thump, Wave, Arch, Wriggle, Kick, Stomp, Wiggle, Neck, Shoulders, Chest, Hands, Arms, Hands, Back, Hips, Knees, Legs, Feet, Toe</p> <p>Text: The Leaf Thief by Alice Hemming and Nicola Slater Autumn, leaf, leaves, tree, changes, collect, gather, red, yellow, season, branch, squirrel, worried, steal, thief, wind, hide</p>	<p>hat, scarf, mum, night, warm, stars, excited, sparkled, special, waited, cuddled, quietly, glowing, shining, tiny</p> <p>Text: Stickman by Julia Donaldson Family, chase, fetch, lost, found, journey, beach, fire, sand, warm, nest, adventure, rescue, antlers, fireplace, sleigh, driftwood</p>	<p>Dog, cat, fish, teacher, duck, frog, sheep, Animal, child</p> <p>Text: Goldilocks and the three bears Bear, bowl, chairs, stairs, cottage, soft, hard, middle-sized, tasted, knocked, frightened, broken</p> <p>Text: Whatever Next by Jill Murphy Helmet, rocket, journey, adventure, packed, picnic, landed, flying, climbed, floated, chimney, space, owl, aeroplane, blanket, launch, astronaut, spaceship</p>	<p>community, nature, caring, sharing, colourful, safe</p> <p>Text: A Squash and a Squeeze by Julia Donaldson Crowded, tiny, clattered, squash, squeeze, helpful, wise, grumbled, clever</p>	<p>Text: Shark in the park by Nick Sharratt Telescope, pointing, hiding, peeking, spotting, scared, surprise, shape, shadow</p>	<p>route, double decker, driver, busy, noisy, traffic, garage, city</p> <p>Text: The hundred decker bus by Mike Smith Decker, skyscraper, schedule, adventure, express bus, traffic, mechanic</p>
<p>Unit and skills Non-Fiction</p>	<p>Text: You Choose</p>  <p>Oral outcome: learning and using</p>	<p>Learn about Bonfire Night clip (My First Festival)</p> 	<p>Text: Bears by Usborne Beginners</p>  <p>Oral outcome: to discuss and describe the different types of</p>	<p>Text: Frog life cycle</p>  <p>Oral outcome: to recall the life cycle of a frog.</p>	<p>Text: Usborne beginners – Spiders</p>  <p>Oral outcome: To use the vocabulary learned</p>	<p>Text: My First Book of London</p>  <p>Oral outcome: name famous</p>

	<p>new vocabulary linked to the body</p> <p>Written outcome: Labelling body parts</p> <p>Oral outcome: learning and using new vocabulary linked to homes</p> <p>Written outcome: labelling features of homes</p> <p>Text: Celebrations (Diwali)</p>  <p>Oral outcome: to recall instructions on how to make a Diya lamp</p> <p>Written Outcome: sequencing images</p>	<p>Oral outcome: Being able to uses senses to describe fireworks. Discuss features of a non-fiction text.</p> <p>Written outcome: Write words and phrases to describe the fireworks.</p>	<p>bearsr in the book and their preferences for the which is their favourite.</p> <p>Written outcome: To write labels and captions to describe the bears.</p>	<p>Written Outcome: sequencing images and write phrases about the different stages of the life cycle.</p> <p>Text:I can grow a sunflower</p>  <p>Oral outcome: to recall what a plant needs to grow.</p> <p>Written outcome: sequence the pictures and write captions about how to plant a sunflower seed.</p>	<p>from the book in context when retelling facts about spiders.</p> <p>Written Outcome: Label drawing of a spider, design a poster of facts about spiders with labels and some captions.</p>	<p>London landmarks.</p> <p>Written outcome: Label famous London Landmarks. Write directions for the London bus to get to famous landmarks.</p>
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	and applying phonics knowledge					
Vocabulary	<p>You choose Head, hair, eyes, face, neck, shoulders, legs, arms, mouth, teeth, tongue, elbows, hands, fingers, chest, ears, chin, feet, toes.</p> <p>Home, houses, flat, bungalow, cottage, castle, caravan, tent, roof, wall, window, door, chimney, floor, living room, bathroom, bedroom, furniture, family, neighbour.</p> <p>Celebrations (Diwali) Diwali, festival, light, candle, Diya, fireworks, colour, family, celebration, tradition, pattern, rangoli, temple, gifts, sweets, food, clothing.</p>	<p>Bonfire Night Bonfire, spark, sparklers, smoke, explosion, whistle, pop, bang, crackle, safely, warm</p>	<p>Text: Bears by Usbourne Beginners Wild, forest, hibernate, growl, hunting, swim, fish, strong, dangerous, habitat, cub, dens, claws, polar, brown, black.</p>	<p>Text: Frog life cycle Life cycle, hatch, change, grow, swim, legs, tail, froglet, tadpole, frogspawn, hop, move, breathe, wet.</p> <p>Text: I can grow a sunflower Sprout, stem, petal, pot, soil, seed, water, watering can, garden, root, shoot, sunlight, warm</p>	<p>Text: Usborne beginners – Spiders Silk, thread, trap, catch, insect, sticky, crawl, weave, prey, web.</p>	<p>Text: My First Book of London London, city, river, bridge, famous, landmark, Big Ben, palace, Tower Bridge, London Eye, taxi.</p>
Unit and skills Rhymes	<p>Rhyme: Heads, shoulders, knees and toes</p> <p>Explore different interactive versions.</p>	<p>Rhyme: Nursery Rhyme Week</p> <p>Oral outcome: Learn all Nursery Rhymes using</p>	<p>Rhyme: When Goldilocks went to the house of the bears.</p> <p>Oral outcome: Learning rhyme using actions and props- innovate orally what</p>	<p>Text: It starts with a seed</p> <p>Growing: explore text when planting cress heads. Enliven the poem</p>	<p>Text: A Spider in the bathroom</p> <p>Oral outcome: Explore rhyming pairs/ strings such as hall and wall</p>	<p>Rhyme: The wheels on the bus.</p> <p>Oral outcome: Learning rhyme using actions and props-</p>

	<p>Oral outcome: join in using words and actions</p>	<p>Makaton actions/ actions</p> <p>Oral outcome: Video and share performances with parents/carers through Seesaw.</p> <p>Written work: activities (such as writing phrases, labelling) around the continuous provision throughout the week based on the 5 chosen Nursery Rhymes from Nursery Rhyme Week 2025.</p>	<p>could Goldilocks find in the house of the bears?</p>	<p>through action, dance, movement and music</p> <p>Oral and written outcome: Perform poem/dance to an audience</p>	<p>Oral and written outcome: Use images to create a poetry map and learn abridged version with all the verses starting with "There is a ...in the..."innovate with knowledge of minibests explored.</p>	<p>innovate orally what could happen on the bus? What actions could we do?</p>
Linked themed rhymes	<p>If your happy and you know it, Autumn leaves are falling down, I've got a body a very busy body. Brush your teeth. The hokey cokey. I can sing a rainbow.</p>	<p>Twinkle Twinkle little star. The twelve days of Christmas. It's raining, its pouring.</p>	<p>Teddy bear teddy bear touch the ground. The bear went over the mountain</p>	<p>Five little speckled frogs. Here is the beehive. Old Macdonald had a farm. One man went to mow.</p>	<p>Wiggly woo, Incy Wincey Spider, There's a worm at the bottom of the garden. Dinosaurs. Down in the jungle. Five little monkeys swinging</p>	<p>Down by the station, Row Row Row your boat, This is the way we drive the car, I'm a little airplane. The big ship sails on the Ally Ally oh. A sailor went to sea.</p>
Mathematics (M)	<p>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</p>					

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	Subitise objects and sound	Explore the concept of 'whole' and 'part'	Exploring 2D shapes	Focus on 7	Subitising – to 6, including in structured arrangements
Subitising within 3	Comparison of sets - 'just by looking'	Focus on the composition of 3, 4 and 5	Focus on 6 and 7 as '5 and a bit'	Exploring 3D shapes	Composition – '5 and a bit'
Focus on counting skills	Use the language of comparison: more than and fewer than	Practise object counting skills Match numerals to quantities within 10	Compare sets and use language of comparison: more than, fewer than, an equal number to	Doubles – explore how some numbers can be made with 2 equal parts	Composition – of 10
Explore how all numbers are made of 1s	Focus on counting skills Focus on the 'five-ness of 5'	Verbal counting beyond 20	Make unequal sets equal	Sorting numbers according to attributes - odd and even numbers	Comparison – linked to ordinality
Focus on composition of 3 and 4	using one hand and the die pattern for 5	Subitise within 5 focusing on die patterns	Focus on the 'staircase' pattern and ordering numbers	Counting – larger sets and things that cannot be seen	Play track games
	Circles and triangles	Match numerals to quantities within 5	Focus on ordering of numbers to 8 Use language of less than	Subitising – to 6, including in structured arrangements	Subitise to 5
	Comparison of sets - by matching	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number		Composition – '5 and a bit'	Introduce the rekenrek
	Shapes with 4 sides			Shape, Space and measure: Manipulate, compose and decompose	Review and assess: Automatic recall of bonds to 5
	Use the language of comparison: more than, fewer than, an equal number	Focus on 5			Composition of numbers to 10
					Comparison
					Number patterns

						Counting
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.					
The Natural World (Science links) Past and Present (History) People, Culture & Communities (Geography, RE)	<p><u>Plan Unit: Humans</u> Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Discovering Experts: Our Body</p> <p><u>PLAN Unit: Seasonal Changes</u> Understand the effect of changing seasons on the natural world around them</p>	<p>PLAN UNIT: Light Describe what they see, hear and feel whilst outside.</p> <p>Kapow Unit: Peek into the past- Toy Box Comment on images of familiar situations in the past</p> <p>Kapow Unit: Outdoor Adventures- Dress the teddy Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p>	<p><u>PLAN Unit: Seasonal Changes</u> Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside</p> <p>PLAN UNIT: Materials including changing materials Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Kapow: Peek into the past – Spot the difference Comment on images of familiar situations in the past.</p>	<p>PLAN UNIT: Living things and their habitats Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p> <p>Kapow: Peek into the past- Past and present Comment on images of familiar situations in the past.</p> <p>Kapow Unit: Outdoor Adventures- exploring the weather</p>	<p>PLAN UNIT: Animals excluding humans Recognise some environments that are different to the one in which they live.</p> <p>Kapow: Adventures through time- Picture Detective Compare and contrast characters from stories, including figures from the past</p> <p>Kapow Unit: Outdoor Adventures- nature catchers Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p>	<p>PLAN UNIT: Earth and Space Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>PLAN UNIT: Forces Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>PLAN Unit: Seasonal Changes Understand the effect of changing seasons on the</p>

	<p>Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>Kapow: Peek into the past My timeline Comment on images of familiar situations in the past</p> <p>Kapow Unit: Outdoor Adventures Exploring the seasons Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p>		<p>Recognise some environments that are different from the one in which they live</p> <p>Kapow Unit: Around the World Recognise some environments that are different from the one in which they live. Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p>		<p>natural world around them Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>Kapow: Adventures through time Transport through time Compare and contrast characters from stories, including figures from the past</p> <p>Kapow Unit: Exploring maps Draw information from a simple map</p>
Expressive Arts and	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.					

Design (EAD)	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.					
	<u>Kapow unit: Drawing Marvellous Marks</u> To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. To explore making marks with felt tips. To use a felt tip to make patterns. To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing. Explore, use and refine a variety of artistic effects	<u>Kapow Unit: Paint my world</u> To explore paint through finger painting. To describe the texture and colours as they paint. Explore colour mixing. To talk about their work and decide whether it is abstract or figurative. Explore, use and refine a variety of artistic effects to express ideas and feelings. To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To respond to music through the medium of paint. Listen attentively, move to and talk about music, expressing their feelings and responses.	<u>Kapow Unit: Lets Get Crafty</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To learn about the different ways in which we can join materials together and to practise these techniques Return to and build on their previous learning, refining ideas and developing their ability to represent them Charanga Unit: Big Bear Funk	<u>Kapow Unit: Seasonal Craft</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Charanga Unit: Our World	Kapow Unit: Sculpture and 3D: Creation Station Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Explore, use and refine a variety of artistic effects to express ideas and feelings Share their creations, explaining the process they have used Charanga Unit: Everyone	Kapow Unit: Structures Boats Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Charanga Unit: My stories

	<p>to express ideas and feelings.</p> <p>To explore mark making using pencils.</p> <p>To create a simple observational drawing.</p> <p>To use a variety of colours and materials to create a self-portrait.</p> <p>To express their own self-image through art.</p> <p>Charanga Unit: Me!</p>	<p>To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>				
Computing	<p>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.</p>					
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