

Appendix 2. EYFS Curriculum

At Wootton Park we aim to provide a curriculum that centers around the child therefore our pedagogy follows 'In the Moment' planning. We work hard to provide an environment that focuses on a love for learning and we believe play is an integral part to this. We also understand that a balance of child led and adult led learning ensures the best outcomes for learners. We want to give learners a breadth of experiences and knowledge whilst they are in EYFS and ensure all areas of learning are covered by following our curriculum map. We also teach key skills within Math's, Literacy and Kinetic Letters daily within small groups to ensure all learners are supported and challenged. Within our provision we will also follow learner's interests by adapting and enhancing the provision. This ensures our curriculum is broad, diverse, and balanced for the learners at Wootton Park. We also believe interactions with adult's support children's learning therefore we will ensure our focus during child-initiated play is to interact, play, observe and communicate with the children. We would like learners to leave EYFS as resilient, confident, independent, kind, problem solvers and risk takers who communicate well with others and secure within their foundations. We use the Characteristics of Effective Learning throughout our teaching and provide many opportunities for learners to showcase their characteristics. We also embed our school values of Positivity, Teamwork, Kindness, Respect and Responsibility in everything we do.

Playing and Exploring

Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can reach for and accept objects.

I can make choices and explore different resources and materials.

I can plan and think ahead about how I will explore or play with objects.

I can guide my own thinking and actions by talking to myself as I play.

I can make independent choices.

I can do things independently that I have been previously taught.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can participate in routines, such as going to my cot or mat when I want to sleep.

I can begin to predict sequences because I know routines.

I can show goal-directed behaviour.

I can use a range of strategies to reach a goal I have set myself.

I can begin to correct my mistakes.

I can keep on trying when things are difficult.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal. Check how well I am doing.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can concentrate on achieving something that is important to me.

I can give my attention to tasks and ignore distractions with increasing control.



Communication and Language (Intent)

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. (EYFS Programme of Study- Statutory Framework for EYFS 2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Listening, Attention and Understanding	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions.</p> <p>To understand a simple question.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To engage in rhymes and songs and show enjoyment.</p> <p>To begin to understand how and why questions.</p>	<p>To ask questions to find out more and to clarify information.</p> <p>To contribute relevant comments to class discussions.</p> <p>To learn rhymes, poems and songs.</p> <p>To comment on characters/events.</p> <p>To respond to instructions with more than one step.</p>	<p>To understand a range of complex sentence structures.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To retell a story.</p> <p>To understand questions such as who, what, where, when, how and why.</p> <p>To maintain focused attention during all sessions.</p> <p>To make predictions based on stories.</p>	<p>To maintain focused attention during all sessions.</p> <p>To ask questions including how and why.</p> <p>To engage in back and forth conversations with peers and adults.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Examples of Implementation	<p>-All adults model good language.</p> <p>-Reading with an adult during Phonics and 1:1 reading book time.</p> <p>-Adults always model and use simple instructional vocabulary.</p>						

- Learning/observation games e.g. if you are a red tie go and wash your hands.
- Speaking, Listening and Understanding intervention groups used via speech, EAL, Welcomm.
- Visual timetable used to follow rules and routines of the day.
- Use of 'Wiggly Fingers' to gain all attention.
- Small group Phonics and Math's teaching.
- Story, rhymes, songs daily with learners- encouraging to join in with well-known songs and repeated refrains.
- Read and re-read stories for learners to understand characters and events.
- Adults model language, ask questions to support understanding.
- Busy learning provision for learners to access and shift attention.
- Within daily stories pause the book towards the end and ask for predictions.
- Show learners the front cover of a book and ask for predictions.
- Adults to question how/why modelling how to use these questioning skills.
- Have daily conversations with learners to encourage back and forth interactions.
- Develop conversational skills such as waiting for others to finish speaking, responding when appropriate.
- Encourage learners to participate in all class discussions and learning.
- Word of the Week for learners to learn and apply new words within their everyday discussions.

Key Vocabulary:

Simple instructional vocabulary

Question words- who, what, where, when, why, how

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Drawing Club (Drawing club to introduce new vocabulary, character, setting and comprehension understanding). Show and Tell (Designated Show and Tell to encourage			

			questions, confidence and racy).				
Impact	When leaving EYFS learners have the listening and conversational skills to have conversations with others and impact whole class discussions. They show solid understanding of what they have heard and can confidently ask relevant questions, make relevant comments and complete the action required.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Key skills to be taught in Speaking	<p>Talk to adults/peers about their wants and needs.</p> <p>Use sentences when talking.</p> <p>To learn new vocabulary.</p> <p>To learn social phrases.</p>	<p>Talk to adults/peers about their feelings and ideas.</p> <p>To learn new vocabulary.</p> <p>To learn social phrases</p>	<p>Talks in front of a small group.</p> <p>Uses new vocabulary learnt.</p> <p>To use conjunctions within sentences such as and, or, because.</p> <p>Can recite a poem, rhyme or song.</p> <p>To use social phrases.</p>	<p>Answers questions in front of the whole class.</p> <p>Shares their work in front of the class.</p> <p>Engages in non-fiction books.</p> <p>Uses new vocabulary learnt.</p> <p>To describe events in detail.</p> <p>To use social phrases.</p>	<p>Takes part and contribute to class discussions.</p> <p>Uses new vocabulary in different contexts.</p> <p>Retells a story.</p> <p>Links statements and sticks to a main theme in conversations.</p> <p>Uses talk to organise, sequence, clarify thinking, ideas, feelings and events.</p> <p>To use and develop social phrases.</p>	<p>Confidently talk to a range of adults around school.</p> <p>Can talk about why things happen.</p> <p>Can talk in sentences using a range of tenses, unusually the correct tense.</p> <p>Uses new vocabulary in different contexts.</p> <p>To use and develop social phrases.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
Examples of Implementation	<p>-High expectations within the classroom encouraging ‘Good Morning’, ‘Good Afternoon’, ‘Have a lovely weekend’.</p> <p>-Model and encourage good manners ‘please’, ‘thank you’, ‘excuse me’, ‘you’re welcome’.</p> <p>-Adults continuously model spoken language and new vocabulary.</p> <p>-Listening games such as ‘What instrument am I playing?’, ‘Where are they keys?’</p>						

- Speaking and Listening small group games to support those learners who struggle.
- Speech interventions to support specific speech sounds.
- Colourful semantics used to support sentence structures with learners who struggle.
- High quality interactions to be modelled continuously by adults, time spent having conversations with learners.
- Carefully correct learners by repeating and rephrasing their sentences and model new vocabulary.
- Encourage learners to give explanations about their ideas and the processes they followed within self-chosen work.
- Have daily conversations with learners to encourage back and forth interactions.
- Develop conversational skills such as waiting for others to finish speaking, responding when appropriate.
- Encourage learners to participate in all class discussions and learning.

Key Vocabulary:

Social etiquette: Good morning, Good afternoon, please, thank you, your welcome

Question words: who, where, what, when, why, how

Use of taught vocabulary in contexts

Autumn 1	Autumn 2	Spring 1 Term 3: Show and Tell (Designated Show and Tell to encourage questions, confidence and racy).	Spring 2	Summer 1	Summer 2

Impact	When leaving EYFS learners have the speaking and conversational skills to have conversations with others and impact whole class discussions. They have the ability to explain their ideas and feelings using full sentences. They use a wide range of vocabulary within their speech linked to learning across the year and from stories read.
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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 (EYFS Programme of Study- Statutory Framework for EYFS 2024).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Self-Regulation	<p>To express and talk about feelings- happy/sad.</p> <p>Give attention to adult led teaching.</p> <p>To be able to follow instructions.</p> <p>To form positive relationships with adults and other children.</p> <p>To be aware of the boundaries set and behavioural expectations of the setting.</p>	<p>To play cooperatively, taking turns with others.</p> <p>To be aware of the boundaries set and behavioural expectations of the setting.</p> <p>Identify and name some common feelings in themselves or others- happy/upset/angry/lonely/worried.</p> <p>Explain to an adult what has happened when they are upset.</p>	<p>Take account of one another's ideas about how to organise their activities.</p> <p>To adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Begin to understand and discuss consequences of our behaviour e.g. if I hurt someone, it hurts and they are upset.</p> <p>Show some perseverance after upsets with an adult's support.</p> <p>Express their feelings and consider the feelings of others.</p> <p>To show gratitude.</p> <p>To consider their own goals and what steps are needed to achieve them.</p>	<p>Show empathy in simple ways e.g. finding an adult for a child who is hurt.</p> <p>Link events (in books and real life) with feelings and discuss them e.g. She is angry that he snatched the toy.</p> <p>Wait with increased patience when necessary e.g. when waiting for a turn on the bike.</p> <p>Think about the perspectives of others.</p> <p>Express their feelings and consider the feelings of others.</p> <p>To adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>To express their feelings and understand how to regulate them.</p>	<p>To work as part of a group or class.</p> <p>To negotiate and solve problems without aggression.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Talks about their own emotions and the emotions of others.</p> <p>To maintain focused attention during all sessions.</p> <p>To express their feelings and understand how to regulate them.</p>	<p>Show resilience and perseverance in the face of a challenge.</p> <p>Talks about their own emotions and the emotions of others.</p> <p>To know that all behaviour's can have consequences.</p> <p>To maintain focused attention during all sessions.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>

Examples of Implementation	<ul style="list-style-type: none"> -Adults acting as role models and openly speaking about emotions. -Rewarding positive behaviour's and positive regulation choices. -Rainbow challenges to build independence and perseverance. -Group activities linked to adult led learning. -Encouraging learners to evaluate their work and consider how to improve it. -Turn-taking activities -Instructions woven into daily routines and conversations. - Provision set up to enable positive conversations and collaborative learning. - Provide learners with time to reflect and hold restorative conversations to support their reflection. - Encourage independence throughout activities. - Stories based on emotions and conversations surrounding the books. -Carpet sessions to support attention. - Small group listening games to support specific learners. <p>Key Vocabulary:</p> <p>Good Manners: Please, thank you, excuse me, sorry</p> <p>Emotion words: happy, sad, angry, scared, worried, calm.</p> <p>Use of taught vocabulary in contexts</p>						
	Autumn 1	Autumn 2 Well-being: Mindfulness and Gratitude	Spring 1 Well-being: Emotions and Regulation PSHE: Dreams and Goals	Spring 2 Well-being: Wheel	Summer 1 Well-being: Regulation through story. PSHE- Relationships	Summer 2 Well-being: Peer Massage	
Impact	Learners leave EYFS understanding their own and others feelings and are beginning to regulate themselves. All learners work hard to achieve their goals and have developed a sense of patience. Learners can give focused attentions, respond appropriately and follow instructions given. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)

Managing Self	<p>To select activities, they enjoy.</p> <p>Use the toilet/wash their hands independently.</p> <p>Know some ways to keep healthy e.g. food/drink/exercise.</p> <p>Take their coat off and put it on.</p> <p>To be aware of the boundaries set and behavioural expectations of the setting.</p> <p>See themselves as a valuable individual.</p>	<p>Try new activities independently or with peers.</p> <p>Know some ways to keep healthy e.g. food/drink/exercise.</p> <p>See themselves as a valuable individual.</p> <p>To be aware of the boundaries set and behavioural expectations of the setting.</p> <p>Usually dry and clean during the day.</p> <p>Learning to respect resources and use them carefully.</p>	<p>Show understanding for the need of safety when tackling new challenges and consider how to manage some risks.</p> <p>Practices appropriate safety measures without direct supervision.</p> <p>Selects resources and activities independently.</p> <p>Manage their own needs. Expressing their feelings and considering the feelings of others.</p> <p>See themselves as a valuable individual.</p>	<p>Use the toilet/wash their hands independently, knowing why this is important.</p> <p>Eats a healthy range of food and understands the need for a variety.</p> <p>See themselves as a valuable individual.</p>	<p>To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p> <p>Dress and undress independently.</p> <p>To show independence in managing their own wants and needs.</p> <p>Seek out new activities and challenges independently.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>To know that all behaviour's can have consequences.</p> <p>See themselves as a valuable individual.</p>	<p>Show resilience and perseverance in the face of a challenge.</p> <p>To know that all behaviour's can have consequences.</p> <p>To show independence in managing their own wants and needs.</p> <p>To talk about the factors that support overall health.</p> <p>To think about the perspective of others.</p> <p>See themselves as a valuable individual.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Examples of Implementation	<ul style="list-style-type: none"> -Agree class rules and adults' model that behaviour. -Routines throughout the day. -Encouraging learners to do things independently. -Open snack area with healthy fruit available. -Provision set up with choices to encourage independence. 						

	<p>-Hygiene reminded throughout the day including before they eat snack.</p> <p>-PE sessions linked to ways of keeping healthy.</p> <p>-Dressing up available to encourage dressing themselves.</p> <p>Key Vocabulary:</p> <p>Good Manners: Please, thank you, excuse me, sorry</p> <p>Use of taught vocabulary in contexts</p>						
	<p>Autumn 1</p> <p>PSHE: Being me in my World.</p>	<p>Autumn 2</p> <p>Well-being: Mindfulness and Gratitude</p>	<p>Spring 1</p> <p>Well-being: Emotions and Regulation</p> <p>Safer Internet Day</p>	<p>Spring 2</p> <p>PSHE: Healthy Me</p> <p>Well-being: Wheel</p>	<p>Summer 1</p> <p>Well-being: Regulation through story.</p>	<p>Summer 2</p> <p>PSHE: Changing Me</p> <p>Well-being: Peer Massage</p> <p>Looking after our teeth</p>	
<p>Impact</p>	<p>Learners will leave EYFS with confidence to explore a range of activities, show independence, resilience and perseverance in challenges. They will all understand positive behaviour choices and understand right from wrong and try to behave accordingly. They will manage their basic hygiene by washing their hands, going to the toilet, getting dressed and understand healthy food choices.</p>						
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>	<p>Summer (ELGs)</p>
<p>Building Relationships</p>	<p>Play alongside new peers and familiar peers.</p> <p>Show an interest in their new peers.</p> <p>Take turns with adult support.</p> <p>Join in with an activity when invited by an adult.</p>	<p>Join in with a group of children who are playing.</p> <p>Show an interest in their new peers.</p>	<p>Have conversations with peers within a game or activity.</p> <p>Take turns with others.</p> <p>Form some closer friendships and seek them out to initiate play.</p>	<p>Take turns with others.</p> <p>Initiate conversations, attends to and take account of what others say.</p> <p>Form some closer friendships and seek them out to initiate play.</p>	<p>Begin to solve small conflicts through speaking to each other and being assertive e.g. stop that, I don't like it, can I have a turn when you are finished.</p> <p>Hold back and forth conversations, listening to their peers' ideas and responding appropriately.</p>	<p>Show understanding of another child's perspective in discussion e.g. explaining what motivated someone to behave in a certain way.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings but also consider the feelings of those around them.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

					<p>Build constructive and respectful relationships.</p> <p>Express their feelings but also consider the feelings of those around them.</p> <p>To work as part of a group or class.</p> <p>To take turns with others ensuring they are sharing fairly.</p>	<p>To take turns with others ensuring they are sharing fairly.</p>	
<p>Examples of Implementation</p>	<ul style="list-style-type: none"> -Adults to role model good behaviour and teamwork when working in the environment. -Adults to coach learners on how to be a good friend, using manners, resolving conflicts. -Adults to support learners through restorative conversations. -Adults to model back and forth conversations by carefully listening to others ideas. -Environment set up to encourage discussion and collaboration. - Turn taking games played within provision. -Jigsaws and turn taking games used within provision, adults to model activities. <p>Key Vocabulary:</p> <p>Friends</p> <p>Good Manners: Please, thank you, excuse me, sorry</p> <p>Use of taught vocabulary in contexts</p>						
	<p>Autumn 1</p> <p>All About Me (Learners share their interests and discuss others that have the same likes).</p>	<p>Autumn 2</p>	<p>Spring 1</p> <p>Enrichment Clubs begin</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>	

Intent	Learners leave EYFS with secure friendships with their peers and positive relationships with key staff. They can work with others showcasing team work and take it in turns. They show sensitivity to their own needs but also those of others.
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Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁹. 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 (EYFS Programme of Study- Statutory Framework for EYFS 2024).

Curriculum Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Gross Motor Skills	Move in a range of ways- crawl/walk/run/jump. Attempt to avoid obstacles and stop. Stand/balance on one leg. Use a trike/scooter.	Demonstrate spatial awareness. Jump and land safely. Hop on one leg. Show some control with a ball e.g. rolling. Show good control in large movements. Develop core muscle strength when sitting at tables and laying on the floor. Move in a range of ways e.g. skipping.	Balance on different parts of the body. Show control when using a ball in a range of ways e.g. catching, throwing. Negotiate large spaces. Revise and refine the fundamental movement skills- crawling, rolling, walking, jumping, running, hopping, skipping, climbing.	Explore movement of body parts through dance. Link actions into a short sequence with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Progress towards a more fluent style of moving with developing control and grace. Revise and refine the fundamental movement skills- crawling, rolling, walking, jumping,	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Negotiate smaller spaces thinking of others.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Negotiate smaller spaces thinking of others.	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.

			running, hopping, skipping, climbing. Negotiate large spaces.			
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Examples of Implementation	<p>-Skills such as how to line up taught at the start of the year and modelled throughout.</p> <p>- Dressing up available to support learners to dress and undress independently.</p> <p>-Adults model and encourage a range of movements during both structured and free play activities, such as crawling, walking, running, jumping, and climbing.</p> <p>-Weekly use of indoor and outdoor environments to support the development of balance, spatial awareness, and coordination, including the use of climbing frames, beams, and steppingstones.</p> <p>-Regular games that promote movement control and strength, such as “Simon Says,” parachute games, and nature walks with physical challenges like balancing and stepping over obstacles.</p> <p>-Provide opportunities to use trikes, scooters, and balance bikes to develop coordination and perseverance.</p> <p>-Ball games incorporated into activities to enhance throwing, catching, rolling, and bouncing skills with increasing control.</p> <p>-Use of movement and dance to explore body parts, linking, and developing rhythm and control.</p> <p>-Adults encourage independence in daily activities such as lining up, carrying objects, and dressing for outdoor play.</p> <p>-Provision set up for self-chosen activities to support independence and development of individual skills.</p> <p>Small group intervention to support development of gross motor skills.</p> <p>Key Vocabulary:</p> <p>Body Positions linked to Kinetic Letters (bear, lion, meerkat, lizard, penguin)</p> <p>Movements: crawl, walk, run, jump, hop, skip, climb, roll, spin, balance</p> <p>Body Awareness: arms, legs, hands, feet, head, shoulders, knees, toes, core, muscles</p> <p>Spatial Awareness: space, direction, forward, backward, sideways, over, under, through, around, next to, behind, in front</p> <p>Coordination: catch, throw, bounce, roll, kick, step, stretch, reach, twist, turn</p> <p>Speed and Energy: slow, fast, steady, energetic, stop, start</p> <p>Positional Awareness: high, low, close, far, near, up, down, left, right</p>
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	<p>Balance: steady, wobbly, stable, hold, still</p> <p>Safety and Awareness: careful, watch out, obstacle, safe, danger</p> <p>Tools and Equipment: ball, hoop, skipping rope, beam, steppingstone, parachute</p>						
	<p>Autumn 1</p> <p>PE Unit Term 1: First PE</p>	<p>Autumn 2</p> <p>PE Unit Term 2: Multi-Skills</p>	<p>Spring 1</p> <p>PE Unit Term 3: Throwing and Catching</p>	<p>Spring 2</p> <p>PE Unit Term 4: Dance and Gymnastics</p>	<p>Summer 1</p> <p>PE Unit Term 5: Invasion Games</p> <p>Forest School: Term 5 and Term 6</p>	<p>Summer 2</p> <p>Forest School: Term 5 and Term 6</p> <p>PE Unit Term 6: Athletics</p> <p>Term 6: Sports Day</p>	
Impact	Learners leave EYFS confidently negotiating space and obstacles safely considering their safety and the safety of others. They show strength, balance and coordination when playing a range of games. Learners move in range of ways such as running, jumping, dancing, hopping, skipping and climbing.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Fine Motor Skills	<p>Show preference for a dominant hand.</p> <p>Use a spoon and fork.</p> <p>Do up a zip with support.</p> <p>Use scissors to make snips.</p> <p>Use mark making tools.</p> <p>Use pencil with fingers</p>	<p>Develop core muscle strength when sitting at tables and laying on the floor.</p> <p>Show good control in small movements.</p> <p>Use mark making tools.</p> <p>Show good pencil control.</p> <p>Begin to develop recognisable letters.</p> <p>Developing a tripod grip.</p> <p>Use a knife and fork.</p>	<p>Use scissors to cut in straight lines.</p> <p>Handle tools effectively including pencils for writing.</p> <p>Begin to develop recognisable letters.</p> <p>Use a knife and fork effectively.</p> <p>Use a tripod grip.</p>	<p>Use a tripod grip.</p> <p>Use a knife and fork effectively.</p> <p>Write recognisable letters for all Kinetic Letter families.</p> <p>To write recognisable numbers</p> <p>Handle tools effectively including pencils for writing.</p>	<p>Use scissors correctly to cut complex shapes.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast,</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast,</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

					accurate and efficient.	accurate and efficient.	
Examples of Implementation	<ul style="list-style-type: none"> -Adults model and encourage effective use of fine motor skills during daily activities, such as mark-making, using tools, and manipulating objects. -Kinetic Letters taught throughout the year to work on pen grip, letter and number formation. -A variety of mark-making tools, including pencils, crayons, and paintbrushes, are provided to develop pencil control and encourage creativity. -Scissor skills are practiced through structured activities, starting with making snips and progressing to cutting along straight and curved lines. -Opportunities are created for learners to develop hand-eye coordination using puzzles, threading activities, and construction toys. - Daily tasks, such as using cutlery during snack and meal times or zipping up coats, are used to build independence and fine motor dexterity. -Playdough, clay, and similar materials are used regularly to strengthen finger and hand shaping. -Adults support the development of a tripod grip by modeling correct pencil hold and providing activities such as tracing or drawing vertical and horizontal lines. -Fine motor challenges, such as tweezing small objects or sorting beads, are included in provision to refine precision and control. -Regular use of tools such as paintbrushes, scissors, and hole punchers help children build confidence and skill with small tools. -Learners are encouraged to explore the formation of letters and numbers through sensory writing, such as in sand or with finger paints, before progressing to paper-based writing. -Drawing Club ran from Term 3 to further support the development of fine motor skills. -Workshop area used with junk modelling materials throughout the year. -Small group intervention to support development of fine motor skills. <p>Key Vocabulary:</p> <p>Body Positions linked to Kinetic Letters (bear, lion, meerkat, lizard, penguin)</p> <p>Grip and Hand Positioning: grip, hold, pinch, squeeze, press, twist, tripod grip, fist grip</p> <p>Hand Movements: push, pull, roll, turn, twist, flick, stretch, pinch, press</p> <p>Tools and Equipment: pencil, pen, crayon, paintbrush, scissors, tweezers, glue stick, knife, fork, spoon</p> <p>Shapes and Lines: line, circle, curve, straight, zigzag, diagonal, horizontal, vertical</p> <p>Materials and Textures: paper, card, playdough, clay, sand, beads, thread, fabric</p> <p>Actions: cut, snip, trace, draw, write, thread, build, stack, poke, tear, fold</p> <p>Developmental Concepts: control, precision, steady, careful</p>						

	Self-Care: zip, button, tie, fasten, grip, open, close Writing and Mark-Making: trace, letter, number, mark, pattern, shape, design					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Forest School: Term 5 and Term 6	Summer 2 Forest School: Term 5 and Term 6
Impact	Learners leave EYFS holding a pencil effectively (the tripod grip in most cases) showing accuracy when writing and drawing and forming letters well. They use a range of small tools successfully such as scissors, paintbrushes and cutlery.					

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) (EYFS Programme of Study- Statutory Framework for EYFS 2024).

Curriculum Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Comprehension	Enjoys listening to stories and rhymes. Looks at books independently and handles with care. Can retell a rhyme.	Joins in with repeated phrases from a story. Can name/comment on the events/characters from a familiar story. Can re-tell a poem.	Listens attentively at story/rhyme time. Talk about the main events of a story. Begin to use language from stories/rhymes when discussing it/in small world.	Use the language from stories/rhymes within role play and discussions. Has an awareness of what is fiction and non-fiction in a text.	Understand story structure and can sequence a familiar story using images or objects. Tell the story to another person using the book or images.	Show an understanding of what they have read through questions and retelling. Uses new vocabulary in different contexts.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

			Can answer questions about a text.		Retell a story including key events. Make a simple prediction based on the events of a story so far.		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.
Examples of Implementation	<p>-Adults read texts daily, modeling expressive reading and pausing to ask questions about the story.</p> <p>-Adults use props, puppets, and visual aids during story time to enhance engagement and comprehension.</p> <p>-Encourage learners to use new vocabulary from stories in their discussions, role play, or when retelling the story.</p> <p>-Pause during story reading to ask predictive questions like, “What do you think will happen next?” or “Why do you think the character did that?”</p> <p>-Adults to create opportunities for learners to act out stories or use small-world play to explore story events.</p> <p>-Repeat and revisit familiar stories to help learners deepen their understanding and use language from the text.</p> <p>-Small group work for Phonics.</p> <p>-Structured talk time during carpet sessions.</p> <p>-1:1 reading fortnightly.</p> <p>Key Vocabulary:</p> <p>Story-related terms: character, setting, plot, beginning, middle, end Question words: who, what, where, when, why, how Emotive language: happy, sad, surprised, scared, excited Predictive phrases: I think, maybe, it could be, it might happen Connectives: and, then, because, so, but</p>						
Specific topics are subject to change due to interests/needs of the cohort.	Autumn 1 Literacy: Rhymes	Autumn 2 Literacy: Poems	Spring 1 Drawing Club (Drawing club to introduce new vocabulary, character, setting and comprehension understanding).	Spring 2 Literacy: Instructions	Summer 1 Literacy: Stories	Summer 2 Literacy: Animal Fact files	

Literacy:
Adjectives/Describing

**Recommended
Texts**

Autumn 1/2

Their own experiences:

Families

There's a house inside my Mummy – Giles Andres

Owl Babies – Martin Waddell

Zeki Loves Daddy

Occupations

Izzy Gizmo – Pip Jones

My Mummy is a Plumber – Katherine Bryan

Little People Big Dreams

The environment

We're going on a bear hunt

We're going on a leaf hunt

People similarities and differences

Elmer – David McKee

The Rainbow Fish – Marcus Pfeister

Changes over time (babies)

Starting School – Janet and Allen Ahlberg

The Growing Story – Ruth Krauss

Beegu – Alexis Deacon

Families, jobs, communities

Hey Wall – Susan Verde

Last Stop on Market Street – Matt De La Pena

The past

Peepo – Janet and Allen Ahlberg

Historical events

Spring 1/2

Wider experiences

The past (clothes, toys)

Dogger – Shirley Hughes

The Velveteen Rabbit

The natural world non-fiction

Maps

What the Ladybird Heard – Julia Donaldson

Special places for others in communities

Differences in lives other countries

Handa's Surprise – Eileen Browne

Kitchen Disco – Clare Foges

Immi's Gift

Seasonal change

The Tiny Seed – Eric Carle

Plants and living things

Poetry Basket Term 2

Summer 1/2

Comparing experiences

Roles in societies (how they help)

Dr Ranj

The Jolly Postman – Janet and Allen Ahlberg

The past and now through settings characters and events

The Paper Dolls – Julia Donaldson

Immediate environment -

Different cultures

Different countries

Natural world

Jack and the beanstalk

Zog

Rapunzel

Poetry Basket Term 3

	<p>Topsy and Tim's Bonfire Night</p> <p>Diwali</p> <p>Dipal's Diwali - Twinkl</p> <p>Countries</p> <p>Seasons</p> <p>Poetry Basket Term 1</p>					
<p>Key Songs, Poems and Rhymes</p>	<p>Focus: Simple repetition, rhythm, and rhyme.</p> <p>Songs:</p> <p>"Twinkle, Twinkle, Little Star"</p> <p>"Baa, Baa, Black Sheep"</p> <p>"The Wheels on the Bus"</p> <p>"If You're Happy and You Know It"</p> <p>"Head, Shoulders, Knees, and Toes"</p> <p>Poems & Rhymes:</p> <p>"Humpty Dumpty"</p> <p>"Jack and Jill"</p> <p>"Incy Wincy Spider"</p> <p>"Hickory Dickory Dock"</p> <p>"Round and Round the Garden"</p>	<p>Focus: Introducing more complex rhyming patterns and movements.</p> <p>Songs:</p> <p>"Five Little Ducks"</p> <p>"Old MacDonald Had a Farm"</p> <p>"Row, Row, Row Your Boat"</p> <p>"Jingle Bells" (seasonal)</p> <p>"Wind the Bobbin Up"</p> <p>Poems & Rhymes:</p> <p>"Five Little Monkeys Jumping on the Bed"</p>	<p>Focus: Expanding vocabulary and sequencing skills.</p> <p>Songs:</p> <p>"Five Currant Buns"</p> <p>"Ten in the Bed"</p> <p>"Down in the Jungle"</p> <p>"The Grand Old Duke of York"</p> <p>"Sleeping Bunnies"</p> <p>Poems & Rhymes:</p> <p>"Little Miss"</p> <p>"I'm a Little Teapot"</p>	<p>Focus: Encouraging recall of longer sequences.</p> <p>Songs:</p> <p>"There Was an Old Lady Who Swallowed a Fly"</p> <p>"Alice the Camel"</p> <p>"Miss Polly Had a Dolly"</p> <p>"A Sailor Went to Sea, Sea, Sea"</p> <p>"Do You Know the Muffin Man?"</p> <p>Poems & Rhymes:</p>	<p>Focus: Rhymes with more descriptive language and storytelling.</p> <p>Songs:</p> <p>"How Much is That Doggy in the Window?"</p> <p>"The Farmer in the Dell"</p> <p>"London Bridge is Falling Down"</p> <p>"Sing a Song of Sixpence"</p> <p>"She'll Be Coming Round the Mountain"</p>	<p>Focus: Preparing for Year 1 with longer, more structured pieces.</p> <p>Songs:</p> <p>"This Old Man, He Played One"</p> <p>"My Bonnie Lies Over the Ocean"</p> <p>"Daisy, Daisy (Give Me Your Answer, Do)"</p> <p>"The Big Ship Sails on the Ally Ally Oh"</p> <p>"We're Going on a Bear Hunt"</p>

		<p>"One, Two, Buckle My Shoe"</p> <p>"Pat-a-Cake, Pat-a-Cake"</p> <p>"Teddy Bear, Teddy Bear, Turn Around"</p> <p>"Hey Diddle Diddle"</p>	<p>"Star Light, Star Bright"</p> <p>"Rain, Rain, Go Away"</p>	<p>"The Owl and the Pussycat" (simplified version)</p> <p>"Pussycat, Pussycat, Where Have You Been?"</p> <p>"I Had a Little Nut Tree"</p> <p>"The Itsy Bitsy Spider"</p> <p>"Five Little Speckled Frogs"</p>	<p>Poems & Rhymes:</p> <p>"Mary Had a Little Lamb"</p> <p>"The Queen of Hearts"</p> <p>"Doctor Foster Went to Gloucester"</p> <p>"I Hear Thunder"</p> <p>"Hot Cross Buns"</p>	<p>Poems & Rhymes:</p> <p>"The Owl and the Pussycat" (full version)</p> <p>"Hush, Little Baby"</p> <p>"Over in the Meadow"</p> <p>"Halfway Down the Stairs" (by A.A. Milne)</p> <p>"Bedtime" (by Eleanor Farjeon)</p>
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Impact By the end of EYFS, learners will confidently demonstrate their understanding of stories and texts by retelling key events, discussing characters and settings, and using newly introduced vocabulary. They will be able to ask and answer questions about stories, make simple predictions, and share their ideas in discussions or through role play

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Word Reading	<p>Understand print has different meanings e.g. name/shops/labels.</p> <p>Recognise their name.</p> <p>Recognise rhyme.</p> <p>Clap the syllables in a word.</p>	<p>Knows all of Level 2 GPCS.</p> <p>Can blend to read VC/CVC words.</p> <p>Can read Level 2 CEW's.</p>	<p>Can read Level 2 captions.</p> <p>Know some Level 3 GPC's.</p>	<p>Knows majority of Level 3 GPC's.</p> <p>Can read simple captions and sentences.</p> <p>Can read the majority of Level 3 CEW's.</p> <p>Link sounds to letter names.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	<p>Hear and say the initial sound in a word.</p> <p>Can orally blend CVC words.</p>				<p>their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Knows all of Level 3 GPC's</p> <p>Can read all of Level 3 CEW's.</p>	<p>their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Can read Level 4 CVCC/ CCVC words.</p>	
<p>Examples of Implementation</p>	<ul style="list-style-type: none"> -Daily phonics sessions to teach letter sounds, digraphs, and blending skills. -Provide reading materials matched to learners' phonics knowledge, including decodable books and captions. -1:1 reading fortnightly. -Small group targeted interventions to support learners who struggle. -Adults model early reading behaviors by reading with learners emphasising fluency and expression. -Use interactive storytelling sessions to connect learners with books and explore characters, settings, and events. -Introduce environmental print in the classroom, such as labels, signs, and word walls, to demonstrate the purpose of written words. -Use puppets, props, and visuals to support comprehension and maintain engagement during reading activities. -Celebrate progress through reading rewards, such as certificates or stickers, to build confidence and enthusiasm for reading. - Weekly trips to the Knowledge Hub to celebrate reading. -Word of the week used. <p>Key Vocabulary:</p> <p>Phonics terms: sound, letter, blend, digraph, segment, decode</p> <p>High-frequency words: the, and, said, I, you</p> <p>Story-related terms: character, setting, plot, beginning, end</p> <p>Reading behaviours: point, read, sound out, look at the picture, re-read</p>						
<p>Specific topics are subject to change due to interests/needs of the cohort.</p>	<p>Autumn 1</p> <p>Literacy: Rhymes</p>	<p>Autumn 2</p> <p>Literacy: Poems</p>	<p>Spring 1</p> <p>Drawing Club (Drawing club to introduce new vocabulary, character,</p>	<p>Spring 2</p> <p>Literacy: Instructions</p>	<p>Summer 1</p> <p>Literacy: Stories</p>	<p>Summer 2</p> <p>Literacy: Animal Fact files</p>	

			setting and comprehension understanding).				
			Literacy: Adjectives/Describing				
Impact	By the end of EYFS, learners will confidently read simple sentences and books using their phonic knowledge. They will be able to blend and segment sounds, recognise some common exception words, and demonstrate understanding of texts.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Writing Match to	<p>Attempts to write their name using some letters.</p> <p>Discuss the marks they make e.g. this is a car.</p> <p>Say the initial sound in a word.</p> <p>Orally segment CVC words.</p>	<p>Write their name.</p> <p>Segment and write Level 2 CVC words.</p> <p>Show good pencil control.</p> <p>Begin to develop recognisable letters.</p> <p>Developing a tripod grip.</p> <p>•</p>	<p>Orally compose a simple sentence.</p> <p>Write a short dictated caption including Level 2 sounds.</p> <p>Spell Level 2 CEW's.</p> <p>Handle tools effectively including pencils for writing.</p> <p>Begin to develop recognisable letters.</p> <p>Use a tripod grip.</p> <p>Use adjectives to describe and label.</p>	<p>Segment and write Level 3 CVC words.</p> <p>Write a short dictated caption including Level 3 sounds.</p> <p>Write recognisable letters for all Kinetic Letter families.</p> <p>To write recognisable numbers</p> <p>Handle tools effectively including pencils for writing.</p> <p>Use a tripod grip.</p> <p>Write simple instructions.</p>	<p>Write sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spell Level 3 CEW's.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Write simple stories.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Write sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Write an animal fact file.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Examples of Implementation	<ul style="list-style-type: none"> -Adults model writing processes and openly discuss their thinking as they write, such as sounding out words or deciding what to write next. -Regular opportunities are given for learners to participate in writing activities during child-initiated play. -Fine motor challenges are integrated into daily provision to build the physical skills needed for writing, such as threading, playdough manipulation, and cutting. - Learners are encouraged to write for real-life purposes, such as creating labels, writing lists, or sending cards. - Adults are able to provide specific feedback on learners' writing, such as praising letter formation or guiding improvements in spacing and punctuation. - Helicopter Story sessions are used to encourage learners to write for a purpose. -Learners are encouraged to share their writing with peers or adults, building confidence and communication skills. -small group Phonics sessions daily supporting writing development. 						

	<p>-Kinetic Letter sessions daily to support formation. -Specific targeted interventions to help learners who need extra support.</p> <p>Key Vocabulary: Writing terms: letters, sounds, words, sentence, full stop, capital letter, space Phonics-related: segment, blend, grapheme, phoneme, digraph Action words: write, form, spell, label, compose, read back Positional words: down, bump, flick, pull, push, slide.</p>					
<p>Specific topics are subject to change due to interests/needs of the cohort.</p>	<p>Autumn 1 Literacy: Rhymes</p>	<p>Autumn 2 Literacy: Poems</p>	<p>Spring 1</p> <p>Drawing Club (Drawing club to introduce new vocabulary, character, setting and comprehension understanding).</p> <p>Literacy: Adjectives/Describing</p>	<p>Spring 2 Literacy: Instructions</p>	<p>Summer 1 Literacy: Stories</p>	<p>Summer 2 Literacy: Animal Fact files</p>
<p>Impact</p>	<p>By the end of EYFS, learners will confidently write simple phrases and sentences that are readable to others. They will use their phonics knowledge to spell words accurately and form most letters correctly. Learners will demonstrate confidence in writing for a variety of purposes.</p>					

Mathematics

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 relationship 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 (EYFS Programme of Study- Statutory Framework for EYFS 2024).

Curriculum Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Number and Numerical Patterns (Follow White Rose Math's)	Numbers (1,2,3) Representing, Comparing and the composition of 1, 2, 3. Match and Sort. Same and Different. Comparing amounts Comparing size, mass and capacity. Exploring patterns. Circles and Triangles.	Numbers (4,5) Representing, Comparing and the composition of 1, 2,3,4,5. One more and one less. 4 sided shapes, Squares and Rectangles. Time: Night and Day.	Numbers (6,7,8) Introducing 0 Comparing numbers to 5. Composition of 4 and 5. Comparing mass and capacity. 6, 7 and 8. Making pairs. Comparing 2 groups. Length and Height. Time.	Numbers (9,10) Comparing numbers to 10. Number bonds to 10. 3d Shapes. Patterns.	Numbers to 20 and beyond. Building numbers and counting patters beyond 10. Spatial reasoning, Match, rotate and manipulate. First, then, now. Adding more. Taking away. Spatial reasoning. Compose and decompose.	Find my pattern. Doubling, sharing and grouping. Even and Odd. Spatial reasoning. Visualise and Build. On the move. Deepening understanding of patterns and relationships. Spatial reasoning. Mapping.	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. 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.
Examples of Implementation	<ul style="list-style-type: none"> -Adults model the use of numbers in everyday activities, such as counting objects, steps, or snacks during routines. -Daily counting songs and rhymes are used to help learners recognise number sequences and develop one-to-one correspondence. -Opportunities for subitising (recognizing quantities without counting) are embedded in provision using dice, dot cards, and familiar objects. -Adults use mathematical language during play, such as more, fewer, total, one more, and one less, such as pair, equal, odd, even, share, double, half, and pattern, to reinforce key concept and to embed key vocabulary. -Manipulatives such as counters, number frames, cubes, and bead strings are available for learners to explore number composition and early calculation. -Role-play areas are set up with opportunities to explore numbers, such as shop tills, price tags, or bus tickets with numbered seats. -Learners are encouraged to compare quantities in different contexts, such as deciding who has more bricks or identifying which cup holds less water. -Adults support learners to solve problems through guided questions, such as "How can we share these blocks equally?" or "How many more do we need to make 10?" -Regular opportunities are provided for learners to match numerals to quantities using resources like number cards, number lines, and ten frames. -Number books, puzzles, and story problems are incorporated to deepen learners' understanding of numbers in various contexts. -Math's sessions taught throughout the week to support learners understanding. -Small target interventions delivered to help learners who need more support. -Opportunities to explore patterns in numbers are embedded, such as recognising odd and even numbers, doubles, and number patterns on dice or ten frames. -Practical activities, such as grouping objects into pairs or sharing items equally, support the understanding of even and odd numbers and early division concepts. -Learners are encouraged to recognize and create repeating patterns, such as ABAB or ABB patterns, using a variety of resources like beads, blocks, and shapes. -Problem-solving activities are incorporated to challenge learners, such as "How can we share these equally?" or "Can you make a pattern using three colors?" -Story problems and books that focus on numerical patterns, sharing, or doubling are used to deepen understanding in meaningful contexts. -Adults model the use of positional language in daily routines and play, such as "Put the block on top of the tower" or "Stand behind the line." -Practical opportunities are provided for learners to explore and name 2D and 3D shapes through activities like building with blocks and creating pictures, -Learners are encouraged to compare and describe objects using terms such as longer, shorter, heavier, lighter, full, empty, and more. -Sorting and matching activities are used to help learners identify and group shapes, sizes, and objects by specific attributes. -Pattern-making activities, such as arranging beads, blocks, or natural objects, support learners in creating and extending AB, ABB, and AABB patterns. -Role-play areas include resources to explore concepts of space and measurement, such as weighing scales in a shop or measuring tapes in a construction zone. -Outdoor play incorporates large-scale spatial activities, such as obstacle courses, to reinforce concepts like over, under, around, and through. -Problem-solving tasks, such as building structures or filling containers, encourage learners to apply their understanding of shapes, space, and capacity. -Adults use books, rhymes, and stories to introduce and reinforce mathematical concepts, such as "Goldilocks and the Three Bears" to discuss size and comparison. 						

- Tactile activities, such as using sand, water, and playdough, allow learners to explore capacity, weight, and shape in hands-on ways.
- The date is shared daily with learners to show an understanding of days, months and years.

Key Vocabulary:

Numbers: one, two, three, etc.

Mathematical terms: more, less, equal, total, how many, add, take away, altogether, one more, one less

Positional language: first, second, third, last

Comparative terms: bigger, smaller, greater, fewer

Numbers: odd, even, double, half, equal

Patterns: repeating, AB, ABB, AAB, AABB

Mathematical terms: pair, share, group, divide, sequence, same, different

Comparative terms: bigger, smaller, equal, same as

Shapes: circle, square, triangle, rectangle, cube, sphere, cylinder, cone

Positional terms: on, under, over, behind, in front, next to, between, through, around

Comparative terms: bigger, smaller, taller, shorter, longer, heavier, lighter, full, empty, nearly full, nearly empty

Pattern terms: repeating, AB, ABB, AABB

Measurement terms: measure, weigh, balance, compare, capacity, length, height

Impact

By the end of EYFS, learners will confidently verbally count to 20, recognising patterns within the counting system. They will compare quantities up to 10 in various contexts, identifying when one quantity is greater, less than, or the same as another. Learners will explore and represent patterns within numbers to 10, including odd and even numbers, doubles, and shared quantities, demonstrating a secure understanding of numerical relationships. Learners will confidently demonstrate a deep understanding of numbers to 10, including their composition. They will Subitise quantities up to 5 and automatically recall number bonds to 5 and some number bonds to 10. Learners will use mathematical language to describe and compare quantities, solve simple number problems, and demonstrate fluency in counting, adding, and subtracting within 10. Learners will also confidently explore and describe the properties of 2D and 3D shapes, using mathematical language to talk about size, position, and movement. They will create and continue repeating patterns and compare objects by length, weight, and capacity in practical contexts. Learners will demonstrate their understanding of positional language and apply their knowledge to solve simple problems involving shape, space, and measurement.

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 (EYFS Programme of Study- Statutory Framework for EYFS 2024).

Curriculum Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Past and Present	<p>Talk about themselves and their family.</p> <p>Talk about changes that have happened throughout their life/differences between now and as a baby.</p>	<p>Understand that some places are special to members of their community.</p> <p>Understand an historical event- Gun Powder Plot/Remembrance Day.</p>	<p>Show interest in different occupations/talk about different jobs.</p> <p>Comment on images of familiar situations from the past.</p>	<p>Draw information from a simple map.</p> <p>Talk about the past e.g. no television/computers, different toys/clothes using photos and physical artefacts.</p> <p>Talk about similarities, differences between themselves and others and among families, communities and traditions.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about what is heard and seen in stories and picture books and how this is different/the same.</p> <p>Talk about similarities, differences between themselves and others and among families, communities and traditions.</p>	<p>Talk about what is heard and seen in stories and picture books and how this is different/the same.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about similarities, differences between themselves and others and among families, communities and traditions.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Examples of Implementation	<ul style="list-style-type: none"> -Adults model discussions about past and present events, using personal experiences and stories to introduce concepts of time. -Learners are encouraged to share their own experiences, such as birthdays or family outings, and compare them to the experiences of others. -Picture books and non-fiction texts are used to introduce learners to significant historical events, such as Remembrance Day or the Gunpowder Plot. -Stories, Photographs and artefacts are used to help learners understand differences between past and present, such as how toys, clothes, and homes have changed. -Discussions about learners’ own families are encouraged, including talking about family traditions, special events, and how family members’ lives were different in the past. 						

-Learners explore stories from the past, comparing settings, characters, and events to their own lives.
 -Adults ask open-ended questions to promote critical thinking, such as “How do you think people traveled before cars?” or “Why do you think this happened in the story?”

Key Vocabulary:
 Time-related terms: past, present, now, then, before, after, long ago
 Family terms: parents, grandparents, siblings, family tree
 Historical terms: old, new, change, tradition, memory
 Question words: who, what, when, why, how
 Comparative terms: similar, different, same, change, alike

Specific questions are subject to change due to interests/needs of the cohort and additional themes will be added based on learners’ interests.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Diwali Celebration Remembrance Day Celebration Bonfire Night Celebration	Chinese New Year Celebrations	Holi celebrations		

Impact By the end of EYFS, learners will have a secure understanding of their own life story and the lives of their family members. They will be able to talk about past and present events in their own lives and in the lives of people around them. Learners will demonstrate an understanding of the differences between things that happened in the past and how life is today, using stories, pictures, and artefacts to explain their thinking.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
People, Cultures and Communities	Explore their environment. Notice similarities/differences between people. Show understanding/positive attitude of differences between people.	Recognise that people have different beliefs and celebrate special times in different ways. Enjoys joining in with family customs and routines. Understand that we are all different and don’t	Begins to know about own and other cultures. That we are all different and also deserving of respect. Understand that life can be different in other countries. Recognise some environments that are	Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Talk about some special places for people in our and other	Explore and talk about the natural world using what they know from stories/non-fiction. Talk about the differences in people’s lives in other countries.	Talk about the differences in people’s lives in other countries. Explore and talk about the natural world using what they know from stories/non-fiction.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between

	Talk about places they have visited and their experiences.	all enjoy the same thing.	different from the one in which they live. Recognise that people have different beliefs and celebrate special times in different ways.	communities e.g. church/mosque. Talk about similarities, differences between themselves and others and among families, communities and traditions.	Talk about similarities, differences between themselves and others and among families, communities and traditions.	Talk about some special places for people in our and other communities e.g. church/mosque. Talk about similarities, differences between themselves and others and among families, communities and traditions.	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.
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Examples of Implementation

-Adults model positive attitudes towards diversity, celebrating differences and similarities among people, families, and communities.

-Learners are encouraged to share their own experiences, such as cultural traditions, special celebrations, or places they have visited.

-Picture books, stories, and non-fiction texts are used to introduce learners to different cultures, traditions, and ways of life, both locally and globally.

-Adults support learners to notice and discuss differences in people’s lives, such as clothing, food, languages, or celebrations, fostering curiosity and respect.

-Visitors from the community are invited to share their roles or traditions, such as local religious leaders, parents, or professionals like firefighters or doctors.

-Seasonal and cultural celebrations, such as Diwali, Christmas, Chinese New Year, and Eid, are included in the curriculum to deepen learners' understanding of different traditions.

-Activities and discussions are linked to environmental awareness, encouraging learners to talk about caring for their surroundings and the natural world.

-Open-ended questions, such as “How is life different in other countries?” or “Why do you think people celebrate in different ways?” are used to encourage critical thinking and discussion.

- Adults hold a When I Grow Up Day involving many visitors to share their jobs.

Key Vocabulary:

Cultural terms: tradition, celebration, festival, family, community

Geographical terms: map, globe, country, world, local, landmark, near, far

Descriptive terms: similar, different, same, unique, respect

Positional terms: over, across, far away, nearby

	Question words: who, what, where, why, how						
Specific topics are subject to change due to interests/needs of the cohort.	Autumn 1 RS Unit: Religions: Christianity and Judaism	Autumn 2 Bonfire Night Celebration Diwali Celebration Remembrance Day Celebration RS Unit: Religions: Christianity Christmas <i>What is Christmas?</i>	Spring 1 Chinese New Year Celebrations When I Grow Up Day Celebrations RS Unit : Religion: Hinduism Celebrations <i>How do people celebrate?</i>	Spring 2 Holi celebrations RS Unit: Religion: Christianity Easter <i>What is Easter?</i>	Summer 1 RS Unit: Religion: Christianity, Islam, Hinduism, Sikhism Story time <i>What can we learn from stories?</i>	Summer 2 RS Unit: Religion: Christianity, Islam, Judaism Special Places <i>What makes places special?</i>	
Impact	By the end of EYFS, learners will confidently describe their immediate environment and talk about the lives of people in their community and beyond. They will understand some similarities and differences between their own culture and those of others, using stories, non-fiction texts, and maps to explain their ideas. Learners will demonstrate curiosity about the wider world and respect for the diversity of people, traditions, and communities.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
The Natural World	Begin to show care for living things and the environment-plants/animals. Talk about what they can see/hear. Explore the natural world around them.	Describe what they see, hear and feel whilst outside. Talk about the weather linked to seasonal change-Autumn/Winter. Understand the effect of changing seasons on the natural world around them.	Change materials e.g. make playdough, mix paint etc. Recognise some environments that are different from the one in which they live. Talk about forces – push/pull/magnets/floating.	Talk about the weather linked to seasonal change-Spring/Summer. Understand the effect of changing seasons on the natural world around them. Talk about forces – push/pull/magnets/floating.	Describe features of plants/Minibeasts and notice similarities/differences. Talk about changing states of materials-heating/cooling.	Describe features of plants/Minibeasts and notice similarities/differences. Understand similarities and differences between	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

		Talk about changing states of materials- melting/freezing.		Recognise some environments that are different from the one in which they live.	Understand similarities and differences between environments from stories.	environments from stories.	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
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Examples of Implementation	<p>-Adults model curiosity and wonder about the natural world, encouraging learners to observe, ask questions, and share their ideas about plants, animals, and environments.</p> <p>-Opportunities are provided for learners to explore outdoor spaces observing plants, animals, and natural materials.</p> <p>-Magnifying glasses, bug viewers, and other tools are used to encourage close observation of plants, insects, and natural phenomena.</p> <p>-Learners engage in activities like planting seeds, watering plants, and watching them grow, discussing the needs of living things.</p> <p>-Seasonal changes are observed and discussed, with learners encouraged to notice and describe differences in weather, plants, and animal behavior throughout the year.</p> <p>-Non-fiction books, stories, and videos are used to introduce learners to concepts such as habitats, lifecycles, and ecosystems.</p> <p>-Adults use questions like “What do you notice about...?”, “Why do you think this happens?”, or “What might happen next?” to promote critical thinking and inquiry.</p> <p>-Simple experiments, such as freezing and melting water or mixing colors, are conducted to explore changing states of matter and encourage scientific thinking.</p> <p>-Role-play and creative activities, such as creating animal habitats with small-world toys or building models of natural environments, reinforce learning about the natural world.</p> <p>-Opportunities are provided for learners to reflect on how to care for the environment, including discussions about recycling, reducing waste, and respecting living things.</p> <p>-Learners care for and learn about our class pet Ernie the African Land Snail</p> <p>Key Vocabulary:</p> <p>Nature terms: plant, tree, flower, animal, insect, habitat, forest, ocean, environment</p> <p>Seasonal terms: spring, summer, autumn, winter, weather, sunny, rainy, windy, snowy</p> <p>Lifecycle terms: grow, change, seed, egg, chrysalis, hatch</p> <p>Scientific terms: material, hard, soft, smooth, rough, freeze, melt, float, sink</p> <p>Descriptive terms: big, small, tall, short, heavy, light, wet, dry</p>
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Specific topics are subject to change due to interests/needs of the cohort.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Farm Trip Chicks
Impact	By the end of EYFS, learners will confidently explore the natural world, making observations about plants, animals, and seasonal changes. They will describe similarities and differences between different environments and demonstrate an understanding of key processes, such as lifecycles and changing states of matter. Learners will show curiosity and respect for the natural world, including an awareness of how to care for living things and the environment.					

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe (EYFS Programme of Study- Statutory Framework for EYFS 2024).

Curriculum Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Creating with materials	Join materials- glue/tape. Have their own ideas. Create closed shapes- represent objects/movement through drawing/painting e.g. face. To look at an Artist’s work.	Explore colour and colour mixing. Talk about their creations and how they were made. To look at an Artist’s work.	Begin to combine materials. Choose particular colours for a purpose. Experiment to create different textures. Begin to select ways to join materials. Talk about their creations and how they were made. Explore, use and refine a variety of artistic effects to	Talk about what they can see in others art work. Manipulate materials to achieve a planned effect. Use a range of techniques/tools to achieve a desired outcome. Combine media to represent. Mix colours to produce required colour/shade.	Create props and materials for role-playing. Use a range of techniques/tools to achieve a desired outcome. Begin to represent an Artist’s work- natural art/ collage/watercolours/ pastels. Return to and build on their previous learning, refining ideas and developing	Plan a design before creating it. Talk about how their creations were made and begin to take on board feedback to improve. Use a range of techniques/tools to achieve a desired outcome. Begin to represent an Artist’s work- natural art/	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

			<p>express their ideas and feelings.</p> <p>Construct with a purpose in mind.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>collage/watercolours/pastels.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>characters in narratives and stories.</p>
<p>Examples of Implementation</p>	<p>-Adults model and encourage the use of a variety of materials and tools, demonstrating techniques such as cutting, gluing, folding, and joining.</p> <p>-Learners are provided with open-ended resources like paper, fabric, recycled materials, and natural items to explore and create freely.</p> <p>-Opportunities are given for learners to experiment with colour mixing using paints, pastels, and crayons, observing how new shades and tones are created.</p> <p>-Opportunities are given for learners to plan their creations, discussing their ideas and the steps they will take before beginning.</p> <p>-Learners are supported in using tools like scissors, hole punchers, and brushes safely and effectively, with guidance from adults as needed.</p> <p>-Opportunities for creating 3D models and structures are provided using resources such as cardboard, clay, blocks, and construction sets.</p> <p>-Adults encourage learners to share their ideas and processes, describing how they made their creations and reflecting on how they might improve or adapt them.</p> <p>-Famous artists' works and styles are introduced to inspire learners and encourage them to experiment with new techniques, such as printing, collage, or watercolors.</p> <p>-Creative activities are integrated across provision areas, such as designing maps in small-world play or decorating models in construction zones.</p> <p>Key Vocabulary:</p> <p>Tools and materials: paint, crayon, pencil, brush, glue, scissors, tape, clay, fabric, cardboard</p> <p>Processes: cut, join, fold, stick, mix, shape, print, model, decorate</p> <p>Descriptive terms: color, shade, tone, texture, pattern, smooth, rough, shiny, soft</p> <p>Creative thinking: design, plan, create, improve, change, adapt</p> <p>Artistic terms: collage, sculpture, model, painting, drawing</p>						
<p>Specific topics are subject to change due to interests/needs of the cohort.</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>	

Impact	By the end of EYFS, learners will confidently use a range of materials, tools, and techniques to create with purpose and imagination. They will plan and adapt their creations, explaining the processes they have used and reflecting on their work. Learners will experiment with colour, design, texture, and form, showcasing their creative thinking and ability to express themselves through their artwork.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer (ELGs)
Being imaginative and Expressive	<p>Access small word/role play.</p> <p>Request and join in with known rhymes/songs.</p> <p>Experiment with a range of instruments.</p> <p>Learn new songs/poems with adult support</p> <p>Perform rhymes.</p>	<p>Sing a range of familiar songs.</p> <p>Rehearse and Perform in a Nativity.</p> <p>Learn new songs/poems with adult support e.g. Nativity.</p> <p>Learn new songs/poems with adult support.</p> <p>Perform poems.</p>	<p>Name some instruments.</p> <p>Understand the way to play some instruments.</p> <p>Perform music.</p>	<p>Move in response to music.</p> <p>Express movement through dance.</p> <p>Perform dance.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Develop and adapt well-known stories/rhymes in role play/small world.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Invent own stories/rhymes/songs and perform as a class.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>
Examples of Implementation	<p>-Adults model imaginative play and storytelling, using props, role-play, and small-world resources to inspire learners to invent and adapt their own narratives.</p> <p>-Learners are encouraged to engage in role-play scenarios based on familiar experiences, such as a home corner, shop, or doctor’s surgery, to develop their creativity and communication skills.</p> <p>-Opportunities are provided for learners to explore and perform songs, rhymes, and poems, including creating their own lyrics or actions.</p> <p>-Musical instruments are available for learners to experiment with sound, rhythm, and dynamics, encouraging them to compose their own pieces or accompany stories.</p> <p>-Adults lead movement and dance activities, introducing learners to a variety of music styles and encouraging them to express their ideas through physical movement.</p> <p>-Learners are supported in retelling and adapting familiar stories, using props, puppets, and visual aids to enhance their narratives.</p> <p>-Collaborative play opportunities are designed to encourage learners to build on each other’s ideas, such as creating group stories or performing mini-plays.</p> <p>-Open-ended resources like fabric, costumes, and loose parts are used to inspire imaginative role-play and storytelling.</p> <p>-Adults ask open-ended questions, such as “What happens next?” or “How would you change the story?” to extend learners’ thinking and creativity.</p> <p>Key Vocabulary:</p> <p>Creative expressions: pretend, imagine, make-believe, story, role-play, act, perform</p>						

	<p>Musical terms: rhythm, beat, sound, fast, slow, loud, quiet</p> <p>Storytelling terms: beginning, middle, end, character, setting, plot</p> <p>Emotive language: happy, sad, excited, scared, surprised</p> <p>Movement terms: dance, move, jump, spin, sway, stretch</p>					
	<p>Autumn 1</p> <p>Nativity Performance</p>	<p>Autumn 2</p>	<p>Spring 1</p> <p>PE: Dance/Gymnastics</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Impact</p>	<p>By the end of EYFS, learners will confidently invent, adapt, and recount narratives and stories with their peers and teachers. They will perform songs, rhymes, poems, and stories, showing an ability to express themselves creatively through language, music, and movement. Learners will demonstrate confidence in collaborative play and performance, using their imagination to communicate ideas and emotions.</p>					

