Heatherlands EYFS Aspirations-led Curriculum 2026-2027

At Heatherlands, our curriculum is underpinned by our aspirations to foster a love of learning, curiosity and self-confidence in every child. Our aspirations are rooted in knowing our children, families and community well. They reflect children's starting points, experiences and individual needs, while remaining ambitious about what we want every child to achieve.

Our curriculum prioritises the Prime Areas of Learning, recognising that secure foundations in Communication and Language, Personal, Social and Emotional Development and Physical Development enable children to engage with and flourish across the wider curriculum. For our current cohort, there is a particular focus on communication and language, emotional development and self-regulation, and physical development, including the gross and fine motor foundations needed for early writing. While guided by a broad and carefully sequenced overview to ensure progression and coverage across the Prime and Specific Areas of Learning, our curriculum is not fixed. It is responsive and adaptable, enabling us to build on children's needs, interests and curiosities while maintaining clear learning intentions and ambitious end points.

Rich language and high-quality interactions are woven throughout the curriculum. High-quality texts, storytelling, play, exploration, outdoor learning, first-hand experiences, visits, visitors and our local community broaden children's experiences and provide meaningful opportunities to talk, question, explain, create, investigate and apply their developing knowledge and skills.

Our four aspirations provide ambitious end points for Reception, while recognising that each child's journey towards them will be different. Each has a clear, child-friendly intended outcome, making the aspiration tangible while allowing children to reach it through different experiences and pathways. Together, the four aspirations provide purposeful opportunities for children to develop and live out the Heatherlands Way values of Respect, Resilience, Aspiration, Motivation and Independence.



Work with others to take on a challenge, talk about how they feel and keep trying when things get tricky.

Create and tell a story, sharing their ideas confidently and using the words they have learned.



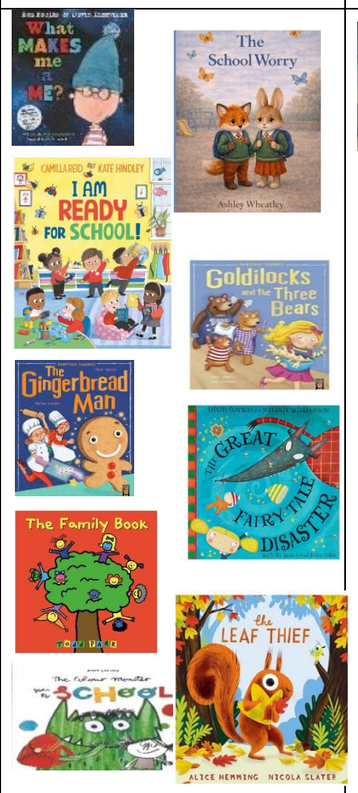
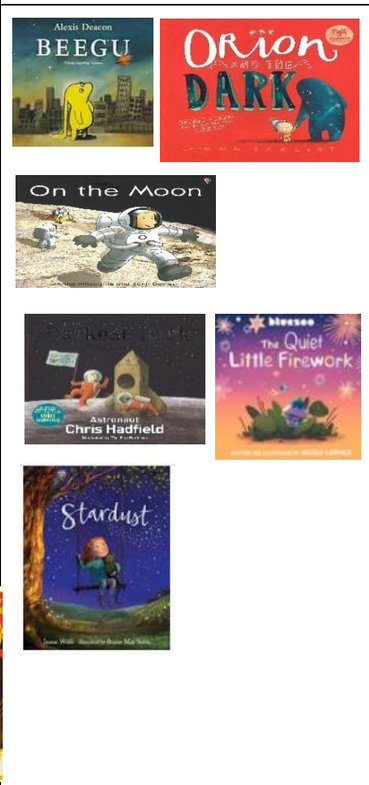
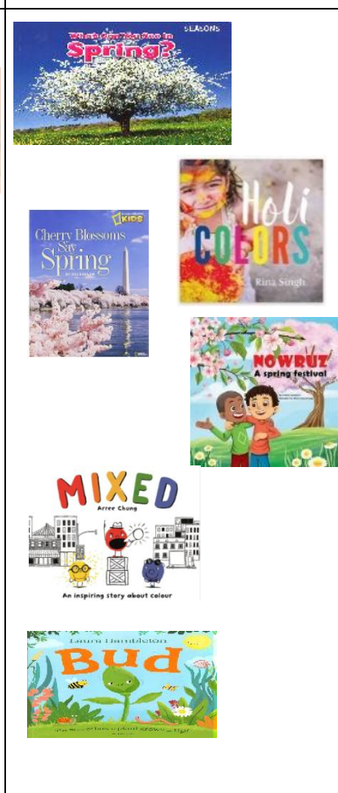


Use their growing physical control to create, draw and write something for a real purpose.

Explore something that makes them wonder, ask questions and explain what they discover.



Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main enquiry	**Where do I belong?** **Bright Beginnings**	**Where in the world?** **Our Place in Space**	**How am I like an animal?** **Crazy Creatures**	**What makes our world so colourful?** **Blooming with Colour!**	**What might hatch from an egg?** **Cracking the Egg Mystery** (Dinosaurs)	**What if there was no water?** **Tides and Ripples** (Pond/Sea Life)
Possible lines of enquiry (but not limited to…)	Me and my family • My home • Starting school and belonging • Our school and local community • Journeys and simple maps • Autumn and seasonal change	Earth, Sun, Moon and stars • Day/night, light/dark • Planets and the solar system • Space exploration and astronauts • Celebrations and commemorations • Autumn into Winter	Animals and their habitats • Hot and cold environments • Animal diets • Nocturnal/diurnal animals • Camouflage and adaptation • Classification, predators and prey	Seasonal change and Spring • Plants, flowers and growth • Colour and pattern in nature • Celebrations around the world • Healthy bodies and choices • Different environments	Eggs and oviparous animals • Life cycles and growth • Dinosaurs and prehistoric life • Fossils and the past • Plants and growth • Asking questions and investigating	Ponds, seas and aquatic habitats • Pond and sea creatures • Life cycles and change • Coast, island and ocean • Floating and sinking • Pollution and the impact of plastic • Caring for our planet and protecting the environment
Experiences	Gingerbread Man / local bakery experience • Family photographs and talking about home • Exploring school and the local area • Harvest / community experience • Autumn exploration through Forest School	Lost star / spacecraft crash-site hook • Journey into Space experience • Exploring light, dark and the night sky • Autumn/Winter Forest School exploration • Den building and exploring native plants and animals	Creature Teachers visit • First-hand animal observation • Forest School habitat investigations • Exploring animal tracks, camouflage and signs of wildlife • Comparing animals from different environments	Holi – exploring colour and celebration • Exploring other spring celebrations and traditions • Observing signs of Spring • Frogspawn / watching change over time • Planting and growing • Using simple tools through Forest School	Discovering an unusual egg • Investigating clues and making predictions • Exploring fossils and prehistoric life • Planting and observing growth • First-hand investigation linked to life cycles	Bog Baby hook • Pond dipping • Beach trip and beach exploration • First-hand observation of aquatic life • Exploring floating and sinking • Investigating plastic pollution and taking action to care for our planet
Practitioner Oracy Focus	**Weeks 1–2:** Notice • Comment • Pause **Weeks 3–4:** Narrate • Model • Give the Words **Weeks 5–6:** Repeat • Recast • Extend	**Weeks 7–8:** Invite Talk • Listen • Wait **Weeks 9–10:** Wonder • Explain • Reason **Weeks 11–12:** Retell • Sequence • Make Links **Weeks 13–14:** Sustain • Respond • Build Together	**Weeks 1–2:** Listen • Respond • Extend **Weeks 3–4:** Ask • Wonder • Find Out **Weeks 5–6:** Describe • Compare • Explain	**Weeks 7–8:** Prompt • Recast • Add Detail **Weeks 9–10:** Sequence • Retell • Connect **Weeks 11–12:** Sustain • Build On • Take Turns	**Weeks 1–2:** Listen • Respond • Build On **Weeks 3–4:** Question • Clarify • Probe **Weeks 5–6:** Explain • Reason • Justify	**Weeks 7–8:** Connect • Compare • Make Links **Weeks 9–10:** Retell • Elaborate • Create **Weeks 11–12:** Sustain • Discuss • Reflect
Key texts Fiction & non fiction **Parallel texts and Read Aloud curriculum**						

Parallel texts and Read Aloud curriculum						
Focus vocabulary	**Tier 1 Vocabulary**					
	School Playground Book bag Friends Safe/unsafe Helpers Teacher Teaching Assistant Story family home house mum/dad/carer brother sister road journey map leaf tree weather town	star sun moon light dark day night sky space rocket planet cold frost ice winter	animal polar desert jungle hot cold fur feathers scales food home hunt hide	Plant Roots Stem Flower Leaf seed soil grow colour pattern healthy food body spring	eggs mammal hatch grow bone plant seed old young dig	pond sea beach rock pool land water plastic fish shell sand rock deep shallow float sink clean
	Tier 2 Vocabulary					
	Respect Classroom belong community familiar different similar neighbour local route direction change season think	Planet Shadow Earth explore journey discover bright reflect freeze melt temperature investigate	habitat climate camouflage pattern mammal environment survive protect compare group features similar different	Life Cycle Celebrate Unhealthy Growth change observe compare environment tradition choice nutritious	predator prey herbivore carnivore omnivore change investigate discover compare evidence creature	life cycle food chain predator prey island ocean coast pollution protect environment habitat surface current observe

	wonder curious/curiosity	compare				investigate compare
	Tier 3 Vocabulary					
	Nursery Rhyme Character Traditional tale Trackit-lights Uniform Autumn Harvest Self-portrait	astronaut nocturnal gravity Solar system constellation Van Gogh Autumn/Winter orbit galaxy satellite crater atmosphere telescope spacecraft meteorite	tundra herbivore carnivore omnivore nocturnal diurnal predator prey Winter Lunar adaptation classification hibernation migration	Holi Sanatana Dharma Spring Hanami Nowruz Celebrate/ Celebration germinate pollen pollination petal shoot seedling	extinct fossil palaeontologist excavate oviparous dinosaur prehistoric Spring/Summer skeleton	bog Monet Summer aquatic marine freshwater saltwater shoreline sunlight zone twilight zone midnight zone abyss ocean floor
Handwriting *Kinetic Letters*	**Strength and writing position:** *Animal positions, writing positions, slide- slope -push* **Lowercase letters:** *Jumper family, abracadabra family* **Pencil pick up:** *Pencil pick up, pencil hold, pencil pressure* **Flow Movement:** *doodle trails*	**Strength & Dexterity:** *Finger workout, slide-slope-push* **Letters/pairs, numbers:** *Window cleaner family, fisher family, slider family, jumper family, pushing numbers, pulling numbers* **Pencil pick up:** *Pick up-check-write-re-check* **Feeling/enabling flow:** *Flick, finish/angle/size, snuggling, spacing*	**Strength/Writing Position:** *Slide-slope-push, writing positions* **Letters/pairs/capitals:** *Abracadabra family, window cleaner family, capital letters: straight group, curved group, straight then curved group, sliding group* **Pencil Pick up Routine:** *Pencil pick up, pencil routine, pick up-check-write-re-check* **Spacing:** *Movement activities, doodle trails, spacing 3BT*	**Strength & Dexterity:** *Slide-slope-push, writing positions* **Pairs & Numbers:** *Jumper family, abracadabra family, window cleaner family, special squirter, fisher family, slider family* **Pencil Hold Maintenance:** *Pencil pick up and checks, pick up-check-write-re-check, monkey strips, pencil workout* **Spacing:** *Spacing within words, spacing within pairs, spacing/snuggling in 3BT*	**Strength/Writing Position:** *Slide-slope-push, writing positions, forearm and wrist positions, finger workout* **Letters/pairs/words:** *Abracadabra family & words list 1, window cleaner family & words list 2, squirter family & words list 4, fisher family & words list 3, slider family & words list 5,* **Pencil Pick up:** *Pencil pick up and checks, pick up-check-write-re-check, pencil workout* **Spacing/flow:** *Spacing within words, spacing words, snuggling between words, spacing across line*	**Strength/writing position:** *Forearm and wrist positions, writing positions, slide-slope-push* **Numbers & capitals:** *Pushing numbers, pulling numbers, capital letters: straight group, curved group, straight then curved group, sliding group* **Pencil Hold Maintenance:** *Pencil hold, pencil workout, pencil pick up & checks, monkey strips* **Spacing:** *Spacing within numbers, spacing in class writing*
PSED ***(PSHE Jigsaw)*** 	Being Me in My World (Jigsaw) Scribble Spot Trick Box	Celebrating Difference (Jigsaw) Scribble Spot Trick Box	Dreams and Goals (Jigsaw) Scribble Spot Trick Box	Healthy Me (Jigsaw) Scribble Spot Trick Box	Relationships (Jigsaw) Scribble Spot Trick Box	Changing Me (Jigsaw) Scribble Spot Trick Box
Understanding the World ***(Jigsaw RE)*** 	**Theme: Special people** What makes people special?	**Theme: Christmas** What is Christmas?	**Theme: Celebrations in different cultures and worldviews** How do people celebrate?	**Theme: Easter (Salvation)** What is Easter?	**Theme: Stories** What can we learn from stories?	**Theme: Special places** What makes places special?
Careers related learning	999 Services Roles within school Farmers Bakers Engineers Authors/illustrators (These will be introduced with the different areas of the school environment)	Astronauts	Zoologists (Visit) Vets	Dentists (Visit)	Paleontologists	Marine Biologists Lightkeepers
Role Play Opportunities	Throughout the year, role play areas develop by incorporating real-life experiences that children can relate to and engage with. These include familiar environments such as a home, shop, pizzeria, beach cafe, hairdressers, opticians and vets, allowing children to explore and understand different roles, social interactions, and everyday life scenarios.					

Work with others to take on a challenge, talk about how they feel and keep trying when things get tricky.

I can work with others, talk about how I feel and keep trying when things are tricky.

Milestones *Children can….*	Implementation *Adults will…. so that children can…*	Additional enhancements and interests	Resources
By the end of Autumn Term… • Name and talk about some of their feelings, with adult support where needed. • Begin to use taught strategies to manage feelings and regulate. • Join in with a shared activity or challenge alongside others. • Begin to take turns, listen to others and share ideas. • Keep trying when something is difficult, with encouragement and support.	**Build secure relationships and routines** Adults establish warm, predictable routines, clear expectations and consistent responses, using visual supports where helpful, so children feel safe, secure and ready to participate. **Develop emotional vocabulary** Adults name and model simple feelings during everyday interactions, stories and Jigsaw sessions, helping children recognise and talk about feelings such as *happy, sad, angry, worried, excited* and *proud*. **Co-regulate and model calming strategies** Adults stay alongside children when emotions become difficult, modelling simple regulation strategies such as breathing, taking some space, seeking help or using a calm area, so children begin to discover what helps them. **Model how to work with others** Adults explicitly model sharing, turn-taking and listening during play and simple group activities, giving children useful language such as *"Can I have a turn?" "Shall we do it together?"* and *"What do you think?"* **Provide simple collaborative challenges** Adults introduce achievable partner and small-group challenges through games, construction, physical activity and continuous provision, so children begin to experience working together towards a shared goal. **Scaffold problem-solving** Adults resist solving every difficulty for children and use simple prompts such as *"What could we try?" "Can we try another way?"* and *"Who could help us?"* **Encourage 'having a go'** Adults notice and praise effort, persistence and willingness to try, rather than focusing only on success, so children begin to understand that finding something tricky is part of learning. **Talk about the experience** Adults pause during and after activities to help children talk about what happened and how they felt: *"What was tricky?" "How did you feel?" "What helped you keep going?"*	• Introduce familiar **turn-taking and cooperative games**, modelling how to join in, wait, share and follow simple rules. • Provide simple **partner challenges** within continuous provision, e.g. build a tower together, complete a puzzle, transport objects or create something together. • Use **construction and loose parts** for simple shared challenges, encouraging children to plan, build, test and try again. • Introduce simple **physical challenges and obstacle courses**, encouraging children to have a go and support one another. • Use familiar **stories and puppets** to explore feelings, friendship, sharing, turn-taking and what to do when something feels tricky. • Provide opportunities to practise regulation strategies through **calm spaces, sensory resources and movement breaks**. • Link challenges to children's current **interests and fascinations**, adding a simple problem for them to solve together. • Use everyday routines and responsibilities as opportunities for cooperation, e.g. preparing snack, tidying, carrying equipment or looking after shared resources.	Simple board games matching games puzzles construction resources loose parts crates/planks balls hoops beanbags emotion visuals/books puppets sensory/regulation resources The Nest Regulation Stations & Calm Corners
By the end of Spring Term… • Talk about how they feel and begin to explain why they might feel that way. • Use familiar strategies with increasing independence to manage feelings and behaviour. • Work with others towards a shared goal, listening and responding to different ideas. • Take turns, cooperate and begin to negotiate and resolve difficulties with others. • Recognise when something is challenging and show resilience by trying different approaches.	**Extend emotional vocabulary** Adults model and explore a wider range of feelings through everyday experiences, stories and Jigsaw, helping children talk about **why** they might feel angry, worried, excited, frustrated or proud and begin to recognise these feelings in others. **Encourage independent regulation** Adults prompt children to recall and choose familiar regulation strategies before stepping in, so children increasingly recognise what they need and begin to manage their feelings more independently. **Develop cooperative play** Adults provide regular opportunities for children to play and work in pairs and small groups, encouraging them to share ideas, take turns, listen and contribute towards a shared outcome. **Model negotiation and conflict resolution** Adults model and rehearse language for managing disagreements, such as *"Can we take turns?" "What could we do?" "Let's find a way that works for both of us,"* so children begin to resolve simple conflicts more independently. **Introduce collaborative challenges** Adults use **Commando Joes**, games, construction and practical problem-solving challenges that require children to cooperate, communicate and make decisions together, gradually increasing the level of challenge. **Encourage different approaches** Adults use prompts such as *"What else could you try?" "Could you do it another way?"* and *"What could your team change?"* so children learn that they can adapt their ideas when something does not work first time. **Notice resilience and teamwork** Adults specifically recognise perseverance, cooperation and problem-solving — *"You kept trying even when that was difficult"* or	• Introduce **Commando Joes challenges**, including partner and small-group tasks requiring teamwork, communication, perseverance and problem-solving. • Extend board and group games to include **more complex rules**, encouraging children to manage turn-taking and winning/losing with increasing independence. • Invite children to **adapt familiar games**, changing an element or suggesting a new rule. • Provide increasingly challenging **construction and problem-solving tasks**, encouraging children to test ideas, make changes and persevere. • Develop **team physical challenges**, including obstacle courses, races, ball activities and cooperative games. • Introduce challenges linked to current learning and interests, where children need to **plan together, allocate roles and reach a shared outcome**. • Use Jigsaw **Dreams and Goals/Healthy Me** learning to provide opportunities to talk about challenge, perseverance and how achieving a goal feels. • Build reflection into practical experiences: *What worked? What was tricky? What did your team change? What would you do next time?*	Commando Joes resources board/card games dice construction/loose parts obstacle-course equipment hoops beanbags balls team-game equipment puzzles/problem-solving resources emotion/regulation resources

	"You listened to each other and found a solution" — so children understand what successful learning together looks like. **Reflect on challenge** Adults encourage children to talk about a challenge afterwards, including **how they felt, what was difficult, what they tried and what helped**, so children begin to recognise themselves as resilient learners.		
By the end of Summer Term… • Recognise and talk about their own feelings and consider the feelings of others. • Regulate their behaviour appropriately and show an understanding of how their actions affect others. • Work cooperatively with others, sharing ideas, taking turns and working towards a shared goal. • Show resilience and perseverance when something is challenging, trying again or finding another way. • Reflect on a challenge and talk about what they did, how they felt and what helped them succeed.	**Promote independent regulation** Adults encourage children to recognise and name how they are feeling and independently select familiar strategies that help them regulate, stepping in with support when needed. **Deepen understanding of others** Adults use everyday situations, stories and Jigsaw to encourage children to consider different perspectives and how their actions may affect others, so they can respond with increasing empathy. **Provide sustained collaborative challenges** Adults provide increasingly complex challenges through **Commando Joes, team games, construction, physical activities and continuous provision**, requiring children to plan together, share responsibilities and work towards a common goal. **Step back and encourage independence** Adults give children time to negotiate, make decisions and solve problems together before intervening, so they become increasingly confident in managing collaboration for themselves. **Support peaceful conflict resolution** Adults encourage children to draw on the language and strategies taught across the year to listen to different viewpoints, negotiate and find solutions when disagreements arise. **Encourage perseverance and adaptation** Adults allow children time to encounter difficulty and use prompts such as *"What have you tried?" "What could you change?"* and *"What have you learned that might help?"* so they can adapt their approach rather than giving up. **Explore winning, losing and managing disappointment** Adults use games, races and team challenges to model and discuss appropriate responses to winning and losing, helping children manage disappointment, celebrate others' success and continue participating positively. **Encourage reflection** Adults invite children to reflect on challenges and collaborative experiences: *"What was tricky?" "How did you feel?" "How did you work together?" "What helped?" "What would you do differently next time?"* so they can recognise their own resilience and developing skills.	• Provide opportunities for children to **invent their own games** with a partner or small group, deciding on rules and explaining how to play to others. • Encourage children to **adapt familiar games**, changing rules, equipment or scoring and testing whether their ideas work. • Introduce opportunities to **devise and record simple scoring systems**, using marks, numerals or other representations. • Provide increasingly complex **Commando Joes and team challenges**, encouraging children to plan together, allocate roles, persevere and adapt their approach. • Invite children to **design, build and adapt obstacle courses**, agreeing how they should be completed and supporting others to take part. • Use **team games, races and sporting activities** to explore winning and losing, fair play, encouragement and managing disappointment. • Provide open-ended **construction and problem-solving challenges** where children need to negotiate ideas, test solutions and make improvements together. • Encourage children to take the lead in **real-life collaborative projects**, e.g. gardening, preparing for a celebration, making resources or organising an aspect of provision. • Build on children's **interests and fascinations** by inviting them to suggest challenges or problems for themselves and others to solve. • Encourage children to **reflect on collaborative experiences**, talking about what worked, what was difficult, how they helped one another and what they would change next time.	Board/card/dice games mark-making and scoring resources Commando Joes resources obstacle-course equipment crates, planks, hoops and beanbags balls and team-game equipment construction and loose parts gardening tools creative/making resources visual prompts for rules and problem-solving

Create and tell a story, sharing their ideas confidently and using the words they have learned.

I can make up and tell a story, using words I have learned.

Milestones *Children can….*	Implementation *Adults will…. so that children can…*	Additional enhancements and interests	Resources
By the end of Autumn Term… • Listen attentively to familiar stories and join in with repeated words, phrases and refrains. • Talk about the characters and key events in a familiar story. • Retell parts of a familiar story through talk, small world, role play, puppets or actions. • Begin to use familiar story language and vocabulary from books that have been shared. • Use talk to develop ideas and storylines during imaginative play. • Share their ideas with an adult, partner or small group, with increasing confidence. • Use props, objects or pictures to support their storytelling. • Begin to sequence events so that their story can be followed.	**Model storytelling and story language** Adults model enthusiasm and expression when sharing stories, explicitly using and repeating familiar story language so children begin to hear and use the language of stories themselves. **Build familiarity with stories** Adults revisit carefully chosen core texts, nursery rhymes and familiar stories regularly, encouraging children to join in with repeated words, phrases, refrains and actions. **Develop vocabulary in context** Adults explicitly introduce, explain and revisit new vocabulary from stories, using objects, pictures, actions and experiences to support understanding and encouraging children to use new words in their play and talk. **Model retelling and sequencing** Adults demonstrate how to retell familiar stories using pictures, story maps, puppets, small-world resources and props, modelling language such as *first, next, then* and *finally*. **Provide rich storytelling resources** Adults make puppets, story baskets, small-world figures, costumes, props and familiar books readily available so children can revisit and recreate stories independently within their play. **Develop imaginative play** Adults join children's role play sensitively, modelling how familiar experiences and stories can become storylines while allowing children to lead and develop their own ideas. **Extend children's talk** Adults listen carefully to children's ideas, comment and recast where appropriate, and use prompts such as *"What happened next?" "Tell me about your character"* and *"Where are they going?"* to help children extend their storytelling. **Build confidence in sharing ideas** Adults provide frequent, low-pressure opportunities for children to tell part of a story, share an idea or perform with a partner or small group, valuing children's different ways of communicating and storytelling. **Scribe and celebrate children's stories** Adults capture children's spoken stories through scribing, photographs or simple story maps where appropriate, reading them back and valuing children as storytellers.	• Daily sharing of core texts, traditional tales, nursery rhymes and repetitive stories, encouraging children to join in with familiar words, refrains and actions. • Story baskets and small-world enhancements linked to familiar stories and current core texts. • Role-play linked to children's home, family and familiar experiences, with open-ended props to encourage children to develop simple storylines. • Opportunities to retell familiar stories using puppets, figures, masks, props and sequencing pictures. • Nursery rhyme and traditional tale enhancements within continuous provision. • Storytelling linked to real experiences, including starting school, families and the local bakery/gingerbread experience. • Opportunities to draw, make or construct characters, settings and props from familiar stories. • Use photographs and children's own experiences as prompts for talking and storytelling. • Regular opportunities to choose and share favourite books with adults and peers. • Songs, rhymes and musical experiences that support rhythm, repetition, listening and expressive language.	Core texts traditional tales nursery rhyme props story baskets puppets small-world figures sequencing pictures story maps dressing-up/open-ended fabrics masks photographs mark-making resources construction/junk-modelling materials musical instruments
By the end of Spring Term… • Retell a familiar story with an increasingly clear beginning, middle and end. • Use story language and an increasing range of recently introduced vocabulary when retelling and creating stories. • Develop their own storylines and ideas through imaginative play. • Describe characters, settings and events with increasing detail. • Use their voice, facial expression, movement and actions to bring characters and events to life. • Work with others to develop a story, listening and responding to their ideas. • Use small world, puppets, props, costumes or story maps to support and extend storytelling. • Begin to adapt familiar stories, changing a character, setting or event. • Share a story or part of a story with others with growing confidence.	**Model increasingly detailed storytelling** Adults model retelling familiar stories with a clear sequence, using expression, character voices and storytelling language such as *once upon a time, one day, suddenly, next* and *finally*. **Extend story vocabulary** Adults explicitly teach and revisit vocabulary from core texts and wider curriculum experiences, modelling how new words can be used when describing characters, settings and events. **Develop story structure** Adults use story maps, pictures, objects and oral rehearsal to help children organise stories into a beginning, middle and end**,** prompting with questions such as *"What happened first?" "What happened next?"* and *"How did it end?"* **Encourage children to adapt stories** Adults model changing a familiar character, setting or event and use prompts such as *"What if…?"* and *"What could happen instead?"* so children begin to develop their own story ideas. **Enrich imaginative play** Adults provide open-ended small-world resources, puppets, costumes, fabrics, props and story baskets and sensitively join play to introduce vocabulary, ideas or problems that extend children's storylines. **Develop expressive storytelling** Adults model how voice, facial expression, gesture and movement can show character and emotion, encouraging children to experiment with these when retelling and acting out stories. **Support collaborative storytelling** Adults create opportunities for children to develop stories together, modelling how to listen to another person's idea, respond to it and build on it: *"What could happen next?" "How could we use both of your ideas?"* **Introduce child-created storytelling** Adults scribe children's own stories and use approaches such as	• Story baskets and small-world provision linked to core texts, with increasingly open-ended resources that allow children to change and extend familiar stories. • Opportunities to use story maps and sequencing resources to retell stories with a beginning, middle and end. • Helicopter Stories and adult-scribed stories, enabling children to create and act out their own ideas. • Role-play enhancements linked to stories and curriculum experiences, encouraging children to develop characters, settings and storylines together. • Opportunities to change a familiar story – a different character, setting, problem or ending. • Puppet theatre and performance opportunities for children to retell and adapt stories for others. • Provide open-ended materials for children to design and make props, characters and settings to support their storytelling. • Explore music and sound effects to represent characters, settings and events within familiar stories. • Use visits, seasonal experiences and children's interests as stimuli for new story ideas. • Continue regular sharing of high-quality fiction, poetry and rhymes, deliberately revisiting new vocabulary through play and storytelling.	Core texts story maps sequencing cards story stones story baskets puppets/puppet theatre small world dressing-up/open-ended fabrics masks junk modelling art materials percussion instruments sound resources photographs/images scribing and mark-making materials

	Helicopter Stories to give children opportunities to see their ideas recorded, acted out and valued by others. **Build confidence with an audience** Adults provide regular opportunities for children to retell or act out stories to a partner or small group, gradually reducing adult support as children's confidence grows.		
By the end of Summer Term… • Create and tell their own story with a clear sequence of events. • Develop characters, settings and events, adding detail and imaginative ideas. • Use a growing range of storytelling language and vocabulary learned across the curriculum. • Speak confidently and clearly enough for others to follow their ideas. • Use voice, expression, movement, props or other resources purposefully to enhance their storytelling. • Listen to and build on the ideas of others when creating stories collaboratively. • Adapt and develop their story in response to their own ideas or suggestions from others. • Tell or perform their story to a small audience, responding to their listeners.	**Model confident storytelling** Adults continue to model engaging storytelling using clear sequencing, expressive language, character voices and appropriate story vocabulary, so children can draw on these features when creating and telling their own stories. **Support children to create their own stories** Adults encourage children to develop their own characters, settings and events, using prompts such as *"Who is in your story?" "Where does it happen?" "What might go wrong?"* and *"How will it end?"* **Encourage richer story language** Adults notice and revisit vocabulary learned through stories and across the wider curriculum, encouraging children to select increasingly precise and interesting words to communicate their ideas. **Develop oral composition** Adults give children time to rehearse their ideas aloud, helping them organise and extend sentences and sequence events before telling, acting out or recording their story. **Promote independent use of storytelling resources** Adults ensure story maps, small-world resources, puppets, costumes, fabrics, props and open-ended materials remain readily available, so children can independently select what they need to bring their ideas to life. **Develop expressive performance** Adults encourage children to make purposeful choices about voice, facial expression, gesture, movement, music and sound effects to communicate characters, events and feelings to an audience. **Enable collaborative story creation** Adults provide opportunities for children to create stories together, stepping back so they can negotiate characters and roles, listen to one another, build on ideas and make props or resources they need. **Extend and adapt children's ideas** Adults use sensitive prompts such as *"What else could happen?" "Could your character solve that problem another way?"* and *"What could you add?"*, encouraging children to elaborate on and adapt their stories without taking over. **Give children's stories an audience** Adults provide purposeful opportunities through **Helicopter Stories, role play, puppet shows and small-group storytelling** for children to share and perform their stories, so they develop confidence in communicating their ideas to others. **Celebrate children as authors and storytellers** Adults capture children's stories through scribing, photographs, recordings or children's own drawings and writing, and revisit them with children so they can reflect on, develop and take pride in their ideas.	• Provide increasingly open-ended storytelling provision, enabling children to independently select resources and create their own characters, settings and events. • Continue Helicopter Stories, with children creating, developing and performing increasingly detailed stories. • Create opportunities for children to tell their own stories to a small audience through puppet shows, role play, small-world storytelling or performance. • Encourage children to work collaboratively to plan stories, negotiate roles and make the props, scenery or characters they need. • Provide opportunities to create story maps, drawings, books and other representations of children's own stories. • Use photographs, visits, the natural world and children's own experiences and interests as stimuli for imaginative storytelling. • Encourage children to incorporate new vocabulary from across the curriculum into their stories and imaginative play. • Provide music and instruments for children to create sound effects and soundscapes to accompany their own stories. • Record children's storytelling through photographs, scribing or recordings so that stories can be revisited, retold and developed. • Create opportunities for children to share stories with others, including peers and other familiar audiences.	Open-ended small-world resources puppets/puppet theatre story stones story maps drawing and writing materials blank books dressing-up and fabrics role-play props construction and junk-modelling materials percussion instruments audio/sound resources camera/iPad photographs/images scribing materials

Use their growing physical control to create, draw and write something for a real purpose.



I can use my hands and body carefully to make, draw and write things.

Milestones *Children can….*	Implementation *Adults will…. so that children can…*	Additional enhancements and interests	Resources
By the end of Autumn Term… • Develop body, shoulder, arm, hand and finger strength to support increasing control. • Use a range of gross and fine motor movements with increasing coordination and control. • Begin to use an effective writing position and understand how this helps them control their movements. • Show increasing hand dominance and use their Writing Hand and Helping Hand appropriately. • Develop an increasingly effective pencil hold, progressing towards the Kinetic Letters '3 Friends' hold as strength and dexterity develop. • Use the 6 Moves in movement, mark-making and early letter formation. • Control a range of tools and materials with increasing precision, including pencils, brushes and scissors. • Form an increasing number of taught letters using the correct movement and formation. • Write their own name, applying their developing pencil control and letter formation. • Use drawing, making, mark-making and emerging writing to represent and communicate their own ideas. • Begin to choose to draw, make or write for a meaningful purpose within play and everyday experiences.	**Build physical foundations** through planned indoor and outdoor provision, including opportunities to crawl, climb, balance, carry, push, pull and manipulate, developing the strength and coordination needed for controlled movement. **Develop hand and finger strength and dexterity** through carefully chosen continuous provision, enhancements and provocations, adapting challenge in response to children's starting points and interests. **Explicitly teach Kinetic Letters foundations**, including animal positions, the 6 Moves, Writing Hand/Helping Hand, writing position, pencil pick-up and the developing **'3 Friends' pencil hold**. Provide **large- and small-scale mark-making, drawing and creative experiences indoors and outdoors**, using varied tools, materials and surfaces to develop increasing control. Model the safe and effective use of **pencils, scissors, brushes and creative/construction tools**, providing repeated opportunities to practise and apply these skills independently. Create **meaningful reasons to make, draw and write** throughout provision, responding to current learning, first-hand experiences and children's interests, while observing how children engage and adapting provision to provide appropriate next steps and challenge.	• Large-scale mark-making outdoors using chalks, water, paintbrushes and natural materials. • Fine-motor and Funky Fingers provocations linked to children's interests and current enquiries. • Playdough, clay and malleable-material challenges for squeezing, rolling, pinching and manipulating. • Cutting, joining, threading and construction opportunities within creative provision. • Clipboards, notebooks, labels, signs and simple maps introduced into role play and outdoor learning. • Forest School and Outdoor Classroom opportunities for carrying, transporting, digging, building and using tools. • Seasonal natural materials used for transient art, pattern and observational drawing. • Opportunities to draw and write linked to **home, family, school and familiar experiences**.	Kinetic Letters Traffic Light boxes and associated resources pencils and varied mark-making tools chalks and large brushes scissors playdough/clay and modelling tools threading and manipulation resources construction and loose parts clipboards/notebooks large and small paper/card natural and seasonal materials Forest School/Outdoor Classroom equipment.
By the end of Spring Term… • Use body, shoulder, arm, hand and finger strength with increasing control and coordination. • Independently adopt an effective writing position, using their Writing Hand and Helping Hand appropriately. • Use the Kinetic Letters '3 Friends' pencil hold with increasing consistency, making adjustments with prompts where needed. • Use the 6 Moves with increasing fluency and apply them when forming letters. • Form taught lower-case letters with increasing accuracy and control, beginning to apply this more consistently in their own writing. • Control pencils, scissors, brushes and other tools with increasing precision for a range of purposes. • Use drawing with increasing detail to represent and develop their ideas. • Use their developing phonic knowledge to write words, labels, phrases and emerging sentences for meaningful purposes. • Begin to sustain drawing and writing for longer periods	**Develop increasing physical control and coordination** Continue to develop physical strength, coordination and control through increasingly challenging indoor and outdoor provision, including opportunities to balance, climb, carry, push, pull, manipulate and work at different heights and scales. **Increase fine-motor precision and control** Provide increasingly challenging fine-motor experiences, enhancements and provocations, developing hand and finger strength, dexterity, precision and controlled pressure. **Build independence through Kinetic Letters** Build on Kinetic Letters teaching so children increasingly independently use an effective writing position, Writing Hand/Helping Hand and '3 Friends' pencil hold, while developing greater accuracy and control in letter formation. **Develop purposeful use of tools and materials** Provide varied opportunities for drawing, designing, making and writing indoors and outdoors, encouraging children to select and control appropriate tools, materials and resources for what they want to achieve. **Create purposeful opportunities to draw and write** Create increasingly purposeful opportunities to apply drawing and writing within provision — for example labels, captions, messages, plans, maps and signs — linked to enquiries, first-hand experiences and children's own play and interests. **Observe, respond and extend** Observe how children apply these skills independently and use enhancements and provocations to extend learning, providing additional modelling, practice or challenge where needed.	• Increasingly intricate fine-motor challenges requiring greater precision and control. • Observational drawing and creative work linked to **animals, plants, colour and seasonal change**. • Opportunities to design and make using construction, junk modelling and a wider range of joining techniques. • Writing provocations arising from role play and enquiries, such as animal information, signs, labels, messages, plans and instructions. • Outdoor mark-making and recording linked to Forest School observations, growing and changes in the natural environment. • Opportunities to use tools for purposeful gardening, planting and creative work. • Enhancements adapted in response to emerging interests, providing greater independence and challenge.	Kinetic Letters resources and Traffic Light boxes increasingly varied pencils/pens and drawing media scissors and joining materials paintbrushes and art tools observational drawing materials clay/playdough and modelling tools construction and loose parts clipboards and writing materials across provision gardening and Forest School tools natural materials.

while maintaining increasing control. • Choose independently to draw, make and write within their play and learning, selecting appropriate tools and resources for what they want to achieve.			
By the end of Summer Term… • Use body, shoulder, arm, hand and finger strength effectively to support controlled and coordinated movement. • Independently adopt an effective writing position, using their Writing Hand and Helping Hand appropriately. • Independently use the Kinetic Letters '3 Friends' pencil hold, with appropriate pressure and control when drawing and writing. • Form taught lower-case letters with increasing accuracy, control and fluency. • Use their developing control to manage spacing and movement within words. • Use pencils, scissors, brushes and other tools with increasing precision and independence. • Draw with increasing accuracy and detail to represent and communicate their ideas. • Use their developing phonic knowledge to write words, phrases and simple sentences for a range of meaningful purposes. • Sustain drawing and writing for increasingly longer periods while maintaining control. • Independently choose and use drawing, making and writing to communicate, record or create for a real purpose.	**Refine physical control and coordination** Provide continued opportunities to refine strength, coordination, balance and control through challenging indoor and outdoor physical experiences, enabling children to move and work confidently at different scales. **Develop fluency and stamina for writing** Continue to develop fine-motor strength, dexterity and control through purposeful experiences that require increasing precision, sustained effort and controlled pressure. **Secure independent handwriting foundations** Support children to independently apply Kinetic Letters foundations, including an effective writing position, Writing Hand/Helping Hand, '3 Friends' pencil hold and taught letter formations with increasing fluency and automaticity. **Apply skills independently and purposefully** Provide open-ended opportunities for children to independently select and use appropriate tools, materials and techniques when drawing, designing, making and writing for a range of purposes. **Create authentic reasons to draw and write** Embed meaningful opportunities for children to draw and write within their play, enquiries and first-hand experiences, including plans, maps, signs, labels, messages, instructions and simple records. **Observe application and provide appropriate challenge** Use observation to identify how confidently and independently children apply their physical, drawing and writing skills, responding with appropriate modelling, practice, enhancements or challenge to support individual next steps.	• Open-ended design-and-make challenges where children plan, select resources and develop their own ideas. • Detailed observational drawing linked to **eggs, life cycles, dinosaurs, pond life, sea life and the natural world**. • Independent writing opportunities arising naturally within play, enquiries and first-hand experiences. • Maps, plans, signs, information, labels and recording linked to pond dipping, the beach and environmental investigations. • Outdoor opportunities to construct, create, record and solve practical problems on a larger scale. • Provocations that encourage children to combine **drawing, making and writing** within one purposeful project. • Resources and challenges adapted to children's individual fascinations so that they can independently revisit, refine and extend their ideas.	Kinetic Letters resources available for continued practice accessible writing and drawing materials throughout provision varied art and design media construction and joining resources loose parts clipboards/notebooks and recording materials observational drawing resources natural materials Forest School and Outdoor Classroom equipment resources linked to current enquiries and children's interests.

Explore something that makes them wonder, ask questions and explain what they discover.





I can wonder, ask questions and talk about what I find out.

Milestones *Children can….*	Implementation *Adults will…. so that children can…*	Additional enhancements and interests	Resources
By the end of Autumn Term… • Explore using their senses, showing curiosity about objects, materials, living things and the world around them. • Notice and describe what they see, hear, feel and observe during first-hand experiences. • Observe changes in the natural world, including seasonal change, and talk about what they notice. • Identify simple similarities and differences between objects, materials and things they observe. • Ask simple questions about things that interest or puzzle them and begin to seek answers. • Make simple predictions about what they think might happen. • Explore what happens when they change, move, combine or investigate materials and objects. • Talk about what happened during an exploration or investigation and begin to explain what they found out. • Use newly introduced vocabulary to describe their observations and discoveries. • Represent something they have noticed or discovered through talk, drawing, photographs, models or simple recording.	**Create a culture of curiosity and wonder** Provide regular opportunities for children to encounter interesting objects, materials, natural phenomena and experiences that encourage them to notice, explore and wonder. "I see… I think… I wonder…" **Model noticing and questioning** Model curiosity through language such as *"I notice…"*, *"I wonder…"* and *"What do you think?"*, giving children time to observe carefully, respond and develop their own questions. **Develop purposeful exploration** Provide hands-on opportunities for children to touch, manipulate, collect, sort, compare and investigate materials and objects, encouraging them to find things out through direct experience. **Build language for describing and explaining** Model and introduce vocabulary that helps children describe what they notice, including properties, similarities, differences and change, and support them to use this language when talking about their discoveries. **Encourage children to share what they find out** Provide opportunities for children to talk about, draw, photograph or otherwise represent what they have noticed and discovered, valuing different ways of communicating their thinking. **Observe, respond and extend** Notice children's interests, questions and fascinations and respond through adult interaction, Curiosity Cubes, enhancements and provocations that enable them to explore ideas further and make connections.	• **Curiosity Cubes** containing intriguing objects, natural materials and artefacts linked to current learning and children's interests. • **Textured Kitchen enhancements** using seasonal and natural materials to encourage sensory exploration, mixing, combining, comparing and imaginative investigation. • Seasonal enhancements across indoor and outdoor provision, including collections of leaves, conkers, seeds and other natural materials for observing, sorting and comparing. • Light, dark, shadow and reflective provocations linked to the space enquiry. • Ice, freezing and melting investigations arising naturally from seasonal change. • **Outdoor Classroom and Forest School enhancements** encouraging children to notice, collect, investigate and revisit discoveries. • Magnifiers, viewing frames, photographs and non-fiction added to provision in response to children's questions and fascinations. • Children's **"I wonder…" questions** used to introduce new resources or develop an enhancement further.	Curiosity Cubes Textured Kitchen resources natural and seasonal materials magnifying glasses and observation tools mirrors, torches and light/reflective materials sorting and collecting resources investigation trays and containers sensory materials non-fiction books, photographs and visual prompts drawing/mark-making materials and clipboards camera/iPad Forest School and Outdoor Classroom resources
By the end of Spring Term… • Observe closely and describe what they notice, using increasingly precise vocabulary. • Ask who, what, where, how and why questions to find out more about things that interest them. • Identify and describe similarities and differences, using these to compare and group what they observe. • Make simple predictions, drawing on what they already know or have noticed. • Take part in first-hand investigations, suggesting ideas about what they could do or find out. • Observe and talk about change over time, including changes in plants, animals, seasons and the natural world. • Talk about what happened during an investigation and explain what they noticed or discovered. • Begin to make simple connections between what they already know and something new they have discovered. • Use newly learned vocabulary when describing,	**Deepen observation and comparison** Provide increasingly rich opportunities to investigate indoors and outdoors, encouraging children to observe closely, compare, group and notice change. **Investigate through first-hand experiences** Use first-hand experiences, Forest School and the natural environment to investigate animals, habitats, plants, growth, seasonal change and other aspects of current enquiries. **Encourage questioning and prediction** Introduce enhancements and provocations that encourage children to ask questions, make predictions and explore their own ideas. **Develop questioning and reasoning** Model and extend questioning and thinking, encouraging children to use *who, what, where, how* and *why* questions and to explain their thinking using *because* and *so*. **Develop precise vocabulary** Introduce and revisit increasingly precise vocabulary, supporting children to use it when observing, comparing and explaining what they discover. **Revisit, investigate and explain** Give children opportunities to investigate ideas practically, revisit experiences and observe changes over time, encouraging them to talk about what happened and why. **Represent and record discoveries** Support children to represent and record their observations and discoveries through talk, drawings, photographs, models and other simple representations. **Respond to children's questions and interests** Observe children's questions and interests and use these to adapt provision and extend investigations, providing additional resources, modelling or challenge where appropriate. **Develop reasoning through 'Odd One Out'** Use 'Odd One Out' activities with three images to encourage children to draw on prior learning, explain their choices and listen to different viewpoints, recognising that more than one answer may be valid when it is justified.	• **Textured Kitchen enhancements** linked to animals, habitats, colour, Spring and growing, using natural materials, herbs, petals, soil and other sensory resources where appropriate. • Curiosity Cubes and investigation collections linked to feathers, nests, shells, animal coverings, camouflage, seeds and plants. • Enhancements following **Creature Teachers**, allowing children to revisit observations and pursue questions generated by the experience. • Planting, growing and frogspawn/life-cycle observations, with resources added as children's questions develop. • Habitat, camouflage, colour and pattern provocations across small world, creative and outdoor provision. • **Forest School and Outdoor Classroom enhancements** responding to signs of Spring and changes children notice. • Opportunities to sort, classify, compare, examine and represent natural objects and living things. • Provision adapted and extended in response to **children's emerging interests and lines of enquiry**.	Curiosity Cubes • **Textured Kitchen resources** • natural objects and specimens • magnifying glasses and observation tools • animal, habitat and life-cycle resources • sorting and classification materials • planting and growing equipment • seeds and plants • water/floating and sinking resources • non-fiction books and photographs • drawing and simple recording materials • camera/iPad • **Forest School and Outdoor Classroom resources**

comparing and explaining their observations. • Record or represent their observations and ideas through talk, drawings, photographs, models or other simple representations.			
By the end of Summer Term… • Notice, observe and describe features, patterns and changes with increasing detail. • Ask relevant what, where, when, how and why questions to extend their understanding. • Make predictions based on what they already know and explain what they think might happen. • Suggest simple ways to investigate a question or idea, choosing appropriate resources with increasing independence. • Compare, group and classify what they observe, explaining similarities and differences. • Observe and talk about change over time and begin to explain simple cause and effect. • Use first-hand experiences to test ideas, notice what happens and talk about what they have discovered. • Make connections between previous learning and new discoveries. • Use increasingly precise vocabulary to describe, explain, reason and justify their ideas. • Record and communicate their findings through talk, drawings, photographs and simple diagrams.	**Enable increasingly independent investigation** Provide open-ended opportunities to investigate indoors and outdoors, enabling children to pursue questions, test ideas and make discoveries with increasing independence. **Extend learning through first-hand experiences** Use first-hand experiences, Forest School and the natural environment to explore growth, life cycles, pond and sea life, habitats and environmental change. **Support children to shape their own investigations** Use enhancements and provocations to stimulate curiosity while increasingly enabling children to decide what they want to find out and how they might explore it. **Deepen questioning, reasoning and explanation** Extend children's questioning, reasoning and explanation, encouraging them to predict, explain what happened, consider why and make connections with previous learning. **Develop increasingly precise vocabulary** Model and encourage increasingly precise vocabulary, supporting children to describe, compare, explain, reason and justify their ideas and discoveries. **Choose resources and test ideas independently** Support children to choose appropriate resources and ways to investigate, observing, comparing, testing and revisiting their ideas. **Record and communicate findings** Encourage children to record and communicate what they discover through talk, drawings, photographs and simple diagrams, choosing increasingly appropriate ways to represent their findings. **Respond to theories and extend challenge** Observe children's questions, theories and discoveries and respond by adapting provision and introducing further challenge, enabling investigations and interests to develop over time. **Revisit and connect learning across topics** Revisit key knowledge, vocabulary and concepts through ‘Odd One Out’ and similar discussion activities, encouraging children to make connections with previous learning, apply it in new contexts and explain their reasoning with increasing confidence.	• **Textured Kitchen enhancements** linked to dinosaurs, fossils, ponds, beaches and oceans, providing open-ended sensory opportunities to investigate, combine, create and explore. • Curiosity Cubes and mystery objects linked to eggs, fossils, rocks, pond life, shells and the sea. • Provocations following the unusual egg, **pond dipping and beach visit**, enabling children to revisit experiences and investigate their own questions. • Pond, water and aquatic-life enhancements across indoor and outdoor provision. • Floating and sinking resources available for children to **revisit and extend investigations independently**. • Environmental enhancements linked to plastic pollution, habitats and caring for the natural world. • **Forest School and Outdoor Classroom investigations** arising from children's observations of living things and seasonal change. • Increasingly **child-led enhancements**, with resources added or changed in response to children's questions, theories and discoveries.	Curiosity Cubes Textured Kitchen resources magnifying glasses and observation equipment fossils, rocks, shells and natural objects planting and growing resources pond-dipping and aquatic-life resources water investigation and floating/sinking materials environmental and pollution resources non-fiction books, identification guides and photographs drawing and simple recording materials camera/iPad Forest School and Outdoor Classroom resources

Autumn term Teach children to…

Oracy focus – What are we developing?

Attention, listening and understanding
• Listen to and engage with familiar stories, songs and rhymes.
• Develop attention during adult-led and group experiences.
• Listen to others and begin to respond appropriately.
• Develop understanding of increasingly complex instructions
• Listen and respond to simple *why* and *how* questions.

Vocabulary
• Develop a growing vocabulary linked to routines, relationships, play, stories and first-hand experiences.
• Link new vocabulary to what is already known.
• Develop increasingly descriptive and precise vocabulary.
• Hear, explore, revisit and use new Tier 1, Tier 2 and Tier 3 vocabulary in different contexts.

Sentence building and grammar
• Develop increasingly complete spoken sentences.
• Extend ideas using conjunctions such as *and* and *because*.
• Develop increasingly accurate use of present and past tense.
• Develop increasingly accurate grammatical structures through adult modelling and recasting.

Conversations and social interaction
• Initiate and respond to interactions with adults and peers.
• Develop turn-taking and increasingly sustained back-and-forth conversations.
• Listen and respond to the ideas of others.
• Develop confidence in joining and sustaining collaborative play and conversation.

Storytelling and narrative
• Develop confidence in using spoken language to recall, sequence, imagine and tell stories and experiences.
• Develop story language through repeated exposure to rich texts, storytelling and oral composition.

C&L – How will children develop this

Listening & understanding

• Follow simple instructions linked to familiar classroom routines, progressing to one- and two-step instructions.
• Listen to stories, rhymes and discussions and respond appropriately.
• Respond to simple *why* and *how* questions.

Using language & vocabulary
• Name familiar objects, people and places within the classroom and school environment.
• Use new vocabulary introduced through stories, rhymes, non-fiction, play and first-hand experiences.
• Use descriptive vocabulary to add detail.
• Retrieve and use newly introduced vocabulary in different contexts.

Expressing ideas
• Use simple sentences to express needs, feelings and ideas.
• Talk about what they are doing and what has happened.
• Extend spoken sentences using *and*.
• Begin to use *because* to explain an idea or give a reason.
• Use talk to organise and develop ideas during play.

Conversation
• Express needs, feelings and ideas using words.
• Take turns in conversations with adults and peers.
• Ask simple questions to find out more.
• Use talk to organise play and include others.
• Respond to and begin to build on other children's ideas.

Storytelling and narrative
• Join in with familiar stories, songs and rhymes, including repeated refrains.
• Talk about familiar and personal experiences.
• Retell simple stories using pictures, props and familiar story language.
• Sequence simple events.
• Make simple predictions about what might happen next.
• Orally compose and tell stories, including through Helicopter Stories.

PSED

Self-Regulation
- Recognise and name a growing range of emotions, including *happy, sad, angry, worried, scared, excited and calm*.
- Begin to notice how different feelings may feel in their body.
- Express their needs and feelings using words.
- Use taught strategies to help regulate their feelings, with adult support where needed.
- Begin to recognise when they need help, a break or space to regulate.
- Focus attention on a task or activity for increasing periods.
- Begin to persevere when something is difficult and try another way.

Managing Self
- Become increasingly confident with familiar Reception routines and expectations.
- Choose and use resources and activities with increasing independence.
- Ask for help when needed.
- Understand why agreed rules and boundaries are important.
- Develop confidence to try new experiences and approach challenges.
- Identify familiar adults in school who can help them.
- Tell a trusted adult if they are worried, upset or feel unsafe.

Building Relationships
- Develop positive relationships with familiar adults and peers.
- Take turns and share resources during play, games and group experiences.
- Listen and begin to respond to the ideas and needs of others.
- Use simple, taught language to communicate a boundary, e.g. “Stop, I don't like that.”
- Begin to negotiate and resolve simple difficulties with adult support.
- Recognise when another person may be upset and begin to consider their perspective.
- Join and sustain collaborative play with others.

PD

Fine Motor Skills
- Develop hand, finger, wrist and upper-body strength to support controlled mark-making and writing.
- Develop core strength and shoulder stability to support an effective writing position.
- Develop and maintain an effective sitting position for writing, including stable feet and appropriate body positioning.
- Develop a dominant hand and increasing coordination when using both hands together.
- Develop an increasingly effective pencil grip, with growing control when using pencils and other mark-making tools.
- Develop controlled movements from the shoulder, elbow, wrist and fingers.
- Manipulate a range of tools and materials with increasing precision and control.
- Use one-handed tools safely and with increasing control, including scissors.
- Develop scissor skills from making snips towards cutting along lines and simple shapes.
- Develop increasing control when drawing, mark-making and forming letters.

Gross Motor Skills
- Develop core strength, stability and balance to support controlled movement and effective posture.
- Develop shoulder strength and stability through a range of whole-body movements and large-scale physical experiences.
- Develop body awareness, coordination and spatial awareness when moving and negotiating space.
- Move confidently and safely in different ways, including walking, running, jumping, hopping, skipping, crawling and climbing.
- Develop control when starting, stopping, changing direction and changing speed.
- Develop fundamental movement skills through repeated practice and increasingly controlled movement.
- Develop ball skills, including rolling, throwing, catching, kicking and aiming.
- Use a range of large equipment safely and with increasing confidence and control.
- Work with others to move, carry and position larger equipment safely.
- Develop physical confidence and perseverance when trying new or challenging movements.

Literacy

Listen to a short story, sustaining focus

Hold a book and turn the pages

Find the title of the book.

Develop their phonological awareness, so that they can:
-spot and suggest rhymes
-count or clap syllables in a word

Recognise words with the same initial sound, such as money and mother

Link sounds to letters. (see phonics progression map) s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f/ff, l/ll, j, v, w, x, y, z/zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa

Orally blend

Orally segment the sounds heard in words

Use phonic knowledge to decode regular words and read them aloud accurately

Maths

Match, sort and compare
- Match objects and pictures.
- Identify and sort sets of objects.
- Explore and create sorting rules.

Measure and patterns
- Compare size, mass and capacity.
- Explore, copy, continue and create simple patterns.

Numbers 1–5
- Find, subitise and represent numbers 1, 2 and 3.
- Find, subitise and represent numbers 4 and 5.

Shape
- Identify, name and compare circles and triangles.
- Identify and name shapes with 4 sides.

UW

Past and Present
- Talk about themselves, their family, home and significant events from their own experiences.
- Use photographs and other prompts to talk about and sequence events from their own past.
- Recognise the difference between now and the past and begin to understand that some events happened before they were born.
- Recognise that some celebrations and commemorations are connected to events from the past.
- Find out about Guy Fawkes and the Gunpowder Plot and make links to Bonfire Night.
- Find out about Remembrance Day and why it is commemorated.
- Find out about Neil Armstrong and the Moon landing, and other astronauts including Tim Peake and Chris Hadfield.

EAD

Creating with Materials
- Explore and use a range of drawing, painting, printing, collage, modelling and construction materials.
- Make representations of real and imagined ideas, people, experiences and objects, including themselves, their family and home.
- Draw a representation of themselves, including increasing detail and recognisable features.
- Explore different lines, shapes, colours and textures and use them purposefully in their creations.
- Use a variety of artistic effects to express their ideas and feelings.
- Explore colour mixing, knowing that colours can be changed by mixing them together.
- Mix red, yellow and blue to create other colours, including orange, green and purple.
- Explore printing using a range of objects and tools and use repeated marks to create simple patterns.

Read individual letters by saying the sounds for them. (phase 2) **Read 'harder to read and spell' words:** I, the, no, put, of, is, to, go, into, pull, as, his, he, she, buses, we, me, be, push, was, her, my, you **Break the flow of speech into words** **Write their own name** **Use clearly identifiable letters to write a word that can be read by others** Write words that can be read by others, in meaningful contexts Write labels and phrases **Spell words by identifying sounds in them and representing the sounds with a letter or letters** Write the sounds in CVC words in the correct order Identify the number of sounds in a word **Bug Club Phonics – Autumn** **GPCs taught** **Phase 2:** s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss **Phase 3:** j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi **Common irregular/high-frequency words taught:** to, the, no, go, I, into, her, me, be, he, my, by, she, they, we, are, you **Revisit and consolidate taught GPCs and common irregular/high-frequency words through reading and spelling.**	• Combine shapes with 4 sides. • Recognise shapes in the environment. **See White Rose Maths Reception Progression for detailed teaching sequence.**	**People, Culture and Communities** • Talk about members of their immediate family and community. • Talk about where they live, their journey to school and places that are familiar to them. • Explore and become familiar with the school and local environment. • Use and create simple maps to represent familiar places and journeys. • Talk about celebrations and traditions that are important to them and their families. • Recognise that people, families and communities may celebrate in different ways. • Develop an awareness of different places and communities beyond their immediate experience. **The Natural World** • Explore the natural world around them and talk about what they see, hear, feel and notice. • Observe and describe Autumn and seasonal change through first-hand exploration, including Forest School and an Autumn walk. • Recognise and describe some common signs of Autumn. • Explore and compare materials and textures, using language such as *soft, hard, rough* and *smooth*. • Explore light and dark, including sources of light and the difference between night and day. • Explore what happens to water when it freezes and notice the effect of changes in temperature. • Know that the Sun, Moon and stars can be seen in the sky. • Know that Earth is a planet and begin to find out about the planets in our solar system. • Find out about space exploration and begin to ask questions about Earth and space.	• Select materials and tools for a purpose and begin to explain their choices. • Explore different ways of joining materials when making and constructing. • Talk about their creations, including what they have made, the materials/colours they have chosen and how they made it. • Develop increasing control when using tools and materials, making links with fine-motor development. **Being Imaginative and Expressive** • Use familiar experiences to develop imaginative and role play, including home and family experiences. • Develop storylines and ideas through small-world and imaginative play. • Join in with and remember familiar songs, nursery rhymes and action songs. • Learn and perform the 'Hello Everyone' and 'Goodbye' songs. • Sing independently and with others, developing confidence in following the melody and increasingly matching pitch. • Listen attentively to a range of music and respond to what they hear. • Explore and create sounds using voices, bodies, instruments and everyday objects. • Use movement, music and imaginative play to express ideas, experiences and feelings. **Focus artists: Vincent van Gogh – *Starry Night* (collage, bold colours and swirling textures) | Franz Marc – hot and cold painting**

Spring term Teach children to…			
Oracy focus - What are we developing?	**C&L - How will children develop this**	**PSED**	**PD**
Attention, listening and understanding • Sustain attention during longer stories, discussions and group experiences. • Listen to and follow increasingly complex **2–3 part instructions**. • Listen to others, respond appropriately and build on what has been said. • Understand and respond to **what, where, how and why questions**. **Vocabulary** • Develop an increasingly rich and precise vocabulary through stories, experiences, play and the wider curriculum. • Understand and use words relating to **time, position, shape, size, texture and comparison**. • Make connections between words and begin to group words into categories. • Revisit and apply previously taught Tier 1, Tier 2 and Tier 3 vocabulary in different contexts. **Sentence building and grammar** • Speak in increasingly complete and grammatically accurate sentences. • Extend ideas using conjunctions such as **and, because, so and if**. • Use past, present and **future tense** with increasing accuracy. • Use talk to explain ideas, give reasons and describe events in greater detail.	**Listening & understanding** • Follow familiar **2–3 part spoken instructions**. • Listen attentively to stories, explanations and contributions from others. • Respond appropriately to **what, where, how and why questions**. • Listen to others during collaborative play and discussion and respond to their ideas. **Using language & vocabulary** • Use new vocabulary introduced through **high-quality texts, Bumping into Books, first-hand experiences and the wider curriculum**. • Use increasingly precise vocabulary to describe, compare and explain. • Use taught vocabulary in different contexts through play and conversation. • Use language relating to time, position, shape, size, texture and comparison. **Expressing ideas** • Give clear instructions to others, e.g. when explaining a game or activity. • Use talk to organise thinking, plan activities and solve problems. • Explain what has happened and give simple reasons using **because** and **so**.	**Self-Regulation** • Recognise and talk about a growing range of emotions in themselves and others. • Begin to understand what can cause different feelings and how feelings can affect behaviour. • Use and build on strategies taught to regulate feelings, with increasing independence. • Recognise that some things can feel challenging and develop resilience to keep trying. • Talk about what helped them when something was difficult. • Recognise their achievements and talk about something they are proud of. **Managing Self** • Develop confidence to try new experiences and take on challenges. • Show increasing independence in familiar routines and when making choices. • Persevere when something does not work straight away and try a different approach. • Know when and how to ask for help. • Understand that healthy food, exercise, rest and self-care help to keep our bodies healthy. • Make increasingly independent healthy choices.	**Gross Motor Skills** • Develop core strength, stability and balance to support effective posture when sitting on the floor and at a table. • Refine fundamental movement skills including running, jumping, hopping, skipping and climbing. • Develop coordination and control when throwing, catching and kicking a ball. • Balance with increasing control on and off equipment. • Confidently and safely use a range of large apparatus, independently and collaboratively. • Build and construct safely using large-scale equipment and materials. • Remember and perform sequences of movement, including through dance and rhythm. • Develop spatial awareness, coordination and control when moving in different ways, directions and at different speeds. **Fine Motor Skills** • Develop the core strength, shoulder stability and postural control needed for effective handwriting. • Know and independently adopt a good writing position, including stable sitting posture and appropriate paper position. • Develop an effective tripod grip and increasing control of writing tools.

Conversations and social interaction

- Initiate and sustain increasingly extended back-and-forth conversations.
- Listen to, respond to and **build on the ideas of others**.
- Use language to negotiate, cooperate, organise play and solve problems.
- Ask questions to find out more and clarify understanding.
- Develop confidence in contributing to group discussion.

Storytelling and narrative

- Retell familiar stories in sequence, using repeated and increasingly independent story language.
- Describe events in increasing detail.
- Use story language and narrative structures within imaginative play.
- Develop confidence in orally composing and recounting their own ideas and experiences.

- Use past, present and future language to talk about experiences and plans.
- **Say a complete sentence aloud before writing** and orally rehearse and extend ideas.

Conversation

- Sustain conversations with adults and peers across several exchanges.
- Ask questions to find out more or clarify something they do not understand.
- Use language to **negotiate roles, cooperate and resolve difficulties** during play.
- Express and justify preferences and ideas.
- Listen to and begin to build on another person's contribution.

Storytelling and narrative

- Retell familiar stories in sequence using story language and repeated refrains.
- Recount personal experiences and events in increasing detail.
- Use props, role play and small-world play to develop and adapt narratives.
- Sequence and orally compose ideas before recording them.
- Begin to create and tell their own stories drawing on familiar narrative structures.

Building Relationships

- Initiate and sustain play with others, extending and elaborating shared play ideas.
- Take turns, share, negotiate and cooperate during play and games.
- Listen to and consider the ideas and perspectives of others.
- Work collaboratively towards a shared goal.
- Build on taught language and strategies to resolve conflicts, with increasing independence.
- Recognise how their words and actions can affect other people.
- Develop positive relationships with a wider range of children and adults.

- Form taught letters correctly, following the Kinetic Letters movement patterns, starting points and letter families.
- Develop increasing fluency and automaticity in letter formation.
- Use tools competently, independently and safely, including scissors, cutlery and paintbrushes.
- Draw common shapes with increasing control.
- Draw simple representations of familiar objects.
- Show increasing accuracy, detail and care when drawing and creating.

Literacy

Talk about a story identifying the principal characters and main events

Talk about what has happened so far in the story to help them predict what could happen next (using their own life experiences

talk about and ask questions about different images, characters or events in books that are shared

know and talk about the conventions of stories e.g. demonstrated in their pretend play

Retrieve basic information from the text.

Use phonic knowledge to decode regular words and read them aloud accurately

Read words, captions and simple sentences, consistent with phonic knowledge, by sound blending

Blend words that contain taught digraphs e.g. night, chin, feet, shop

Read words and captions consistent with phonic knowledge by sound blending

link sounds to letters. (see phonics progression map) ear, air, ure, er,

Read 'harder to read and spell' words: they, all, are, ball, tall, when, what, said, so, have, were, out, like, some, come, there, little, one, do, children, love

use 'I' in writing

Write phrases that can be read by others, in meaningful contexts

Use finger spaces between 2 words.

Say a complete sentence aloud before writing.

Identify specific successes in their writing, with adult support, e.g. identify a diagraph in their writing.

Use 'went' as the past tense of 'go'

Write labels and phrases

Separate 2 words with a space

Segment the sounds in simple words for spelling

Use taught digraphs in writing

Write taught common exception words that are spelt correctly (a, I, the)

Remember the sentence they have said aloud before writing

Maths

Alive in 5

- Introduce and understand zero.
- Find and subitise 0–5.

Mass and capacity

- Compare mass and find a balance.
- Explore and compare capacity.

Growing 6, 7 and 8

- Find and represent 6, 7 and 8.
- Find 1 more and 1 less.
- Explore the composition of 6, 7 and 8.
- Make pairs and explore odd and even.
- Find and make doubles to 8.
- Combine two groups.
- Develop conceptual subitising.

Length, height and time

- Explore and compare length.
- Explore and compare height.
- Talk about time.
- Order and sequence time.

Building 9 and 10

- Find, represent and compare numbers to 10.
- Find 1 more and 1 less.
- Develop conceptual subitising to 10.
- Explore the composition of numbers to 10.
- Develop number bonds to 10, including two and three parts.
- Make different arrangements of 10.
- Find and make doubles to 10.
- Explore odd and even.

Explore 3-D shapes

- Recognise and name 3-D shapes.
- Find 2-D shapes within 3-D shapes.
- Use 3-D shapes for purposeful tasks.

UW

Past and Present

- Talk about changes they have observed over time, including changes in seasons, plants, animals and themselves.
- Know that people and events from the past can help us understand the world today.
- Know about significant people who have helped us learn about the natural world, e.g. Charles Darwin and David Attenborough.
- Use stories, photographs and other sources to talk about people and events from the past.
- Begin to make simple comparisons between past and present.

People, Culture and Communities

- Talk about and compare different environments and places, including hot and cold countries.
- Recognise that environments around the world are different and support different plants and animals.
- Talk about celebrations and traditions experienced within their family and community.
- Recognise that people from different cultures and worldviews may celebrate in different ways.
- Explore and compare celebrations from around the world, including Lunar New Year, Persian New Year, Holi and Hanami.
- Know that Easter is an important Christian celebration and begin to understand why Christians celebrate Easter.

The Natural World

- Ask who, what, where, how and why questions to find out more about the natural world.
- Recognise and group animals according to characteristics, including habitat, diet and whether they are nocturnal or diurnal.
- Know that animals may be herbivores, carnivores or omnivores and begin to understand predator and prey.
- Talk about how animals are adapted to their environments, including camouflage.
- Observe, describe and compare different animals, plants, habitats and environments.
- Explore and explain why some objects float or sink.
- Observe and talk about seasonal change and changes over time.
- Observe and describe growth and life cycles, including the life cycle of a frog.

EAD

Creating with Materials

- Explore and combine a range of materials and techniques to represent their ideas.
- Develop pattern and texture, using collage, printing and mark making to represent animal patterns and features.
- Select and use appropriate colours, materials and textures for a purpose.
- Develop block printing skills using shapes and sponges to create patterns and textures.
- Explore mono-printing, creating lines, patterns and textures using fingers and tools.
- Revisit and apply colour mixing, combining primary colours to make secondary colours.
- Explore watercolours and use them to represent observations from nature, including spring flowers.
- Develop observational drawing, using different types of line and media to represent what they see.
- Work collaboratively, sharing ideas, resources and skills to create a shared piece of artwork.
- Manipulate clay by rolling, flattening, twisting, shaping and adding texture, using tools and fingers to create simple sculptures.
- Develop confidence in choosing and adapting materials, tools and techniques to achieve an intended effect.

Being Imaginative and Expressive

- Sing and perform a growing repertoire of songs, rhymes and poems with others.
- Move expressively to music, responding to changes in rhythm, tempo and mood.
- Explore and create sounds using a range of instruments.
- Develop spontaneous musical expression through instruments, movement and dance.
- Copy and respond to simple musical patterns, rhythms and actions.
- Use music, movement and imaginative play to express ideas, feelings and experiences.
- Invent, adapt and recount narratives and stories with peers and adults.
- Use props, materials and role play to develop and extend imaginative play.

Focus artists: Georgia O'Keeffe – painting and drawing from nature

Write short sentences that can be read by others, in meaningful contexts Write short sentences that end with a full stop Use a full stop at the end of a sentence **Separate words with spaces** **Write taught common exception words that are spelt correctly (to, no, go, into, my)** **Spell words using correct GPC's** **Identify the parts of common exception words that are hard to spell** **Spell 'went' as the past tense of 'go'** **Bug Club Phonics –** **GPCs taught Complete Phase 3:** ear, air, ure, er **Phase 4:** No new GPCs – consolidate and apply previously taught GPCs when reading and spelling words containing adjacent consonants (CVCC, CCVC and CCVCC). **Irregular/high-frequency words taught:** all, was, give, said, have, like, so, do, some, come, were, there, little, one, when, out, what Read and spell words containing taught GPCs, including words with adjacent consonants. Apply taught GPCs and irregular/high-frequency words when reading and writing.		• Use first-hand exploration to observe, question, compare and explain what they notice.	

Summer term Teach children to…			
Oracy focus - What are we developing?	**C&L - How will children develop this**	**PSED**	**PD**
Attention, listening and understanding • Sustain attention during longer stories, discussions and group experiences. • Listen carefully to others and respond relevantly, building on what has been said. • Follow increasingly complex instructions and explanations. • Understand and respond to what, where, when, how and why questions. **Vocabulary** • Use an increasingly rich and precise vocabulary to communicate meaning clearly. • Select specific vocabulary to describe, compare, explain and clarify. • Use and apply new Tier 1, Tier 2 and Tier 3 vocabulary confidently across different contexts. **Sentence building and grammar** • Speak in increasingly well-formed, detailed and connected sentences. • Extend and connect ideas using and, because, so, if and when. • Use past, present and future tense with increasing accuracy. • Use language to explain, reason, predict, justify and persuade. **Conversations and social interaction** • Initiate and sustain extended back-and-forth conversations and discussions. • Listen to, respond to and build on the ideas of others. • Ask relevant questions to find out more and clarify understanding. • Express ideas, opinions and feelings and give reasons for them. • Use language to negotiate, collaborate and solve problems. • Consider what the listener needs to know and provide relevant detail. **Storytelling and narrative** • Retell and recount events in sequence with increasing detail and expression.	**Listening & understanding** • Sustain attention during longer stories, discussions and group experiences. • Listen attentively to others and respond relevantly, building on what has been said. • Listen to and follow increasingly complex instructions and explanations. • Understand and respond to a range of questions, including what, where, when, how and why. • Listen to and talk about selected non-fiction, developing familiarity with new knowledge and vocabulary. **Using language & vocabulary** • Use new vocabulary confidently in different contexts, including vocabulary introduced through stories, non-fiction, first-hand experiences and the wider curriculum. • Use increasingly precise vocabulary to describe, compare, explain and clarify. • Use taught Tier 1, Tier 2 and Tier 3 vocabulary with increasing independence. • Use past, present and future tense with increasing accuracy, including familiar irregular past-tense verbs. **Expressing ideas** • Articulate ideas and thoughts in well-formed, complete sentences. • Extend and connect ideas using and, because, so, if and when. • Use talk to explain, reason, predict and justify. • Give clear instructions and explanations so that another person can understand and follow them. • Say a complete sentence aloud before writing. • Orally rehearse, refine and extend ideas before recording them. • Use discussion to suggest or respond to ideas for improving their writing. **Conversation** • Sustain extended back-and-forth conversations with adults and peers.	**Self-Regulation** • Identify and talk about a wider range of emotions and what may cause them, e.g. feeling angry, worried or excited. • Recognise how feelings can affect their behaviour and the behaviour of others. • Use taught strategies increasingly independently to regulate feelings and behaviour. • Manage feelings associated with success, disappointment, winning and losing. • Reflect on difficult situations and begin to consider what they could do differently next time. • Recognise and talk about how they have changed and grown during Reception. **Managing Self** • Show confidence and independence when approaching new experiences, challenges and changes. • Persevere when something is difficult and adapt their approach when needed. • Make increasingly independent choices and explain some of the reasons for them. • Recognise their own strengths, achievements and things they are proud of. • Know when they can solve a problem independently and when they need help. • Develop confidence in managing change and transition, including preparing for Year 1. **Building Relationships** • Build and maintain positive relationships with children and adults. • Cooperate with others, listening to and considering different perspectives. • Negotiate with peers and reach compromises using taught language and strategies. • Plan and carry out activities collaboratively, sharing ideas, roles and resources.	**Gross Motor Skills** • Move confidently and safely, negotiating space and obstacles and showing awareness of others. • Refine fundamental movement skills, combining movements with increasing fluency, control and coordination. • Adjust speed and direction in response to space, equipment and others. • Travel confidently using different pathways, levels and directions. • Throw, catch, kick and pass a ball with increasing accuracy and control. • Develop balance, coordination and control when using a range of large apparatus and equipment. • Combine and sequence movements, shapes and balances, including in response to music. • Apply physical skills confidently within games, challenges and collaborative activities. **Fine Motor Skills** • Maintain the core strength, shoulder stability and good posture needed for effective handwriting. • Independently adopt an effective writing position, including appropriate paper position. • Use a comfortable, effective tripod grip with increasing consistency and control. • Form taught letters correctly and with increasing fluency and automaticity, following Kinetic Letters movement patterns and letter families. • Develop control and stamina when writing for increasingly sustained periods. • Use a range of small tools accurately, confidently and independently, including scissors, paintbrushes and cutlery. • Use simple tools safely and effectively during practical experiences, including gardening and Forest School. • Show increasing accuracy, control and care when drawing and creating.

• Create and tell their own narratives with a clear sequence. • Develop stories by adding characters, settings, events and problems. • Use increasingly rich vocabulary and more complex sentences when storytelling. • Adapt familiar stories and draw on their own experiences and imagination.	• Listen to, respond to and build on the ideas of others. • Ask relevant questions to find out more, clarify understanding and extend a conversation. • Express ideas, opinions and feelings and give reasons for them. • Use language confidently to negotiate, collaborate, organise play and solve problems. **Storytelling & narrative** • Retell familiar stories independently, sequencing events with a clear beginning, middle and end. • Recount experiences and events in sequence with increasing detail. • Repeat familiar story language and adapt it using their own words and ideas. • Compare familiar stories and talk about similarities, differences and preferences. • Create and develop their own narratives, adding characters, settings, events and problems. • Use increasingly detailed sentences and appropriate vocabulary when retelling and creating stories.	• Resolve minor conflicts with increasing independence using taught strategies. • Reflect on conflicts and consider whether there might have been a different or better solution. • Understand how their words and actions can affect other people. • Show sensitivity towards the needs and feelings of others.	
Literacy	**Maths**	**UW**	**EAD**
Link events of a story with their own experiences. Recognise that additional information may be contained in illustrations, diagrams etc. Use phonic knowledge to decode regular words and read them aloud accurately Blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping. **Read words and simple sentences containing taught graphemes** Use a range of words and phrases that have been introduced through books e.g. subject specific vocabulary, scoop phrases **Remember the sentence they have said aloud before writing.** Use past tense verbs: ran, walked, drank, fell, sat, jumped, found, in speech **Write sentences beginning with 'I'** Form capital letters (T, I, M) **Use a capital letter at the start of a sentence** Write phonetically plausible attempts at multisyllabic words **Link sounds to letters, naming and sounding the letters of the alphabet** **Re-read a sentence to check it makes sense** **Write short sentences-containing words with known sound-letter correspondences using a capital letter and full stop** **Use a full stop at the end of a sentence** **Write taught common exception words that are spelt correctly (put, of, as, his)** **Form lower case letters correctly using print or in line with the school's handwriting progression.** **Develop the foundations of a handwriting style which is fast, accurate and efficient.** **Separate words with spaces** **Bug Club Phonics** **Phase 4 – Consolidation and application** No new GPCs – consolidate and apply previously taught Phase 2 and Phase 3 GPCs. Read and spell words containing **adjacent consonants**, including CVCC, CCVC, CCVCC, CCCVC and CCCVCC words. Develop fluency in **blending for reading and segmenting for spelling**, including words of more than one syllable. Apply taught GPCs when reading and writing **words, captions and sentences**. Revisit and consolidate previously taught irregular/high-frequency words for **reading and spelling**.	**To 20 and Beyond** • Build and represent numbers 10–20, recognising the continuing pattern of the counting system. • Continue number patterns beyond 10. • Verbally count beyond 20 and explore counting patterns. **How Many Now?** • Explore adding more and identify how many have been added. • Explore taking away and identify how many have been taken away. • Apply addition and subtraction understanding in practical contexts. **Manipulate, Compose and Decompose** • Select shapes for a purpose and explain choices. • Rotate and manipulate shapes. • Compose and decompose shapes, recognising that shapes can be combined and separated to make new shapes. • Copy and create 2-D shape pictures and recognise 2-D shapes within 3-D shapes. **Sharing and Grouping** • Explore and solve practical problems involving sharing and grouping. • Make and recognise equal groups. • Explore odd and even through sharing. • Recognise, make and explore doubles. **Visualise, Build and Map** • Identify, create and explain repeating pattern rules. • Replicate and build scenes and constructions. • Visualise objects and arrangements from different positions. • Use positional and spatial language to describe positions. • Give instructions for building and positioning. • Explore simple maps and representations of familiar spaces. **Make Connections** • Make connections between mathematical ideas and apply prior learning in different contexts. • Recognise and explore patterns and relationships. **Consolidation** • Revisit and deepen key mathematical concepts from across Reception. • Apply mathematical understanding through practical problems, play and everyday experiences.	**Past and Present** • Talk about changes over time, including changes in themselves, living things and the natural world. • Talk about significant events and experiences from their own past, including memories of their year in Reception. • Use photographs, stories, objects and other sources to recall and sequence past experiences. • Know about significant people and events from the past linked to their learning. • Make simple comparisons between past and present, identifying similarities and differences. **People, Culture and Communities** • Know that there are different countries in the world and talk about similarities and differences between places and environments. • Explore and compare different environments, including coastal and ocean environments. • Use geographical vocabulary to describe physical features and environments. • Know that maps represent places and can help us find our way. • Follow and create simple maps of familiar places and story settings. • Talk about people in their community and the different jobs and roles they have. • Continue to develop understanding of different beliefs, celebrations and traditions through planned RE and first-hand experiences. **The Natural World** • Plant and care for plants and know some of the things they need to grow and thrive. • Name and describe the main parts of a plant, including root, stem, leaf, flower and petal. • Observe, describe and record changes in plants as they grow. • Observe and talk about seasonal change and its effect on the natural world. • Observe and sequence life cycles and growth, including plants, minibeasts and other animals. • Explore and describe minibeasts and their habitats, noticing similarities and differences. • Explore oceans, sea life and coastal habitats, including simple relationships between living things. • Make predictions, observe what happens and talk about cause and effect during investigations. • Understand that people's actions can affect the natural world, including the impact of litter and pollution. • Show care and concern for living things and the natural environment. • Record observations of the natural world through talk, drawings, photographs and simple diagrams.	**Creating with Materials** • Independently select and combine a range of materials, tools and techniques to represent their own ideas. • Draw and paint from observation, noticing shape, colour, pattern and detail. • Use drawing, painting, printing, collage and modelling techniques with increasing control and purpose. • Explore and represent pattern, texture and detail in the natural world. • Develop ideas through making, reviewing and adapting their creations. • Create models, props and resources to support their own play, stories and ideas. • Work collaboratively to plan, create and develop a shared piece of work. • Talk about their creations, explaining their choices of materials, colours and techniques. • Use their developing artistic skills with increasing independence and individuality. **Being Imaginative and Expressive** • Develop and act out their own stories and imagined situations through role play, small world, puppets and performance. • Use familiar storytelling language and structures when creating and retelling narratives. • Develop characters and take on different roles, using voice, facial expression, gesture and movement. • Work with others to plan imaginative play, negotiate roles and develop ideas together. • Sing a growing repertoire of songs with increasing confidence, matching pitch and following the melody. • Listen and respond to music, talking about their thoughts, feelings and preferences. • Keep a simple beat and rhythm through clapping, tapping, movement and instruments. • Explore and combine different instrumental and vocal sounds. • Use voice, instruments and movement to represent ideas, characters, events and stories. • Perform songs, music, stories and imaginative ideas individually and with others. **Focus artists: Claude Monet – *Waterlily Pond* (printing/collage/painting)**

Statutory Educational Programmes

Communication and Language	Personal, Social and Emotional Development	Physical Development
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	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.	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.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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).	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.	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 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.