

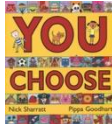
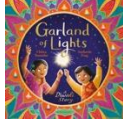


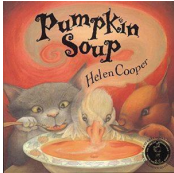
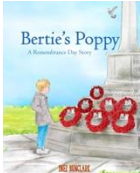
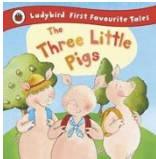
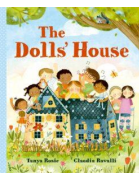
EYFS Book Based Curriculum

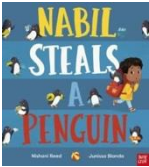
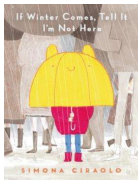
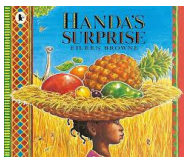
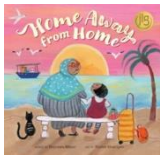
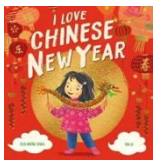
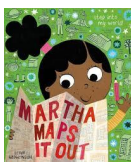
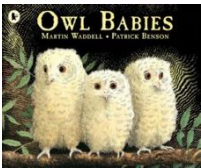
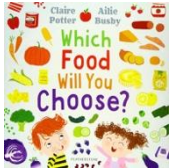
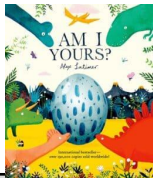
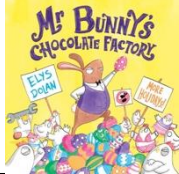
Nursery

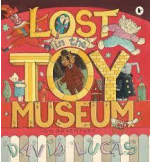
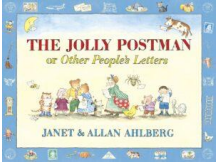
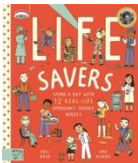
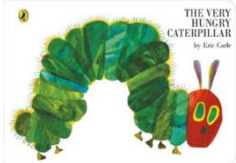
Inspiring curiosity

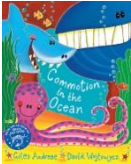
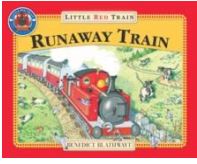
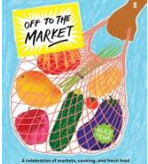
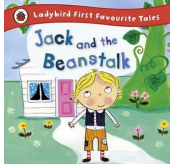


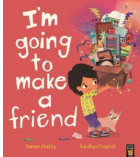
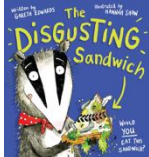
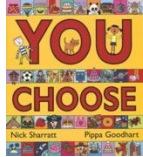
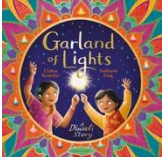
	Autumn 1 – week 1	Autumn 1 – week 2	Autumn 1 – week 3	Autumn 1 – week 4	Autumn 1 – week 5	Autumn 1 – week 6
Books to inspire						
Catholic Life and Mission						
	Human Dignity – Everyone is special Children begin to understand that we are all different and that God gave us gifts and talents that we should use e.g. being artists.			Human Dignity Children begin to link their STRIVE learning - they are created and loved by God and they are special and should look after their bodies and keep them clean and healthy.	Participation and the Common Good Children make choices, celebrate individuality, and recognise that everyone has unique gifts and deserves respect.	Solidarity Showing we care We care about all faiths and cultures and begin to understand that people have different beliefs.

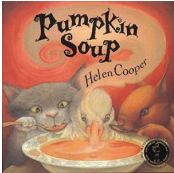
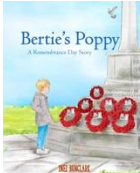
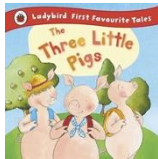
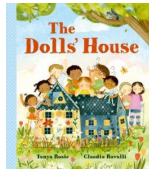
	Autumn 2 – week 1	Autumn 2 – week 2	Autumn 2 – week 3	Autumn 2 – week 4	Autumn 2 – week 5	Autumn 2 – week 6
Books to inspire						
Catholic Life and Mission						
	Participation Taking Part Children continue to understand the importance of friendship and how God created us to work together and take part, in a happy and healthy environment	Promoting Peace Being Peacemakers Understanding that not all parts of the world are peaceful and that we can strive to be peacemakers, doing a little thing well by promoting peace in our classroom and school.			Distributive Justice Sharing Fairly Exploring houses around the world and reflecting on how not everyone has a home that is similar to theirs and how some people do not have a home.	The Common Good Thinking of Everyone Learning songs that celebrate the story of Jesus' birth. Sharing the story of the Nativity through role play.

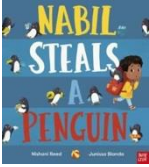
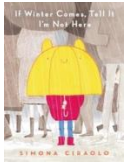
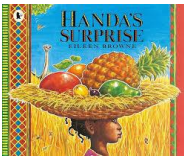
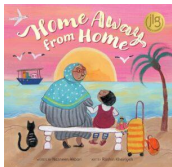
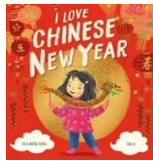
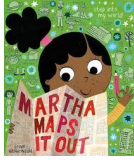
	Spring 1 – week 1	Spring 1 – week 2	Spring 1 – week 3	Spring 1 – week 4	Spring 1 – week 5	Spring 1 – week 6
Books to inspire						
Catholic Life and Mission						
	Distributive Justice Sharing Fairly Reflect on how stealing is not a good choice and how God wants us to live in his image and share fairly..	Common Good Encourages empathy for others' feelings while appreciating the changing seasons and God's creation.	Stewardship Caring for God's Gifts God has given us many gifts across the world. We are lucky to have lots of food thanks to people around the world who work hard to care for God's gifts.	Human Dignity, Preferential Option for the Poor Explores themes of welcoming others, belonging, and caring for people who have had to leave their homes, encouraging compassion and inclusion.	Solidarity Showing we care We care about all faiths and cultures and continue to understand that people have different beliefs and cultures.	Participation Martha becomes an active member of her community and learns that everyone has something valuable to contribute.
	Spring 2 – week 1	Spring 2 – week 2	Spring 2 – week 3	Spring 2 – week 4	Spring 2 – week 5	Spring 2 – week 6
Books to inspire						
Catholic Life and Mission						
	Solidarity and the Common Good Highlights love, security, family relationships, and supporting one another through difficult times.	Preferential Option for the Poor Encourages thoughtful food choices, gratitude, reducing waste, and recognising that some people do not have enough food.	Participation Everyone has an important part to play, and working together helps achieve a shared goal.	Solidarity The story explores belonging, kindness, inclusion, and caring for those who feel lonely or vulnerable.		

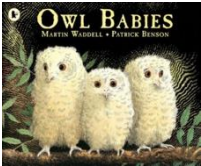
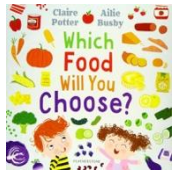
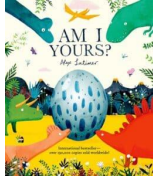
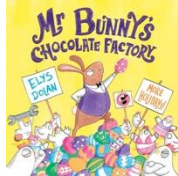
	Summer 1 – week 1	Summer 1 – week 2	Summer 1 – week 3	Summer 1 – week 4	Summer 1 – week 5	Summer 1 – week 6
Books to inspire						
Catholic Life and Mission						
	Solidarity Demonstrates caring for others, respecting treasured belongings, and working together to solve problems.	The Common Good The postman faithfully serves his community, showing how everyone's work is valuable and helps people stay connected and cared for.		Human Dignity Everyone is special Reflecting on how God created everyone and everyone is special and has worth. Celebrate each other and respect each others gifts and talents.		Care of Creation Celebrates the beauty of nature, life cycles, growth, and God's wonderful creation.

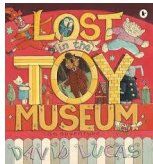
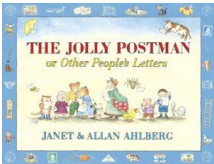
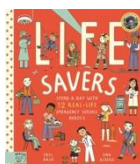
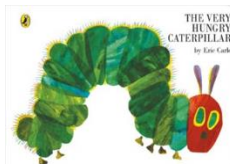
	Summer 2 – week 1	Summer 2 – week 2	Summer 2 – week 3	Summer 2 – week 4	Summer 2 – week 5	Summer 2 – week 6
Books to inspire						
Catholic Life and Mission						
	Solidarity Encourages children to value and protect sea life and understand that all living things are connected.	Preferential Option for the Poor Putting people most in need first Understand that 'poor' is not necessarily poor in money and link to poor in health. What can we do to help people in hospital to bring them hope?		Huiman Dignity Shows how different people contribute through their work to provide food for their communities.	Solidarity Showing we care Children recognise and celebrate that we are all created in God's web of life. We must respect and care for each other and all of God's creation.	

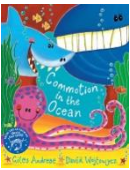
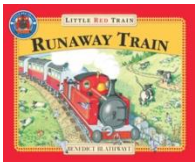
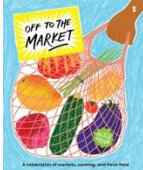
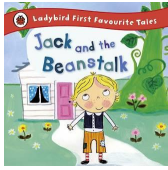
	Autumn 1 – week 1	Autumn 1 – week 2	Autumn 1 – week 3	Autumn 1 – week 4	Autumn 1 – week 5	Autumn 1 – week 6
Books to inspire						
Provision Focus	- Natural Mark Making - Sound of the Cave - Cave Drawing Wall	- Friendship café - Friendship portraits - Small world friends - Partner games - Friendship cards	- Disgusting Sandwich Small World Play - Sandwich Wash Station - Make a "Disgusting" (Sensory) Sandwich	- What's Clean, What's Dirty? - Water Play with Soap - Handwashing Practice - Germ Spot Painting	- Choice collages - All about me - You choose drawings - My favourite ..	- Diwali Song Time - Rangoli Patterns - Blessing Garland Making - Light & Shadow Play

	Autumn 2 – week 1	Autumn 2 – week 2	Autumn 2 – week 3	Autumn 2 – week 4	Autumn 2 – week 5	Autumn 2 – week 6
Books to inspire						
Provision Focus	- Role play cooking - Pumpkin Exploration - Real Soup-Making Activity - Animal Puppets	- Poppy art - Field of poppies mural - Quiet walk for peace - Friendship circle time - Poppy poem/song	- Building houses - Role play story - Blow the house down - Role play masks	- Hat making - Wind exploring - Story role play - Wind singing - Find the hat	- Doll's house role play - Building a doll's house - Design a room - Small world families - Home treasure hunt	

	Spring 1 – week 1	Spring 1 – week 2	Spring 1 – week 3	Spring 1 – week 4	Spring 1 – week 5	Spring 1 – week 6
Books to inspire						
Provision Focus	• Ice sensory play • Penguin craft • Animal footprint trail • Packing a suitcase game	• Winter small world • Snowflake painting • Winter sensory tray • Winter dress up	• Fruit tasting • Role play • Fruit painting • Balancing games • Counting fruit	• Homes around the world • My home drawing • Small world homes • Home role play	• Lantern making • Dragon dancing • Chinese sensory tray • Chinese mark making	• Create simple 'me maps' • Map hunt in the classroom • Draw your own map

	Spring 2 – week 1	Spring 2 – week 2	Spring 2 – week 3	Spring 2 – week 4	Spring 2 – week 5
Books to inspire					
Provision Focus	• Owl role play • Owl nest building • Owl painting • Night time sensory tray	• Making a healthy plate • Food tasting • Food sorting • Favourite food drawing	• Grow your own vegetables • Vegetable printing • Pull the turnip! • Vegetable sensory tray	• Dinosaur stomp dancing • Dino fossil dog • Dinosaur painting • Build a dino world • Dino matching challenge	• Chocolate making • Mr Bunny puppet craft • Chocolate factory role play • Building a chocolate factory

	Summer 1 – week 1	Summer 1 – week 2	Summer 1 – week 3	Summer 1 – week 4	Summer 1 – week 5	Summer 1 – week 6
Books to inspire						
Provision Focus	• Favourite toy day • Toy museum role play • Toy hunt • Explore old and new toys • Create museum labels	• Post office role play • Make a letter • Letter sorting • Postman obstacle course	• Pirate day • Pirate dress up • Treasure map making • Pirate ship craft • Treasure hunt • Pirate songs and rhymes	• Emergency services role play • Small world emergency play • Fire station role play • Emergency number mark making • Rescue mission		• Fruit shop role play • Butterfly painting • Caterpillar life cycle • Fruit printing

	Summer 2 – week 1	Summer 2 – week 2	Summer 2 – week 3	Summer 2 – week 4	Summer 2 – week 5	Summer 2 – week 6
Books to inspire						
Provision Focus	• Underwater animal role play • Ocean animal printing • Ocean animal sorting • Rhyming • Ocean sensory tray	• Self portrait drawings • Flower crown craft • Exploring feelings • Mexican art patterns • Latin inspired movement and music	• Train small world • Building a railway • Train painting • Train obstacle course	• Fruit and vegetable sorting • Shopping lists • Fruit and vegetable printing • Market role play	• Bug hunt • Bug crafting • Bug movement games • Bug songs • Minibeast Feast • Bug photographs	• Ginat's castle small world • Build a beanstalk • Planting beans • Giant's footprint printing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Communication and Language is developed throughout the year through; • High quality interactions. • Daily group discussions. • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning new rhymes, poems and songs and repeating these. • Speech and Language interventions when needed.	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 .					
	Listening skills Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.	Listening skills Listens to simple stories. Listens to other people speaking to me.	Listening skills Listens to others speaking and continues the conversation following on from what has been said.	Listening skills Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.	Listening skills Listens more carefully. Knows why we should listen.	Listening skills Listen attentively and respond to what they hear with relevant questions, comments, or actions.
	Attention skills Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting.	Attention skills Focusing more attention on stories being told to them. Give attention to others who are speaking to me.	Attention skills Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.	Attention skills Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.	Attention skills Knows they sometimes have to wait their turn when speaking.	Attention skills Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.
	Responding skills Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.	Responding skills Responds to adults and children that are trying to converse with me.	Responding skills Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.	Responding skills I am responding during conversations and reasoning using the word 'because'.	Responding skills Responds to simple questions.	Responding skills Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Communication and Language is developed throughout the year through; • High quality interactions. • Daily group discussions. • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning new rhymes, poems and songs and repeating these. • Speech and Language interventions when needed.	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 .					
	Understanding skills Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.	Understanding skills Shows an understanding of text being read to them using the pictures. Understands simple concepts such as ‘big/small’.	Understanding skills Recalling what happens in a story I have read. Understanding a three key word sentence.	Understanding skills Beginning to understand one step instructions and questions.	Understanding skills Understanding prepositional language e.g. on, under. Asking why things are happening.	Understanding skills Follow 1 step instructions Understand ‘why’ questions.
	Speaking skills Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.	Speaking skills Using words to communicate what I want and make myself understood. Asking ‘what’ questions. Using the terms ‘me, him, her’.	Speaking skills Answering ‘who, what, where’ questions. I can a recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with ‘and’.	Speaking skills Recite or retell a past event in my life to someone else. Asking ‘where’ and ‘who’ questions.	Speaking skills Using a wider range of vocabulary in my play. Singing some songs independently.	Speaking skills Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Self-Regulation -Expressing feelings -Managing behaviour	I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions.	I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting.	I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery.	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.	I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.
Managing Self -Self-awareness -Keeping healthy -Independence -Collaboration	I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.	I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so.	I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day.	I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.	I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.	I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school.
Building Relationships -Social Skills -Communication	I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support.	I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play.	I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers.	I am forming friendships with some children in my setting. I am becoming more confident in the social situations.	I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence.	I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Following school ethos.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. We have a positive sense of self.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Links to behaviour for learning	<i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development - Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support. - Balancing on one foot for short periods of time – still or hopping. - Learning to climb with care. - Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps. - Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games. - Learning to ride a balance bike by ‘scooting’ along and using feet as brakes.	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. <u>Development Matters 20’:</u> - 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.					
Gross Motor Skills (Provide the foundation for developing healthy bodies and social and emotional well-being.)	Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music.	Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence.	Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.	Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.	To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.	To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. Children choosing the right equipment to move safely.
Fine Motor Skills (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.)	Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.	Children mark making by scribbling and colouring. Children exploring a range of mine motor activities and implements, Children using a spoon and a fork to feed themselves.	Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors.	Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.	Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.	Children using pencils and other equipment comfortably for them.
					Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with Materials	Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.	Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.	Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.	Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.	Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.	Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of ‘sticking’ tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.
Being Imaginative and Expressive	Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.	Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.	Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.	Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.	Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.	Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	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.					
Development of Past and Present	Children using words ‘now’ and ‘next’. Children talking about their family, who they live with and any pets.	Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words ‘then’ ‘now’ ‘next’ ‘before’.	Children understanding the terms ‘old’ and ‘new’ and recognising old and new objects e.g. cars, shops, photos	Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.	Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.	Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma.
Development of People, Culture and Communities	Children talking about their families. Children talking about who is special to them and why. Children naming their family members.	Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.	Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.	Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations.	Children developing an idea of ‘belonging’. Children beginning to understand what the ‘wider world’ is and how we all play a part and get along with one another.	Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.
Development of the Natural world	Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.	Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.	Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.	Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time	Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.	Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Statutory Guidance from the EYFS Framework for Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Reading Comprehension	Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.	To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.	To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.	To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.	To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.	To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
Word Reading Development	Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.	Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme	To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.	To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.	To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support	To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Statutory Guidance from the EYFS Framework for Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Phonics Development	No sounds – focus on Rhyme time and settling children into your setting’s routines.	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk
Emergent Writing Development / Mark Making	Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.	Draws marks that are not always distinguishable. Follows large pattern templates available.	Adds some marks to drawings. Adds marks that to them symbolises their name.	Beginning to give meaning to the marks I make.	Understands that a written word conveys meaning. Name writes with the first letter of their name to ‘sign’ their mark making.	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name.
Handwriting development	Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.	Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.	Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.	Holds a pencil or tool with a preferred hand.	Uses a two finger and a thumb grip when appropriate.	Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books to support and inspire						
Maths White Rose	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.					
	Block 1 – Comparison 1 – More than, fewer than, same	Block 5 – Counting 2 – Begin to order number names	Block 9 – Subitising 2 – Show me 1, 2, 3	Block 13 – Counting 4 – Take and give 1, 2, 3	Block 17 – Pattern 4 – Lead on own repeats	Block 21 – Counting 5 – Show me 5
	Block 2 – Shape, space and measure 1 – Explore and build with shapes and objects	Block 6 – Subitising 1 – I see 1, 2, 3	Block 10 – Counting 3 – Move and label 1, 2,	Block 14 – Shape, space and measure 4 – Match, talk, push and pull	Block 18 – Shape, space and measure 5 – Starting to puzzle	Block 22 – Pattern 6 – My own pattern
	Block 3 – Pattern 1 – Explore repeats	Block 7 – Pattern 2 – Join in with repeats	Block 11 – Shape, space and measure 3 – Explore position and routes	Block 15 – Subitising 3 – Talk about dots	Block 19 – Pattern 5 – Making patterns together	Block 23 – Counting 6 – Stop at 1, 2, 3, 4, 5
	Block 4 – Counting 1 – Hear and say number names	Block 8 – Shape, space and measure 2 – Explore position and space	Block 12 – Pattern 3 – Explore own first patterns	Block 16 – Comparison 2 – Compare and sort collections	Block 20 – Subitising 4 – Make games and actions	Block 24 – Comparison 3 – Match, sort, compare