Hippings Methodist Primary School

EYFS Curriculum Overview 2025

Characteristics of Effective Learning	**Playing and exploring** - children investigate and experience things, and 'have a go' **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Overarching principles	Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. Children learn to be strong and independent through **positive relationships.** Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Importance of **learning and development**. Children develop and learn at different rates.

Communication and Language (CL)

	Listening and Attention	Understanding	Speaking
Key Skills, Knowledge, Concepts	Listen – listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment. Attention – maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Respond – to others' questions, when listening to stories, to instructions, responding with relevant comments. Communication – engage in conversations with others giving attention	Respond to – interact with other people in a range of situations in conversations, in their play, in response to stories or questions. Follow – instructions, requests, and ideas in a range of contexts and situations. Respond to and answer questions – 'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations.	Speaking – speak clearly, speak in sentences, use sentences that give many details. Questioning – ask and answer questions when talking to familiar/unfamiliar people in different contexts. Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words. Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts. Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Reasoning – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.

			Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts. Narrative – use language of stories to imagine and recreate ideas in different contexts.
End of Year Expectations (Early Learning Goals)	**Listening, Attention and Understanding**		**Speaking**
	Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development (PSED)			
Key Skills, Knowledge, Concepts	**Self Confidence and Self Awareness**	**Managing Feelings and Behaviour**	**Making Relationships**
	Self-awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interests with others, take pride in themselves and their work/achievements, share their achievements with others. Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others. Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. Responsibility – take care of their own belongings, take care of the belongings of others and class resources. Communication – listen, speak, reflect, explain, respond, recall, review.	Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried), show pride in their own achievements. Communication – make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate. Understand feelings – talk about how they feel, explain why they are experiencing particular feelings. Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems. Understand how others feel - show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.	Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. Use language – to negotiate, co-operate, plan and organise play, resolve conflict Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.

			Communication – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.
End of Year Expectations (Early Learning Goals)	**Self-Regulation**	**Managing Self**	**Building Relationships**
	Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Physical Development (PD)			
Key Skills, Knowledge, Concepts	**Physical Development**	**Handwriting Development**	**Health and Self-Care**
	Fundamental movement skills: run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. Gross motor skills/movements: climbing, crawling, skipping, sliding, slithering, shuffling. Spatial Awareness: awareness of own space, negotiates space, finds a space, change direction, stop. Safety Awareness: when moving themselves; when travelling on, under, over, through equipment and apparatus; using small apparatus and equipment;	Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers. Strength – shoulder, elbow, wrist, fingers. Pencil grip – holds writing tools and implements with a mature pencil grip. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms	Self-care – eating, drinking, personal hygiene, cleaning teeth, dressing/undressing, takes care of own belongings. Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety. Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy. Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.

	carrying and moving equipment and apparatus; respond to safety instructions. Fine motor skills, manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment. Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. Language of movement – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.	basic letter shapes (linked to teaching of phonics and those letters in their name).	Communication – communicate own needs in relation to being thirsty, hungry, tired, use of toilet; communicate when they need help from others including peers and adults.

End of Year Expectations (Early Learning Goals)	**Gross Motor Skills**	**Fine Motor Skills**
	Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Literacy (L)

Key Skills, Knowledge, Concepts	**Reading**		
	Phonics	**Word Reading**	**Comprehension**
	GPC recognition (hear, say, read letters), oral blending, blending for reading • Orally blend sounds to make simple words • Decode a number of regular words using Phase 2 phonemes • Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy • Link sounds to letters, naming and sounding letters of the alphabet	HFW both decodable and common irregular words (tricky) • Read decodable HFWs sight words (list1) (e.g. a, an, as, at, if, in) • Read decodable HFWs sight words (list 2) (e.g. will, that, this, then, them) • Read common irregular words (tricky) from Phase 2 (e.g. the, I, to, no, go, into) • Read common irregular words (tricky) from Phase 3 (e.g. he, she, we, me, be, was, you, they, all, are, my, her)	• Listen attentively to a story at the appropriate interest level • Recite simple rhymes, songs and poems • Differentiate between text and illustrations • Understand that print conveys meaning • Hold a book correctly and turn pages from front to back and recognise front and back cover • Know that in English print is read from left to right and top to bottom • Use picture clues to help read a simple text

	• Use decoding to read – using build and blend strategy – towards automatically reading known words • Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy • Use phonic knowledge to attempt unknown words	• Read some common irregular words (tricky) from Phase 4 (e.g. said, like, have, so) • Distinguish between a word, a letter and a space • Read simple sentences • Recognise some capital and lower case letters	• Predict storyline (e.g. the ending and some vocabulary, aided by illustrations) • Talk about events, settings and characters • Retell narratives in the correct sequence, drawing on the language patterns of stories • Respond to questions about who, what, where, when linked to text and illustrations • Sequence a simple story or event • Use gestures and actions to act out a story, event or rhyme from text or illustrations • Make predictions based on illustrations, story content and title • Respond to questions about how and why something is happening • Say what a character might be thinking, saying or feeling • Say how they feel about stories and poems • Recall the main points in text in the correct sequence • Use the structure of a simple story when re-enacting and re-telling • Talk about the themes of simple texts (e.g. good over evil) • Act out stories through role play activities, using simple props (e.g. hats, masks, clothes etc)
	Writing		
	Emergent Writing	**Composition**	**Transcription**
	• Develop language skills (listening and talking) in a range of contexts • Show awareness that writing communicates meaning • Give meaning to the marks they make • Understand that thoughts can be written down • Copies adults writing behaviour (e.g. writing on the whiteboard, writing messages when on the phone etc)	Composition: • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Understands that thoughts and stories can be written down • Have their own ideas and reasons for writing • Orally compose a sentence and hold it in memory before attempting to write it • Begin to use simple sentence forms	Spelling: GPC recognition, oral segmenting, segmenting for spelling • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Segment sounds in simple words • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell)

	• Make marks and drawings using increasing control • Know there is a sound/symbol relationship • Use some recognisable letters and own symbols • Write letters and strings, sometimes in clusters like words • Beginning to use appropriate letters for initial sounds • Beginning to build words using letter sounds in their writing • Use writing in their play • Use familiar words in their writing • Show awareness of the different audience for writing (N.B links to daily systematic teaching of phonics)	• Can talk about the features of their own writing • Write a simple narrative • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards) Vocabulary, grammar, punctuation: • Begin to recognise and know there needs to be spaces between words in a simple sentence • Recognise and know that full stops are at the end of a sentence • Recognise and know that a sentence starts with a capital letter • Write a simple phrase with finger spaces that can be read back by themselves • Write simple sentences using finger spaces that can be read by themselves and others	• Make phonetically plausible attempts when writing more complex words (e.g. using Phase 4 CCVC) • Spell some irregular common words (tricky) the, to, no, go, independently • Write own name Handwriting: (also see Physical Development) • Write left to right and top to bottom • Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated • Know how to form clear ascenders ('tall letters') and descenders ('tails') • Form some capital letters correctly, including the initial letter of their name • Form letters from their name correctly (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)
End of Year Expectations (Early Learning Goals)	**Comprehension**	**Word Reading**	**Writing**
	Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Mathematics (M)			
Key Skills, Knowledge, Concepts	**Number**		
	Rote counting: • Rote count from 1 • Rote count on from a given number between 1 and 20 • Rote count back from 5 to 1 then from 10 to 1 • Rote count back from a given number between 1 and 20 • Know what number comes before, or after a given number • Say a number between two given numbers • Count in 10s, 5s, 2s Recognition: • Recognise numerals 1-5, 6-10, 0, 11-15, 16-20 • Order numerals 1-5, 1-10, 1-20 based on knowledge of quantities Counting items: • Understand that counting is to find out how many • Use one to one correspondence when counting • Understand the last number said is the number in the set • Count items, sounds and actions • Understand and use conservation of number • Use the word 'zero' to represent 'none' • Match numerals to sets of objects • Understand more, less, fewer • Compare two sets of different items saying which set is more, less, fewer • Compare and order three or more sets of objects • Can state without counting (subitise) quantities within 5 • Make a sensible guess of quantities within 10	Sense: • Partition a set of objects in different ways using the terminology part/part-whole • Make a group of 10 objects • Arrange a group of items between 10 and 20 into 1 group of 10 plus another group • Understand that 'teen' numbers are a group of 10 plus another number • Understand 20 is the same as two groups of 10 • Recognise repeating patterns in the sequence ie 6, 7, 8, 9 and 16, 17, 18, 19 Ordinal numbers: • Understand and use ordinal numbers Fractions: • Can share a whole item into two equal parts • Understand that halving means sharing into two equal parts • Understand the relationship between doubling and halving • Know doubles of numbers and corresponding halves Graphics: • Represent amounts in their own ways • Represent their thinking in their own ways • Talk about their representations • Write numerals 0-9, 10-20	Calculating: • Understand the concept of addition by practically combining sets of objects • Understand the concept of subtraction by practically removing one amount from within another • Relate subtraction to addition in practical situations • Identify one more and one less than a given number • Identify two more and two less than a given number • Add two single digit numbers totalling up to 10 using practical equipment • Add two single digit numbers totalling more than 10 using practical equipment • Subtract a single digit number from a number up to 10, using practical equipment • Subtract a single digit number from a number greater than 10, using practical equipment Vocabulary: • Number, order, count, pattern, next, forwards, backwards • More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after • Zero, one, two, three…

	Space, Shape and Measures		
	Shape and Space		**Measurement**
	Shape: • Use everyday language to talk about shapes in the environment • Build and make models with 3D shapes • Create patterns and pictures with 2D shapes • Name common 2D (circle, triangle, square, rectangle, oblong) • Name common 3D shapes (sphere, cube, cuboid, cone) • Talk about using mathematical language (straight, curved, sides, flat, solid) • Sort shapes according to their own criteria • Know that shapes can appear in different ways and be different sizes Space: • Understand and use positional language in everyday situations • Understand and use ordinal numbers when describing position • Understand and use the language of movement/direction • Recognise patterns made of objects, numbers and shapes • Describe patterns made of objects, numbers and shapes • Create and describe their own patterns made of objects, numbers and shapes	Distance: • Understand that measures of distance can have different names including length, width, height • Compare two objects of different length • Compare two objects of different width • Compare two objects of different height • Understand and use language of comparison (e.g. wider/narrower; longer/shorter; taller/shorter) • Order three objects of different length/width/height • Understand and use language of comparison between three objects (widest/narrowest; longest/shortest; tallest/shortest) • Find an object of similar length, width, height • Understand the concept of the conservation of length, width, height • Use uniform non-standard units to measure length, width, height Weight: • Understand the measurement of weight (heavy/light) • Compare two objects of different weights • Understand and use language of comparison (e.g. heavier/lighter) • Understand the concept of conservation of weight • Use uniform non-standard units to measure weight	Volume/Capacity: • Understand the measurement of volume/capacity (empty/nearly full) • Compare two of the same container holding different amounts • Understand and use language of comparison (e.g. empty/full, more/less, most/least) • Order three of the same container holding different amounts • Understand and use the language of comparison of three of the same container holding different amounts (e.g. most/least) • Understand the concept of conservation of volume/capacity • Use uniform non-standard units to measure volume/capacity Money: • Understand that we need to pay for goods • Talk about things they want to spend their money on • Talk about different ways we can pay for things • Recognise that there are different coins • Recognise 1p coin • Use 1p coins to pay for items Time: • Talk about significant times of the day (e.g. home time, lunch time, snack time, bed time etc) • Use the language of comparison when talking about time (e.g. longer/shorter; faster/slower) • Understand and use language (e.g. before, after, yesterday, today, tomorrow)

			• Sequence two or three familiar events and describe the sequence • Knows the names of the days of the week • Say names of days of the week in order

End of Year Expectations (Early Learning Goals)	**Number**	**Numerical Patterns**
	Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World (UW)

Key Skills, Knowledge, Concepts	**Cultures and Beliefs**	**Historical Development**	**Working Scientifically**	**Geographical Development (a sense of place)**
	Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.	Communication – talk about key events, in own lives, about family, friends, other people including significant people. Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. Describe – features of objects, people, places at different times, make comparisons. Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers. Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. Vocabulary – language of time when talking about past/present events in their own lives.	Explore/Observe – look closely at/notice. Describe – talk about what they notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks. Questioning – shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur. Explain – talk about why things happen/occur; talk about how things work. Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary	Communication – talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. Mapping – know about features of different places, recognise and talk about the features in familiar/other places. Fieldwork – look closely at similarities and differences between different places (familiar/other places), make simple comparisons. Enquiry – comment and ask questions about familiar places/other places, and about familiar/other people. Use of technology – use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or

	Describe – themselves, friends, family, other people, significant places, events, objects or artefacts. Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary – language of tolerance, respect and co-operation.		sources (e.g. books, photographs, internet) Equipment and measures – use senses/use simple equipment to make observations (e.g. magnifiers, pipettes, egg timers, digital microscopes etc) Compare/sort/group/identify/classify – notice similarities, notice differences; talk about similarities and/or differences. Test – make suggestions, show resilience, work with others. Vocabulary – use simple vocabulary to name and describe objects, materials, living things and habitats.	find information about different locations and places.

End of Year Expectations (Early Learning Goals)	**Past and Present**	**People, Culture and Communities**	**The Natural World**
	Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design (EAD)				
Key Skills, Knowledge, Concepts	**Art**	**Designing and Making**	**Music**	**Being Imaginative**
	Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments. Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel. Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli. Physical skill – manipulate and control a range of tools and equipment for different purposes. Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials. Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.	Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design – talk about ideas, choose resources, tools and techniques with a purpose in mind. Make – make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources. Evaluate – talk about what they like/dislike about their models/constructions, say why, and how they would change them. Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation. Safety – handle and use equipment appropriately and safely.	Singing – familiar songs, chants, activities which develop the voice as a sound maker. Making music – using voice, objects, home-made and real musical instruments and a range of ICT.	Experiment – explore media and materials freely and in different ways. Respond – to different stimuli using gestures, actions, talk, movement and performance. Represent ideas – initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props. Recreate – familiar experiences, familiar activities and familiar stories. Expression – of feelings, ideas, thoughts and emotions in response to different media and materials. Communication – communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.
End of Year Expectations (Early Learning Goals)	**Creating with Materials**		**Being Imaginative and Expressive**	
	Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.		Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	

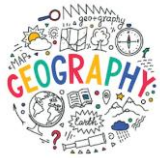
Term 2025/26	**Autumn 1** 3rd Sept – 23rd Oct	**Autumn 2** 3rd Nov – 19th Dec	**Spring 1** 5th Jan – 13th Feb	**Spring 2** 23rd Feb – 27th Mar	**Summer 1** 13th April – 22nd May	**Summer 2** 2nd June – 17th July
Celebrations/ Special Events 	Sept 13 – Roald Dahl Day Sept 13 – World First Aid Day Sept 15 to Sept 21 – Recycle Awareness Week Sept 19 - Talk Like a Pirate Day Sept 22-24th - Rosh Hashanah (Jewish New Year) Sept 22nd – Oct 5th Fairtrade Fortnight October – ADHD Awareness Month, Black History Month Oct 1st- Yom Kippur (Jewish) Oct 4 - World Animal Day Oct 4 – 10th World Space Wk Oct 5 - Harvest Festival Oct 5 - Grandparents Day Oct 6th – Sukkot (Jewish) Oct 6th – Mid Autumn Festival/Moon Festival (China) Oct 10– World Mental Health Day Oct 17 – 20 Diwali (Hindu)	Nov 5 - Bonfire Night Nov 6 - Outdoor Classroom Day Nov 10- World Science Day Nov 11- Remembrance Day Nov 10 – 14 World Nursery Rhyme Week Nov 13– World Kindness Day Nov 16 - 21 - Road Safety Week, Anti-Bullying Week Nov 21st – Children in Need Nov 22 - National Tree Week Nov 30 - St Andrew's Day Nov 30 – Start of Advent Dec 1st – Christingle Dec 11th – Christmas Jumper Day Dec 14th – Hanukkah Festival of Lights (Jewish) *Dec 25 - Christmas Day*	Jan 7 to Feb 14 - RSPB's Big Schools' Birdwatch Jan 17th – 23rd – Energy Saving Week Jan 25 - Burns Night (Scotland) Feb 1st to Feb 9th - National Storytelling Week Feb 6th – NSPCC Number Day, Time to Talk day Feb 10th – Safer Internet Day Feb 14 – Valentine's Day *Feb 17th – Shrove Tuesday (Pancake Day)*	Feb 17th – 3rd Mar – Chinese New Year/Lunar New Year (Year of the Horse) Feb 17 to March 18 – Ramadan until Eid Feb 18th to April 2nd - Lent Feb 20 - Love Your Pet Day March 1 – St David's Day March 4th - Holi Festival of Colour (Hindu) March 5th - World Book Day March 8 - International Women's Day March 9 to 13 - British Science Week March 15 - Mothering Sunday March 17 - St Patrick's Day March 18th – Beep Beep Day (Road Safety) March 19th – Eid al-Fitr *March 29th – Palm Sunday* *April 2nd – Maundy Thursday* *April 3rd – Good Friday* *April 5th - Easter Sunday*	April 22 - Earth Day April 23 - St George's Day May 1st – May Day May 4th – 10th – Sun Awareness Week May 8 – VE Day May 11th – 17th - Mental Health Awareness Week May 18 - 22 – Walk to School Week May 20 – World Bee Day *May 24th – Pentecost (Whitsun)* *May 26th – Eid al-Adha*	June – Pride Month *June 1 – Dinosaur Day* June 1-7 Child Safety Week June 5 - World Environment Day June 6 - D Day June 21 - Father's Day June 25-26 – Islamic New Year June 28 – Armed Forces Day June 29 - International Mud Day July 5 - NHS Birthday July 7 – World Chocolate Day July 14 – Bastille Day July 18 – Nelson Mandela Day Transition to KS1

Visits/Visitors 	Rhyddings Church – Harvest Festival Autumn walk around local area *People who help us (PSHE link)*	Author visit Coram Life Education visit Whole school trip to pantomime Walk to post box to post Christmas cards/letters to Santa	Library Right Start Road Safety	*Supermarket* Spring walk around local area	Allotment/Farm	*Emergency Services* Summer walk around local area Forest School
I wonder… 	**I wonder…** what changes in Autumn… if my family is like yours … where light can appear from… why people give gifts?		**I wonder…** what changes in Winter… how other people celebrate… what changes in Spring… if Jesus ate Easter eggs?		**I wonder…** what changes in Summer… if my plant will grow… if all babies look like their parents?	
Terrific Texts 	The Colour Monster – Anna Llenas Funny Bones – Allan Ahlberg Captain Pugwash Down the Hatch – John Ryan The Three Little Pigs – Traditional Tale Bringing Down the Moon – Jonathan Emmett Aliens Love Underpants – Claire Freedman The Little Red Hen – Traditional Tale The Scarecrow's Wedding – Julia Donaldson The Hairy Toe – Daniel Postgate Room on the Broom – Julia Donaldson Remember, Remember, the Fifth of November – Deborah Webb Little Red Riding Hood – Traditional Tale Sing a Song of Sixpence – Nursery Rhyme Humpty Dumpty – Nursery Rhyme When I was One (I played the drum) – Nursery Rhyme I Hear Thunder – Nursery Rhyme Two Little Dickie Birds - Nursery Rhyme Stick Man – Julia Donaldson Owl Babies – Martin Waddell The Owl who was Afraid of the Dark – Jill Tomlinson The Christmas Pine – Julia Donaldson		Goldilocks and the 3 Bears – Traditional Tale Penguin – Polly Dunbar I am Actually a Penguin! – Sean Taylor Mr Benn Zoo Keeper – David McKee Blackbird, Blackbird, What do you do? – Kate McLelland Hansel and Gretel – Traditional Tale Mr Wolf's Pancakes – Jan Fearnley The Runaway Wok – Ying Chang Compestine The Gingerbread Man – Traditional Tale Handa's Surprise – Eileen Browne Pablo The Super Banana – Fairtrade.org.uk The Magic Porridge Pot – Traditional Tale		Jack and the Beanstalk – Traditional Tale Jasper's Beanstalk – Nick Butterworth, Mick Inkpen Titch – Pat Hutchins The Enormous Turnip – Traditional Tale Farmer Duck – Martin Waddell The Bumblebear – Nadia Shireen Monkey Puzzle – Julia Donaldson Once There Were Giants – Martin Waddell The Very Hungry Caterpillar – Eric Carle Incy Wincy Spider – Nursery Rhyme The Bad Tempered Ladybird – Eric Carle The Three Billy Goats Gruff – Traditional Tale Superworm – Julia Donaldson	

Literacy (CL/L/PD)	Speaking clearly and grammatically. Listening carefully. Acting out stories. Singing songs with actions and intonation. The 'Speaking Spot'. Making up stories, rhymes and poems. Oral storytelling. Orally composing sentences. Naming and sounding the letters of the alphabet. Grapheme/phoneme correspondence (linking sounds to letters). Oral blending and segmenting (hearing and saying sounds in words). Blending for reading. Reading decodable and common irregular words. Developing comprehension skills. Understanding that a story has a beginning, middle and end. Using a pencil and holding it correctly. Writing recognisable letters, mostly formed correctly and facing the right way. Writing own names. Segmenting for spelling. Beginning to write simple sentences. Using basic punctuation. Opportunities to write different text forms for different purposes (e.g. labels, lists, captions, instructions, recipes, menus, postcards, story maps, stories, letters.)					
Maths (M)		Unit 5 Numbers to 5	Unit 11 Counting and Comparing	Unit 16 Shape	Unit 21 Counting, Comparing and Ordering	Unit 26 Multiplication and Division
		Unit 6 Numbers to 6	Unit 12 Partitioning	Unit 17 Addition and Subtraction	Unit 22 Numbers to 20	Unit 27 Space and Pattern
	Unit 1 Number 1	Unit 7 Numbers to 7	Unit 13 Addition and Subtraction			Unit 28 Time
	Unit 2 Numbers to 2	Unit 8 Numbers to 8		Unit 18 Multiplication and Division	Unit 23 Measures (Length, Mass and Capacity)	Unit 29 Addition and Subtraction
	Unit 3 Numbers to 3	Unit 9 Numbers to 9	Unit 14 Comparing Measures	Unit 19 Space	Unit 24 Money	
	Unit 4 Numbers to 4	Unit 10 Numbers to 10	Unit 15 Sorting and Patterning	Unit 20 Time	Unit 25 Shape and Sorting	Unit 30 Numbers to 20

Computing (UW) Kapow Primary	Computing Systems & Networks 1: Using a computer Keyboards Logging in and out Mouse control Mouse control – clicking Mouse control – clicking and dragging		Programming 1: All About Instructions Following instructions Giving simple instructions Dressing up instructions Debugging instructions (washing hands) Predictions	Computing Systems & Networks 1: Exploring Hardware Exploring hardware tinker tray Real world tinker tray Pictures of play Picture walk Class photo album	Programming 2: Programming Bee-Bots Understanding arrows Introducing the Bee-Bot Simple Bee-Bot programming Understanding algorithms Programming a Bee-Bot	Data Handling: Introduction to Data Loose parts play Sorting ourselves Yes or no? Creating a branching database Exploring pictograms
Questful RE (UW) THE BLACKBURN DIOCESAN BOARD OF EDUCATION	I am Special To give pupils an understanding that they are unique and special. To know that Christians believe that they are loved, valued and made by God. Harvest To give pupils an understanding of why Christians say thank you to God at harvest time and talk about him being creator.	Special People To give pupils an opportunity to explore Christian values through their own actions and the actions of others. To highlight the role of significant/special people in pupils' lives. To emphasise the ways in which Jesus was a special person. Christmas To explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.	Stories Jesus Heard To introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Stories Jesus Told To explore the stories that Jesus told and know that he told them to teach us about God.	Easter To explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection. To enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)	Friendship To explore the meaning of friendship, how we make friends and why friends are important. To know about Jesus making friends, how he made friends and who he chose. Special Places To begin to develop pupils' understanding of a place being considered as a special/holy place where believers go to worship.	Prayer To start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. Special Times To develop pupils understanding of special/holy times. To increase their knowledge of the ways special times are celebrated, remembered and the reasons why. To introduce pupils to the story of Pentecost and God as Holy Spirit. To begin to develop pupils' knowledge of the festivals celebrated by people of faith.

Coram Life Education (PSED)	Me and my Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Being my Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Growing and Changing Seasons Life stages – plants, animals, humans Life Stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys
Opportunities to work scientifically (UW)	Seasons- Autumn Animals (humans) Facial features Body parts Skeletons The 5 senses Keeping healthy Primary Science Teaching Trust (PSTT) The Three Little Pigs (Materials) The Scarecrow's Wedding (Materials/Environments, plants and animals)	Seasons – Autumn/Winter Light and Dark Making shadows, different places to find light, mirrors, torches, dark den, puppets Firework in a glass Primary Science Teaching Trust (PSTT) Autumn/Trees	Seasons – Winter/Spring Materials Names, textures, properties Water, ice, other liquids, sand, mud, food stuffs, bubbles, magnets Changing states of matter – ice/water, bread/toast, gloop Primary Science Teaching Trust (PSTT) Winter Snow and Ice	Seasons – Spring Forces and Movement Effect of forces on movement – falling, balancing, floating, moving toys, moving themselves, flying, malleable materials Primary Science Teaching Trust (PSTT) The Gingerbread Man (Materials) Humpty Dumpty (Senses/Materials/Forces/ Life cycles)	Seasons- Spring/Summer Environments, plants and animals Experience, observe, talk about environments, plants and animals Name common plants Plant seeds and observe changes Cress caterpillars Show care for living things Life cycles Insect Lore – Butterfly house Primary Science Teaching Trust (PSTT) Spring/Farms Summer/Fruits	
Opportunities for historical development (UW)	Past and Present Our houses, families, pets Day to day life Journey to the moon – Neil Armstrong Edwin 'Buzz' Aldrin	Past and Present People, Culture and Communities Significant past and present events important to us - Remembrance Day Bonfire Night Understand that people celebrate in different ways	Past and Present Old Bear Stories Toys now and then	Past and Present Famous British Scientist – Alexander Graham Bell	Past and Present Compare past and present based on own experiences and stories read in class	Past and Present I remember when… (memories from Reception class)

Opportunities for geographical development (UW)  	<u>The Natural World</u> Our environment. Our journey to school. People who help us. Our classroom and where things are. Autumn walk- seasonal changes including weather	<u>People, Culture and Communities</u> Names of different countries where celebrations take place. Walk to post box to post Christmas cards/letters to Santa	<u>The Natural World</u> Link to Science Hot and cold countries Living in cold places - Polar bears in the Arctic Winter walk- seasonal changes including weather	<u>The Natural World</u> Simple maps based on journeys – link to Rosie's Walk Spring walk- seasonal changes including weather	<u>The Natural World</u> Human and physical features within the boundaries of our school Summer walk - seasonal changes including weather
Opportunities in Art and Design (EAD) 	Mouse Paint – Ellen Stoll Walsh (colour mixing) Andy Warhol (facial features) Self portraits Jackson Pollock (firework pictures) Van Gogh (Starry night) Kandinsky (circles) Piet Mondrian (squares/rectangles) Autumn collage Leaf pictures, printing, rubbing Poppies		Andy Goldsworthy (natural collage) Blow painting Printing with fruit and vegetables Guiseppe Arcimboldo (fruit and vegetable faces) Ice painting Textured paint		Vincent Van Gogh (Sunflowers) Matisse (Snail) Georgia O'Keefe (flowers)
Opportunities in Design and Technology (EAD) 	Junk modelling houses, make playdough, musical instruments, rockets, chocolate sparklers Christmas cards and crafts, reindeer dust		Make pancakes, porridge, gingerbread men, Mother's Day cards and crafts, Easter cards and crafts		Eid crafts, mini beast houses, make sandwiches, fruit salad

Music (EAD)	Exploring Sound Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds	Celebration Music Diwali music Hannukah music Kwanzaa music Traditional Christmas music Christmas action songs Nativity!	Music and Movement Action songs Finding the beat Exploring tempo Exploring tempo and pitch through dance Music and movement performance	Musical Stories Moving to music Using instruments to represent characters Storytelling with actions Using instruments to represent actions Musical story composition Musical story performance	Transport Exploring different types of transport Trains Boats Cars Transport Journey	Big Band What makes an instrument? Introduction to orchestra Follow the beat Tuned and untuned instruments Big band performance
Lancashire PE (PD)	Fundamental Movement Skills To jump for distance To land appropriately To hop on both feet To under arm throw for distance To overarm throw for distance To catch with increasing accuracy To climb with confidence under, over & through climbing equipment	Transport To travel in a variety of ways To adjust speed and direction to avoid obstacles To show increasing control over an object pushing it To form a variety of gymnastic rolls To over arm throw for distance To climb nursery, play climbing equipment To revise fundamental movement skills	How to Catch a Star To balance on small and large body parts To send a ball/throwing equipment with increasing accuracy To jump and land appropriately To climb under, over and through climbing equipment To practise throwing overarm To revise fundamental movement skills	Rosie's Walk To jump and land appropriately To experiment with different ways of travelling; shuffling, running, jumping. Skipping, sliding and hopping To climb under, over and through climbing equipment To experiment with different ways of travelling on hands and feet To revise fundamental movement skills	Jack and the Beanstalk To experiment with different ways of moving To use increasing control over an object by touching, pushing, patting, throwing or catching To move with control and co-ordination To use a range of small and large equipment To jump and land appropriately To roll in a variety of ways To roll a ball accurately To climb up and down apparatus using alternate feet To revise fundamental movement skills	Hungry Caterpillar To perform the basic skill of jumping To travel in a variety of ways low to the ground To travel over, under and through climbing equipment To balance on a range of body parts To throw under arm To roll in a variety of ways To revise fundamental movement skills