

Half-termly topics (these are subject to change according to children's interests).  
Educational programmes taken from the Statutory Framework for the Early Years Foundation Stage.

Children learn in different ways. The **Characteristics of Effective Learning** focus on how children learn rather than what they are learning.

<b>Playing and Exploring (engagement)</b>	<b>Active Learning (motivation)</b>	<b>Creating and Thinking Critically (thinking)</b>
<p><b>Finding out and exploring:</b></p> <ul style="list-style-type: none"> <li>• Children show curiosity about objects, events and people</li> <li>• Children use their senses to explore the world around them</li> <li>• Children engage in open-ended activity</li> <li>• Children show particular interests</li> </ul> <p><b>Playing with what they know:</b></p> <ul style="list-style-type: none"> <li>• Children pretend objects are things from their experience</li> <li>• Children represent their experiences in play</li> <li>• Children take on a role in their play</li> <li>• Children act out experiences with others</li> </ul> <p><b>Being willing to 'have a go':</b></p> <ul style="list-style-type: none"> <li>• Children initiate activities</li> <li>• Children seek challenge</li> <li>• Children show a 'can do' attitude</li> <li>• Children take risks, engage in new experiences and learn by trial and error</li> </ul>	<p><b>Being involved and concentrating:</b></p> <ul style="list-style-type: none"> <li>• Children maintain focus on their activity for a period of time</li> <li>• Children show high levels of energy, fascination</li> <li>• Children are not easily distracted</li> <li>• Children pay attention to details</li> </ul> <p><b>Continuing to try if they encounter difficulties:</b></p> <ul style="list-style-type: none"> <li>• Children persist with an activity when challenges occur</li> <li>• Children show a belief that more effort or a different approach will pay off</li> <li>• Children bounce back after difficulties</li> </ul> <p><b>Enjoying their achievements:</b></p> <ul style="list-style-type: none"> <li>• Children show satisfaction in meeting their own goals</li> <li>• Children are proud of how they accomplished something, not just the end result</li> <li>• Children enjoy meeting challenges for their own sake rather than external reward or praise</li> </ul>	<p><b>Having and developing their own ideas:</b></p> <ul style="list-style-type: none"> <li>• Children think of ideas</li> <li>• Children find ways to solve problems</li> <li>• Children find new ways to do things</li> </ul> <p><b>Making links between ideas:</b></p> <ul style="list-style-type: none"> <li>• Children make links and notice patters in their experience</li> <li>• Children make predictions and test their ideas</li> <li>• Children develop ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Developing strategies for doing things:</b></p> <ul style="list-style-type: none"> <li>• Children plan, make decision about how to approach a task, solve a problem and reach a goal</li> <li>• Children check how well their activities are going</li> <li>• Children change strategy as needed</li> <li>• Children review how well the approach worked</li> </ul>

The four **overarching principles** shape practise in the early years:

**Unique Child:** every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** children learn to be strong and independent through positive relationships. Children benefit from a strong partnership between practitioners and parents/carers.

**Enabling Environments:** children learn and develop well in safe and secure environments where routines are established. Children learn and develop with teaching and support from adults, who respond to their individual interests and needs and help them to build upon their learning over time.

**Learning and Development:** children develop and learn at different rates. Practitioners must be aware of children who need additional support.

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**Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn 1 All About Me	Autumn 2 Let's Celebrate	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Babies, Beanstalks and Butterflies	Summer 2 Seaside and Under the Sea
<p>Settling into school - making friends and getting to know the adults in class. Learning the routines and rules of school. Self-care – toileting and hand washing, eating and putting on wellies/shoes/coats/rain suits independently. Learning to be resilient and persevere when facing challenges. Confidently accessing different areas of the classroom. Recognising different emotions and how people show them.</p>		<p>Following the rules with less support from adults. Understanding own feelings and those of others and showing sensitivity towards others. Further developing resilience and perseverance. Making healthy choices – food, exercise, keeping safe. Following simple instructions with 1 or 2 actions. Engaging in group activities. Interacting with other children and staff confidently. Sharing ideas and opinions. Having a go at new activities.</p>		<p>Understanding the reasons for rules, knowing right from wrong and behaving accordingly. Understanding own feelings and needs, and those of others, and regulating their behaviour accordingly. Following instructions with several actions. Working independently on a task. Understanding the need for rules and follow them independently. Manage own personal needs and explore healthy food choices. Interact kindly with others, playing cooperatively and taking turns.</p>	

**Early Learning Goals**

<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Children give focused attention to what adults say, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Children explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding of healthy food choices.</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Children work and play cooperatively and take turns with others.</li> <li>Children form positive attachments to adults and friendships with peers.</li> <li>Children show sensitivity to their own and to others' needs.</li> </ul>

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**Communication and Language**

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

Autumn 1 All About Me	Autumn 2 Let's Celebrate	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Babies, Beanstalks and Butterflies	Summer 2 Seaside and Under the Sea
<p>Learning how to listen carefully and why this is important. Joining in with familiar rhymes and stories. Following simple instructions. Speaking in full sentences. Talking about themselves, their families and experiences. Discussing the books we share – asking and answering questions and talking about ideas and opinions in whole class or small group contexts. Learning and using new vocabulary. Interacting with adults and other children.</p>		<p>Speaking clearly and in full sentences. Using a range of connectives (so, but, and, because). Holding back-and-forth conversations, listening to others and responding appropriately. Responding to how and why questions. Asking appropriate questions. Listening to and discussing fiction and non-fiction books. Listening and responding in a range of small and larger group discussions. Learning and using new vocabulary. Talking about and retelling stories, using repetitive language from the book as well as their own words.</p>		<p>Speaking clearly and in full sentences, using the correct tenses. Further developing confidence in asking and answering questions. Being involved in whole class, group and one-to-one discussions; listening to others and making relevant comments. Sharing own ideas, knowledge, feelings and experience. Offering explanations for how and why things might happen, making use of recently introduced vocabulary.</p>	

**Early Learning Goals**

<b>Listening, Attention and Understanding</b>	<b>Speaking</b>
<ul style="list-style-type: none"> <li>Children 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.</li> <li>Children make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Children hold a conversation when engaged in back-and-forth exchanges with adults and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Children 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 adults.</li> </ul>

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### Physical Development

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.

Autumn 1 All About Me	Autumn 2 Let's Celebrate	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Babies, Beanstalks and Butterflies	Summer 2 Seaside and Under the Sea
<p>Moving and stopping safely in a space. Developing control when moving in different ways – running, jumping, hopping, climbing etc to develop overall body strength. Throwing and catching a large ball/beanbag – throwing towards a target. Making and holding different shapes with their bodies. Holding a pencil with an effective grip for mark making. Drawing simple pictures which can be recognised by themselves and others. Beginning to form recognisable letters. Using a range of tools – tweezers, scissors, staplers, hole punches cutlery, etc.</p>		<p>Sitting with good posture when working on table top activities. Moving more confidently in a range of ways, avoiding obstacles and developing core body strength. Using climbing equipment safely and with increasing confidence. Throwing with increasing precision towards a target, catching by moving towards the item. Learning to use a range of ball skills – rolling, throwing, catching, kicking etc. Using a modified tripod or tripod grip. Forming letters correctly. Adding detail to drawings. Using a range of tools with increasing accuracy.</p>		<p>Moving in time to music in a range of ways, negotiating space and obstacles safely. Using core muscle strength to achieve a good posture when sitting at a table or on the floor. Developing and refining a range of ball skills – throwing, catching, kicking, passing, batting etc. Holding a pencil effectively, using a tripod grip and forming all letters correctly. Using a range of tools accurately and with precision. Showing accuracy and increasing detail when drawing and painting.</p>	

### Early Learning Goals

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none"> <li>• Children negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Children demonstrate strength, balance and coordination when playing.</li> <li>• Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Children use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Children begin to show accuracy and care when drawing.</li> </ul>

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Literacy					
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Autumn 1 All About Me	Autumn 2 Let's Celebrate	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Babies, Beanstalks and Butterflies	Summer 2 Seaside and Under the Sea
<p>Discussing the books we share using language from the story – asking and answering questions and talking about ideas and opinions. Identifying the characters and settings in a familiar story. Clapping the syllables in words, saying the initial sound in words, orally blending and segmenting VC and CVC words. Learning phase 2 sounds – reading and writing VC and CVC words. Reading phase 2 common exception words.</p>		<p>Talking about and retelling stories, using repetitive language from the book as well as their own words. Making predictions based on the events of a story so far. Learning phase 2 and 3 sounds – reading and writing words. Reading and understanding simple sentences that include some common exception words. Writing simple captions, separating words with finger spaces – some words written correctly, others phonetically plausible. Writing phase 2 common exception words. Reading phase 3 common exception words.</p>		<p>Demonstrating a good understanding of what they have read / has been read to them and discussing in detail. Anticipating key events in stories. Learning phase 3 sounds – reading and writing words. Reading with more fluency, and understanding, more complex sentences. Writing sentences, separating words with finger spaces and beginning to use punctuation and capital letters. Rereading writing to check for sense. Writing phase 3 common exception words. Reading phase 4 common exception words.</p>	
Early Learning Goals					
Comprehension		Word Reading		Writing	
<ul style="list-style-type: none"> <li>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Children anticipate – where appropriate – key events in stories.</li> <li>Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>		<ul style="list-style-type: none"> <li>Children say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Children read words consistent with their phonic knowledge by sound-blending.</li> <li>Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		<ul style="list-style-type: none"> <li>Children write recognisable letters, most of which are correctly formed.</li> <li>Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Children write simple phrases and sentences that can be read by others.</li> </ul>	



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Maths					
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will 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.</p>					
Autumn 1 All About Me	Autumn 2 Let's Celebrate	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Babies, Beanstalks and Butterflies	Summer 2 Seaside and Under the Sea
<p>Counting verbally/objects and actions to 10. Counting backwards from 10. Understanding cardinality when counting objects. Understanding the concepts of more, fewer and equal amounts of objects. Representing numbers to 5. Recognising some numerals to 10 and linking with cardinal value. Continuing, copying and creating repeating patterns. Comparing quantities, size, length, height and capacity. Naming and describing 2D shapes.</p>		<p>Counting verbally/objects and actions beyond 10 with accuracy. Confidently applying the cardinal principle when counting. Combining two groups. Representing numbers to 10. Exploring the composition of numbers to 10. Subitising. Saying one more and one less than a given number. Comparing mass and capacity. Naming and describing 3D shapes. Exploring pattern.</p>		<p>Verbally counting beyond 20, recognising patterns in the numbers. Counting on and back from a given number. Comparing quantities in different contexts. Recognising numerals beyond 10. Recalling number bonds to 5. Adding and taking away. Exploring the composition of numbers. Doubling. Sharing and halving / odd and even. Understanding number patterns and relationships. Recalling number bonds to 10.</p>	
Early Learning Goals					
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Children have a deep understanding of number to 10, including the composition of each number.</li> <li>Children subitise (recognise quantities without counting) up to 5.</li> <li>Children 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 doubling facts.</li> </ul>			<p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Children verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		

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### Understanding the World

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.

Autumn 1 All About Me	Autumn 2 Let's Celebrate	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Babies, Beanstalks and Butterflies	Summer 2 Seaside & Under the Sea
All about me and my family. Where I live – what sort of home? Are we all the same? Natural changes in Autumn.	Our celebrations – photographs from home. Diwali, Bonfire Night, Remembrance Day, Hannukah, Advent and Christmas.	Life as an astronaut. Names of the planets. Differences between our planet and other planets. Looking after our planet.	Learning about different occupations. What do the adults in your family do? What do you want to be when you grow up?	How I have changed since I was a baby – photographs. Planting and growing. Minibeasts/life cycles. Looking after the natural world.	Seaside holidays past and present. Looking after the oceans. Polar / tropical regions and the differences.

### Early Learning Goals

<p style="text-align: center;"><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Children talk about the lives of the people around them and their roles in society.</li> <li>Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Children understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Children 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.</li> <li>Children 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.</li> </ul>	<p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Children 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.</li> <li>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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### Expressive Arts and Design

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<p>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<b>Autumn 1</b> <b>All About Me</b>	<b>Autumn 2</b> <b>Let's Celebrate</b>	<b>Spring 1</b> <b>Space</b>	<b>Spring 2</b> <b>People Who Help Us</b>	<b>Summer 1</b> <b>Babies, Beanstalks and Butterflies</b>	<b>Summer 2</b> <b>Seaside and Under the Sea</b>
<p>Exploring a variety of materials, tools and techniques to express ideas, explaining some of the processes used.                  Developing storylines in pretend play.                  Creating with others – sharing ideas, resources and skills.                  Joining in with poems, songs and rhymes.                  Keeping a simple beat using a musical instrument or body percussion.</p>		<p>Producing more detailed representations (drawings, paintings, models).                  Creating with a variety of materials and tools, building on their previous learning and developing more effective techniques.                  Explaining the processes used in increasing detail.                  Using resources available to create props for role play and creating appropriate narratives.                  Using musical instruments and body percussion to create music, beginning to follow a melody.</p>		<p>Experimenting with colour, texture and form when creating. Explaining the processes used in detail.                  Moving in time to music – singing, dancing, making music.                  Singing a range of nursery rhymes, songs and poems.                  Creating more complex narratives in their pretend play.                  Using musical instruments and body percussion to follow a simple melody.</p>	
<b>Early Learning Goals</b>					
<p style="text-align: center;"><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Children share their creations, explaining the process they have used.</li> <li>• Children make props and materials when role-playing characters in stories and narratives.</li> </ul>			<p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Children invent, adapt and recount narratives and stories with their peers and adults.</li> <li>• Children sing a range of well-known nursery rhymes and songs.</li> <li>• Children perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>		