

NURSERY CURRICULUM

25-26



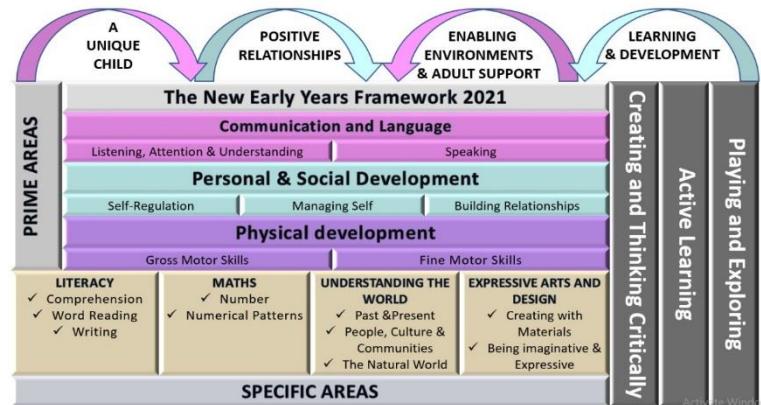
"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2025 & children's interests."

Oakfield Nursery Team

Respect- *In Early Years, respect is the cornerstone of everything we do. We believe that fostering a culture of respect sets the foundation for a nurturing and inclusive environment where every child feels valued and accepted. We teach our children to respect themselves, each other, and the world around them.*

Responsibility - *Through gentle guidance, we empower children to make thoughtful choices and cultivate a sense of responsibility from an early age. We aim to equip our children with the skills and mindset necessary to become responsible members of their communities in the future.*

Equity- *We celebrate diversity in all its forms, embracing different backgrounds, cultures, and abilities. Through our activities and games, we learn about the world around us and the wonderful people who inhabit it. Together, we create a colorful tapestry of friendship and acceptance.*



<u>Over Arching Principles</u>	<u>Characteristics of Effective Learning</u> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong, and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each other's community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: <i>At Oakfield Nursery, we understand that children learn best when they are absorbed, interested, and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>
--------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Our Values	Mutual respect	Mutual	Rule of law	Individual liberty	Democracy	Recap all British Values
Respect, Responsibility and Equity <i>Circle time</i> <i>We will 'dip in and out of each area' each term as and when we need to.</i>	We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Tolerance -Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	We all know that we have rules at nursery that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Baseline data by end of term Wellbeing and Involvement screening EYFS team meetings Keyperson observations	Wellbeing and Involvement Tracking Focus child Parent meetings EYFS team meetings Keyperson observations	Mid Year Assessments EYFS team meetings Keyperson observations	Parent meetings Keyperson observations EYFS team meetings	Speech link screening Keyperson observations EYFS team meetings Wellbeing and Involvement screening	EOY Assessments/ Reports Transition Meetings Keyperson observations EYFS team meetings
<u>Parental Involvement</u>	Staggered Start(runs throughout the year) Home visits Harvest trip Home / School Agreement Parent workshops School BBQ Class Dojo Termly Newsletter	Nativity Parent workshop/Reading Parent Meetings Book at Bedtime Story teller event Class Dojo Termly Newsletter	Parent workshop Stay and Read morning Class Dojo Termly Newsletter	Parents Evening Parent workshop Theatre Visit Class Dojo Termly Newsletter	Parent workshop Butterfly visit Class Dojo Termly Newsletter	Parent workshop Parents Evening Parent's Picnic Class Dojo Termly Newsletter

THIS IS HOW WE SEQUENCE LEARNING WITHIN OUR CURRICULUM

At Oakfield Primary Academy Nursery, we provide a loving, caring, happy and safe environment in which our children thrive. Our indoor and outdoor provision ensures that we think of well thought out activities to challenge our children. Through a balance of child and adult led learning our adults tune into children's play intervening at the precise moment to further enhance their learning. Coupled with this our Curriculum approach recognises that all children are unique and develop at a different pace, have different interests, learn in different ways and have different experiences. Underpinning our curriculum is the characteristics of effective teaching and learning. We believe that a highly engaging curriculum consists of many layers therefore our Prime and Specific area 3's dovetail our overarching curriculum Intent, implementation and impact.

How is the curriculum sequenced in the long-term?

- We use the Birth to 5 Matters Document as our starting points in terms of what we want our children to be able to achieve by the end of Nursery, this supports the sequential progression within our curriculum. Communication and Language is threaded through all 7 areas.
- Key objectives are then carefully selected from our lesson sequence which further break down the learning into termly milestones.
- We have highlighted in our curriculum map what we want children to learn in each term for the seven areas so that there is no narrowing of the curriculum.
- In doing this we then draw up our long-term planning for each term that highlights the topics we are covering and the list of activities we will be focussing on for each of the 7 areas.
- Learning is broken up into smaller chunks during our small group time.
- Within our cycle of learning we have broken up the learning into 6 overarching themes this supports us in planning and sequencing our learning for our children
- Each topic is structured around core texts. The weekly planning is based on the 'book of the week'/core text and cross curricular activities are planned to cover all 7 areas of the EYFS curriculum.
- Outcomes in all areas of the EYFS curriculum demonstrate age-appropriate opportunities to make links between prior and new learning

Our topics begin the year based around the child, their home, their family and their interests.

- During enrolment parents fill in an 'all about me' form about their child.
- With information gathered from this form, 'show & tell sessions' and discussions with the child & family, we are able to personalise their learning.
- Home visits are also carried out with the setting manager/SENCO and keyperson

Later in the year, the topics are about the local community, the wider community and the natural world around them.

- The children are introduced to businesses and amenities in the local area e.g. library, bus garage, supermarket, church etc.

- Visitors invited into school to talk about different occupations to promote cultural capital.
- Children make local visits to the park, Vegetable farm, local historic house and gardens as well an annual school trip to support learning of the selected topic.
- We sequence our teaching during small group time by recapping on learning, then communicating the objective, followed by a Key questions to promote thinking and open ended discussion, teacher modelling, children then have a go, the final stage is a plenary to consolidate concepts taught
- Individual interests of children are developed within child-initiated learning at Work Time.
- The indoor and outdoor areas within our provision are enhanced to ensure the children can explore current and prior themes/topics. Note in order for our children to do more, know more, learn more we will have activities repeated within the provision so that children can further consolidate learning

How do we evaluate the Curriculum and learning?

- We always evaluate our lessons in our weekly planning meeting
- If a child does not achieve in that lesson, then we would target the child through further work time sessions/interventions
- During lessons we will deal with misconceptions so that the children understand the learning
- **E.g Evaluation- Number was a focus in in Autumn term we found that children needed further consolidation, so we planned it in the Summer so that we recap the learning for the children**
- **E.g RWI** - if a child is unable to hear and tune into the different phonemes, they will struggle to decode words and read fluently. Therefore, time is taken to help develop good listening and attention skills. Through our daily routine all children are given many opportunities to listen and respond to their peers and the adults around them

How do we promote Safeguarding

It is our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

How will this be achieved?

- All staff have regular safeguarding training supervision sessions
- All staff follow agreed procedures when any concerns arise
- School, parents and outside agencies working together
- Opportunities for children to talk openly and be listened to
- Key Workers

- Attendance and punctuality check for all
- Clean safe school environment inside and outside
- Safety risk assessments completed by staff and outside agencies e.g. play equipment, water, alarm, fire
- Password systems
- Safer recruitment procedures

Impact:

- Children and staff will feel safe and be kept safe.

How do we support Wellbeing, mental health and involvement

Health, happiness and wellbeing are at the heart of our everyday practise. We acknowledge that children develop and learn in different ways and at different rates. They are encouraged to develop positive relationship with their keyworkers and their peers, this is achieved by fostering relationships built on mutual trust, respect and a holistic approach looking at 'the whole child'.

How will this be achieved?

- Regular monitoring using the Leuven's scale assessment of wellbeing and involvement
- Make choices
- All achievements are celebrated "you did it!"
- Enabling environment-carefully planned indoor and outdoor areas
- Conflict resolution
- Rights and responsibilities of adults and children working together
- Growth mind set-'a can do attitude'
- Support for child to self-regulate and manage their emotions
- Physical activity
- Yoga
- Settling in process
- Close partnership with parents-regular information sharing
- Warm, safe environment and caring interactions
- 'Show and tell'
- Named Key Workers
- Qualified experienced practitioners who understand child development

Impact:

- Children will be happy and their wellbeing will be high. They will develop a 'love for learning' and believe in themselves and their abilities leading to independent, resilient, self-assured individuals.

How do we promote British Values

The spiritual, moral, social and cultural values are central to our curriculum at Oakfield Nursery. We celebrate different major festival and cultures, ranging from Christian festivals such as Christmas and Easter, the Hindu and Sikh festival of Diwali and the Muslim festival of Eid. We also adjust our plan to recognise and include faiths & cultures of children and families within the school and community.

How will this be achieved?

- Small group activities
- Sharing family photo's
- Parent workshops, Diwali, Christmas
- Visitors to share their stories, occupation, clothes e.g. vicar from the local church, parents, emergency key workers
- Multi-cultural resources and books
- Different events; Black History Month
- Conflict resolution
- Story time
- Daily routine
- Language of the term
- International lunch
- 'Show and tell' opportunities

Impact:

- Children will begin to develop mutual respect and tolerance of others. They will learn about the multi-cultural and multi-faith community they live in.

How do we support Vulnerable Groups

High-quality early years provision can significantly benefit children's later outcomes, especially among the disadvantaged groups e.g. SEN, EAL, EYPP and other focus & vulnerable children. At Oakfield Nursery we strive to provide the best education and care. We treat children equally and fairly by valuing their individuality and uniqueness. We identify children who may need additional support and determine if there is a need for intervention or support services by working together with families and outside agencies, where appropriate.

How will this be achieved?

- Small group activities
- Planning recall
- Carefully planned and accessible indoor and outdoor resources
- Intervention sessions
- Early Talk Boost
- Yoga
- Mindfulness
- Language of the month
- Sensory opportunities
- 'Bucket time'
- Intensive interaction
- Visuals
- Makaton

Impact:

- Children will receive personalised education and make progress in their learning

COMMUNICATION AND LANGUAGE - Progression in skills

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 early years practitioner, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

3 – 4 Year Olds Communication and Language:

- Enjoy listening to longer stories and remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me Starting nursery / my new class / New Beginnings Staying healthy /	Ticket To Ride Around the Town How do I get there? Where in the world have you been?	Amazing Animals Life cycles Safari Animals around the world	Terrific Tales Traditional Tales Old favourites Familiar tales Library visits The Gruffalo	See How they Grow Life cycles Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Night and day animals Animal patterns	Pirates,Mermaids and the Sea Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life

	Food / Human body/senses How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe, Emotions, colour me happy, Only one you Little Red Hen - Harvest	Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong? The World we live in Our environment The solar system The moon Travelling through space Stars Aliens <u>Chris Hadfield</u> <u>Brushes his</u> <u>Teeth in Space</u> <u>(youtube.com)</u> Does the moon shine?	Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Tiger who came to tea 3 little pigs Book shops Non Fiction/magazines	Happy Habitats Plants & Flowers Weather / seasons Forest School	Fossils Seaside art Pirates and mermaids
EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean
Progression in skills	Sing a large repertoire of songs.	Enjoy listening to longer stories and can remember much of what happens.	Understand a question or instruction that has two parts, such as "Get your	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

	<p>Know many rhymes, be able to talk about familiar books.</p>	<p>Use a wider range of vocabulary.</p>	<p>coat and wait at the door”</p> <p>Understand ‘why’ questions, like: “Why do you think the think the caterpillar got so fat?”</p> <p>Use longer sentences of four to six words.</p> <p>Pay attention to more than one thing at a time, which can be difficult</p>	<p>Start a conversation with an adult or friend and continue it for many turns.</p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>	
Core Texts	<p>Core Text – Olu starts school The Colour Monster A superhero like you Super Duper You Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma Spot The Dog Rama and Sita Room on the Broom</p>	<p>Core Text – The Naughty Bus Mr. Gumpy’s Outing The runaway train Whatever Next Storytime – The Snail and the Whale The Way back Home Bob, The Man on the Moon Beegu Oi! Get off my train! The Way back Home The Dinosaur that pooped a planet Aliens love Underpants</p>	<p>Core Text – Owl Babies Giraffes can’t dance Pig in the Pond Aghh Spider!</p> <p>Storytime – The Emperors Egg Diary of a wombat Elephant and the Bad Baby Dear Zoo Brown bear what can you see Non fiction – atlas, habitats</p>	<p>Core Text – The Gruffalo Tiger who came to tea Three little Pigs Jack and the beanstalk Farmer Duck</p> <p>Storytime – The Jolly Postman Goldilocks Hansel & Gretal The Ugly Duckling Little red and Hungry Lion</p>	<p>Core Text – The Tiny Seed Oliver’s Vegetables Jasper’s Beanstalk The Very Hungry Caterpillar Titch</p> <p>Storytime – Tree, Seasons come and seasons go What the Ladybird Heard Tadpole’s promise Titch Non fiction – life cycle</p>	<p>Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean 10 Little Pirates Tiddler</p> <p>Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We’re going on a treasure hunt The treasure of pirate Frank Hooray for Fish Shark in the Park</p>

	<p>Children make choices about activities, songs, and stories about themselves. Voting for favourite All About Me activities (e.g., “Which body movement should we do?”). Sharing ideas about their families, interests, and likes.</p> <p>Rule of Law Understanding simple rules: <i>kind hands, gentle voices, looking after our bodies.</i> Learning that rules keep us safe (e.g., washing hands, safe boundaries,</p>	<p>Children vote for where to travel: <i>train station, airport, sea port, bus stop.</i> Choosing the transport mode for the day (plane, bus, train, boat). Sharing ideas about journeys and listening to others’ suggestions.</p> <p>Rule of Law Understanding that transport has rules to keep everyone safe (seatbelts, staying seated, waiting for the green man). Learning about road safety: stop, look, listen, hold hands. Following simple rules in role-play stations (queueing for tickets, waiting</p>	<p>Children vote or choose which animal to learn about or role-play. Encourage decision-making: “Which animal shall we act out today?” Share ideas about habitats, diets, and favourite animals.</p> <p>Rule of Law Learn rules for keeping safe around animals in real life and role play (e.g., gentle hands, not climbing cages, respecting boundaries). Following routines when caring for</p>	<p>Children choose which story to explore or act out. Vote for their favourite story character or which story corner to play in. Encourages turn-taking and listening to others’ ideas in group storytelling.</p> <p>Rule of Law Stories often show rules and consequences (e.g., the wolf blowing down houses, Goldilocks not taking things that aren’t hers). Children learn the importance of making good choices and understanding right and wrong. Promotes following simple</p>	<p>Children choose what to plant or observe (flowers, vegetables, seeds). Decide which growth activities to do during circle time or outdoor sessions. Encourages turn-taking, listening to others’ ideas, and sharing decisions.</p> <p>Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth:</p> <ul style="list-style-type: none"> ○ <i>Water the plants gently</i> ○ <i>Handle soil, seeds, and creatures carefully</i> ○ <i>Follow routines for measuring height or recording observations</i> <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p>	<p>Children choose which sea creature to explore or role-play. Decide on songs, poems, or activities for the “ocean” corner. Encourages turn-taking, listening to others’ ideas, and making decisions together.</p> <p>Rule of Law Learning rules to keep themselves and creatures safe during activities:</p> <ul style="list-style-type: none"> ○ Gentle hands with puppets, toys, or real sea creatures (if visiting an aquarium). ○ Walking carefully around water trays or sensory areas.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>looking after personal items).</p> <p>Modelling routines that support personal care and safety.</p> <p>Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty</p> <p>Celebrating each child as unique — their name, appearance, feelings, family, likes and dislikes.</p> <p>Allowing children to choose how to represent themselves through art, photos, drawings.</p>	<p>their turn, showing tickets).</p> <p>Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty</p> <p>Children choose where they want their “ticket” to take them.</p> <p>Freedom to express their likes: cars, trains, boats, planes, bikes.</p> <p>Encouraging independence: packing a bag, choosing items for a journey.</p> <p>Expressing personal experiences of travel (holidays, bus trips, family journeys).</p> <p>Mutual Respect</p> <p>Learning to share transport-</p>	<p>class pets or handling animal props.</p> <p>Reinforces understanding of rules for everyone’s safety and wellbeing.</p> <p>Individual Liberty</p> <p>Celebrate each child’s interests in animals — favourite animals, pets, or imaginary creatures.</p> <p>Allow freedom to express ideas and creativity through drawings, stories, or role play.</p> <p>Children can choose how to represent animals: painting,</p>	<p>classroom rules during role-play and storytelling.</p> <p>Individual Liberty</p> <p>Children can choose which characters to be, how to act out stories, or how to illustrate story events.</p> <p>Supports creativity, self-expression, and independence.</p> <p>Encourages children to express their own ideas during story-making or storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to others’ versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters</p>	<p>Children can choose how to express themselves while observing growth: drawing, painting, measuring, or storytelling.</p> <p>Encourages self-expression and independence: “How will you show your plant growing?”</p> <p>Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations about plants, animals, or their own growth.</p> <p>Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution.</p> <p>Respect that everyone’s plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce diverse plants and animals from around the world.</p> <p>Discuss that families may grow different foods or</p>	<p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to act out or create their own sea creatures.</p> <p>Express ideas creatively through drawing, movement, or storytelling.</p> <p>Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations and ideas about sea creatures and habitats.</p> <p>Encourage sharing resources, working together, and valuing differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or interpretations of the ocean.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Encouraging children to share how they feel and make their own choices in learning. Helping children understand that they have the right to say “no” and to express personal preferences.</p> <p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to others doing the same. Respecting everyone’s individual differences — hair, skin, languages, interests.</p>	<p>themed resources respectfully (vehicles, maps, tickets). Listening to others’ journey stories and valuing differences. Showing respect in role play (e.g., saying “please” and “thank you” at the ticket office). Working together to build tracks, roads, or airports.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Exploring that people travel differently around the world (tuk-tuks, bullet trains, rickshaws, boats). Recognising that families may visit</p>	<p>movement, or sound.</p> <p>Mutual Respect</p> <p>Encourage respect for living things, including class pets, animals in books, and wild animals. Promote sharing and turn-taking with animal toys, books, or props. Discuss that different children may like different animals and that all preferences are valid.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that animals are part of</p>	<p>sharing, kindness, and co-operation.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce stories from different cultures and traditions (e.g., <i>Anansi the Spider, The Tiger Who Came to Tea, Japanese folktales</i>). Children learn to respect and appreciate cultural diversity through storytelling.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Promotes understanding that people around the world have different</p>	<p>celebrate seasons differently. Encourage children to respect cultural diversity in gardening, food, or animal care.</p>	<p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that people around the world interact with oceans and sea creatures differently (fishing traditions, marine conservation, cultural stories). Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Modelling respect when talking about names, families, and what children like or dislike. Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations can be different. Recognising that friends may eat different foods, speak</p>	<p>different countries, languages, or cultural places. Looking at diverse transport settings (African safari jeeps, gondolas in Italy, London buses). Celebrating that everyone's travel experiences may vary depending on family traditions, culture, or background.</p>	<p>different cultures and traditions (e.g., cows in India, camels in deserts, reindeer in the Arctic). Teach that people around the world interact with animals differently. Encourage respect for different beliefs and practices regarding animals.</p>	<p>traditions, beliefs, and ways of life.</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------	--	--

	<p>different languages, or dress differently. Sharing family photos, objects, or books from diverse backgrounds (with sensitivity and choice). Promoting inclusivity through stories that show diversity in identity and culture.</p>					
Celebrations/Seasonal events	Harvest Festival Autumn Trail Harvest Time Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt	Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity Hannukah Remembrance day Children in Need	Chinese New Year LENT Valentine's Day Internet Safety Day	Book Week Easter time Mother's Day Science Week Easter Egg Hunt Theatre Trip	Post a letter Food tasting – different cultures Start of Ramadan Eid Caterpillar and Butterfly experience Visit to butterfly farm	Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van Map work- find the treasure

	Black History Month Diwali Visit from Police/Fire					
Culture Capital	Visit to Stanhill farm for vegetable growing	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting Collect autumn leaves, conkers, acorns for sorting, counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows).	Explore frost: mark-making on frosty surfaces. Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare trees and compare shapes. Explore shadows	Winter Forest School Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural items and explore melting. Simple planting: cress, beans, bulbs.	Green Beans Spring Forest School Pond Dipping Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural materials. Flower dissection / petal exploration. Lifecycle trays (frogs, butterflies). Make daisy chains or grass crowns. Explore	Sunflowers Caterpillar Forest School Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation. Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.	Summer Forest School Salad Growing Outdoor picnic & storytelling Beach exploration

	<p>Explore wind: ribbons, kites, leaves blowing. Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.</p>	<p>and torches outdoors.</p>	<p>Build bird nests using natural materials. Rainy day exploration: puddles, raindrop collecting.</p>	<p>tree blossoms and spring scents. Planting vegetables for summer harvest.</p>		
Intended ELG	<p>Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>					
What will this look like?	<p>Welcome to Nursery Settling in activities Making friends Children talking about experiences that are</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language</p>	<p>Talk it through! Settling in activities Describe events Discovering Passions Understand how to listen carefully and why listening is important.</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different</p>

	<p>familiar to them</p> <p>This is me!</p> <p>Rhyming and alliteration</p> <p>Familiar Print</p> <p>Sharing facts about me!</p> <p>Mood</p> <p>Monsters</p> <p>Shared stories</p> <p>All about me!</p> <p>Model talk routines through the day. For example, arriving in nursery:</p> <p>“Good morning, how are you?”</p> <p>Mini me in role play area</p> <p>Song boards and other visuals to allow ALL children to have a voice</p> <p>Staff to lead with open</p>	<p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding .</p> <p>Learn rhymes, poems and songs.</p>	<p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it?</p> <p>Sustained focus when listening to a story</p>		<p>weather conditions and seasons.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------

	ended questioning and I wonder					
--	-----------------------------------------------	--	--	--	--	--

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT - Progression in skills

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, oral hygiene 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.

3 – 4 Year Olds Personal, Social and Emotional Development:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Ticket To Ride	Amazing Animals	Terrific Tales	See How they Grow	Pirates,Mermaids and the Sea
EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean

Progression in skills	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Core Texts	Core Text – Olu starts school The Colour Monster	Core Text – The Naughty Bus Mr. Gumpy's Outing	Core Text – Owl Babies Giraffes can't dance	Core Text – The Gruffalo Tiger who came to tea	Core Text – The Tiny Seed Oliver's Vegetables Jasper's Beanstalk	Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean

	<p>A superhero like you Super Duper You Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma Spot The Dog Rama and Sita Room on the Broom</p>	<p>The runaway train Whatever Next Storytime – The Snail and the Whale The Way back Home Bob, The Man on the Moon Beegu Oi! Get off my train! The Way back Home The Dinosaur that pooped a planet Aliens love Underpants Mr Benn: Spaceman How to catch a star Beegu Ten Little Aliens You Choose – Space Xmas stories and Nativity Non fiction – maps The magic paintbrush The great race</p>	<p>Pig in the Pond Aghh Spider! Storytime – The Emperors Egg Diary of a wombat Elephant and the Bad Baby Dear Zoo Brown bear what can you see Non fiction – atlas, habitats</p>	<p>Three little Pigs Jack and the beanstalk Farmer Duck Storytime – The Jolly Postman Goldilocks Hansel & Gretal The Ugly Duckling Little red and Hungry Lion</p>	<p>The Very Hungry Caterpillar Titch Storytime – Tree, Seasons come and seasons go What the Ladybird Heard Tadpole's promise Titch Non fiction – life cycle</p>	<p>10 Little Pirates Tiddler Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We're going on a treasure hunt The treasure of pirate Frank Hooray for Fish Shark in the Park</p>
Key Rhymes/Songs	<p>If You are happy and you know it Head shoulders knees and toes</p>	<p>Wheels on the bus Row row row the boat Down at the station</p>	<p>Old McDonald, Five little ducks, baby shark, animal boogie, down in the jungle,</p>	<p>Goldilocks and the three bears song, Gingerbread song, Gruffalo song</p>	<p>Incy wincy spider, Mary Mary quite contrary,</p>	<p>Baby shark, I had a little turtle, 12345 once I caught a fish alive</p>

	Who is here today Welcome everyone song	Zoom, zoom, zoom were going to the moon, Big ships sail on the Alley alley oh	animal fair, 5 little monkeys			
Core Poems	What I like about me, This is me, My family, My hands can, I am special, my name, my feelings	The train poem, riding on the bus, the aeroplane, row the boat, my little car, the ticket poem, on the road	I'm a little lion, 5 little frogs, The monkey swing, The busy bees, little elephant, The giggly Giraffe,	Each Peach Pear Plum	Walking through the jungle	Little fish, five little starfish, The octopus, sea weed sway, jellyfish jiggle, The busy crab
Link to British Values	Democracy Children make choices about activities, songs, and stories about themselves. Voting for favourite All About Me activities (e.g., "Which body movement should we do?"). Sharing ideas about their families,	Democracy Children vote for where to travel: <i>train station, airport, sea port, bus stop.</i> Choosing the transport mode for the day (plane, bus, train, boat). Sharing ideas about journeys and listening to others' suggestions. Rule of Law	Democracy Children vote or choose which animal to learn about or role-play. Encourage decision-making : "Which animal shall we act out today?" Share ideas about habitats, diets, and	Democracy Children choose which story to explore or act out. Vote for their favourite story character or which story corner to play in. Rule of Law	Democracy Children choose what to plant or observe (flowers, vegetables, seeds). Decide which growth activities to do during circle time or outdoor sessions. Encourages turn-taking, listening to others' ideas, and sharing decisions. Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth: <ul style="list-style-type: none">○ <i>Water the plants gently</i>	Democracy Children choose which sea creature to explore or role-play. Decide on songs, poems, or activities for the "ocean" corner. Encourages turn-taking, listening to others' ideas, and making decisions together. Rule of Law Learning rules to keep themselves and creatures safe during activities: <ul style="list-style-type: none">○ Gentle hands with

	<p>interests, and likes.</p> <p>Rule of Law</p> <p>Understanding simple rules: <i>kind hands, gentle voices, looking after our bodies.</i></p> <p>Learning that rules keep us safe (e.g., washing hands, safe boundaries, looking after personal items).</p> <p>Modelling routines that support personal care and safety.</p> <p>Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty</p>	<p>Understanding that transport has rules to keep everyone safe (seatbelts, staying seated, waiting for the green man).</p> <p>Learning about road safety: stop, look, listen, hold hands.</p> <p>Following simple rules in role-play stations (queueing for tickets, waiting their turn, showing tickets).</p> <p>Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty</p> <p>Children choose where they want their</p>	<p>favourite animals.</p> <p>Rule of Law</p> <p>Learn rules for keeping safe around animals in real life and role play (e.g., gentle hands, not climbing cages, respecting boundaries).</p> <p>Following routines when caring for class pets or handling animal props.</p> <p>Reinforces understanding of rules for everyone's safety and wellbeing.</p> <p>Individual Liberty</p> <p>Celebrate each child's interests in animals — favourite</p>	<p>Rule of Law</p> <p>Stories often show rules and consequences (e.g., the wolf blowing down houses, Goldilocks not taking things that aren't hers).</p> <p>Children learn the importance of making good choices and understanding right and wrong.</p> <p>Promotes following simple classroom rules during role-play and storytelling.</p> <p>Individual Liberty</p> <p>Children can choose which characters to be, how to act</p>	<ul style="list-style-type: none"> ○ <i>Handle soil, seeds, and creatures carefully</i> ○ <i>Follow routines for measuring height or recording observations</i> <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to express themselves while observing growth: drawing, painting, measuring, or storytelling.</p> <p>Encourages self-expression and independence: "How will you show your plant growing?"</p> <p>Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect</p> <p>Children listen to each other's observations about plants, animals, or their own growth.</p>	<p>puppets, toys, or real sea creatures (if visiting an aquarium).</p> <ul style="list-style-type: none"> ○ Walking carefully around water trays or sensory areas. <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to act out or create their own sea creatures.</p> <p>Express ideas creatively through drawing, movement, or storytelling.</p> <p>Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect</p> <p>Children listen to each other's observations and</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Celebrating each child as unique — their name, appearance, feelings, family, likes and dislikes. Allowing children to choose how to represent themselves through art, photos, drawings. Encouraging children to share how they feel and make their own choices in learning. Helping children understand that they have the right to say “no” and to express personal preferences.</p>	<p>“ticket” to take them. Freedom to express their likes: cars, trains, boats, planes, bikes. Encouraging independence: packing a bag, choosing items for a journey. Expressing personal experiences of travel (holidays, bus trips, family journeys).</p> <p>Mutual Respect</p> <p>Learning to share transport-themed resources respectfully (vehicles, maps, tickets).</p> <p>Listening to others’ journey stories and valuing differences. Showing respect in role</p>	<p>animals, pets, or imaginary creatures. Allow freedom to express ideas and creativity through drawings, stories, or role play. Children can choose how to represent animals: painting, movement, or sound.</p> <p>Mutual Respect</p> <p>Encourage respect for living things, including class pets, animals in books, and wild animals.</p> <p>Promote sharing and turn-taking with animal toys, books, or props.</p>	<p>out stories, or how to illustrate story events.</p> <p>Supports creativity, self-expression, and independence. Encourages children to express their own ideas during story-making or storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to others’ versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters sharing,</p>	<p>Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution. Respect that everyone’s plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce diverse plants and animals from around the world. Discuss that families may grow different foods or celebrate seasons differently.</p> <p>Mutual Respect</p> <p>Encourage children to respect cultural diversity in gardening, food, or animal care.</p>	<p>ideas about sea creatures and habitats. Encourage sharing resources, working together, and valuing differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or interpretations of the ocean.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that people around the world interact with oceans and sea creatures differently (fishing traditions, marine conservation, cultural stories).</p> <p>Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to others doing the same.</p> <p>Respecting everyone's individual differences — hair, skin, languages, interests.</p> <p>Modelling respect when talking about names, families, and what children like or dislike.</p> <p>Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different</p>	<p>play (e.g., saying "please" and "thank you" at the ticket office).</p> <p>Working together to build tracks, roads, or airports.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Exploring that people travel differently around the world (tuk-tuks, bullet trains, rickshaws, boats).</p> <p>Recognising that families may visit different countries, languages, or cultural places.</p> <p>Looking at diverse transport settings (African</p>	<p>Discuss that different children may like different animals and that all preferences are valid.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that animals are part of different cultures and traditions (e.g., cows in India, camels in deserts, reindeer in the Arctic).</p> <p>Teach that people around the world interact with animals differently.</p> <p>Encourage respect for different</p>	<p>kindness, and co-operation.</p> <p>Encourages valuing different interpretations of the same story.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce stories from different cultures and traditions (e.g., <i>Anansi the Spider</i>, <i>The Tiger Who Came to Tea</i>, <i>Japanese folktales</i>).</p> <p>Children learn to respect and appreciate cultural diversity through storytelling.</p> <p>Promotes understanding</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations can be different.</p> <p>Recognising that friends may eat different foods, speak different languages, or dress differently.</p> <p>Sharing family photos, objects, or books from diverse backgrounds (with sensitivity and choice).</p> <p>Promoting inclusivity through stories that show diversity</p>	<p>safari jeeps, gondolas in Italy, London buses).</p> <p>Celebrating that everyone's travel experiences may vary depending on family traditions, culture, or background.</p>	<p>beliefs and practices regarding animals.</p>	<p>that people around the world have different traditions, beliefs, and ways of life.</p>		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------	-------------------------------------------------------------------------------------------	--	--

	in identity and culture.					
Celebrations/Seasonal events	Harvest Festival Autumn Trail Harvest Time Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt Black History Month Diwali Visit from Police/Fire	Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity Hannukah Remembrance day Children in Need	Chinese New Year LENT Valentine's Day Internet Safety Day	Book Week Easter time Mother's Day Science Week Easter Egg Hunt Theatre Trip	Post a letter Food tasting – different cultures Start of Ramadan Eid Caterpillar and Butterfly experience Visit to butterfly farm	Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van Map work- find the treasure
Culture Capital	Visit to Stanhill farm for vegetable growing	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting	Explore frost: mark-making on frosty surfaces.	Winter Forest School	Green Beans Spring Forest School Pond Dipping	Sunflowers Caterpillar Forest School	Summer Forest School Salad Growing

	<p>Collect autumn leaves, conkers, acorns for sorting, counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows). Explore wind: ribbons, kites, leaves blowing. Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.</p>	<p>Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare trees and compare shapes. Explore shadows and torches outdoors.</p>	<p>Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural items and explore melting. Simple planting: cress, beans, bulbs. Build bird nests using natural materials. Rainy day exploration: puddles, raindrop collecting.</p>	<p>Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural materials. Flower dissection / petal exploration. Lifecycle trays (frogs, butterflies). Make daisy chains or grass crowns. Explore tree blossoms and spring scents. Planting vegetables for summer harvest.</p>	<p>Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation. Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.</p>	<p>Outdoor picnic & storytelling Beach exploration</p>
Intended ELG	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs • Explain the reasons for rules, know right from wrong and try to behave accordingly • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 					

		<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Explain the reasons for rules, know right from wrong and try to behave accordingly 				
What will this look like?	Welcome to Nursery Settling in activities Making friends Children talking about experiences that are familiar to them. New beginnings See themselves as a valuable individual. Being me in my world Nursery Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Look how far I've come! Taking part in sports day - Winning and loosing Changing me Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

	Zones of Regulation					
--	------------------------	--	--	--	--	--

PHYSICAL DEVELOPMENT- Progression in skills

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.

3 – 4 Year Olds Physical Development:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Ticket To Ride	Amazing Animals	Terrific Tales	See How they Grow	Pirates, Mermaids and the Sea
EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean

Progression in skills	Use large-muscle movements to wave flags and streamers, paint and make marks.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Go up steps and stairs, or climb up apparatus, using alternate feet. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors.
Core Texts	Core Text – Olu starts school The Colour Monster	Core Text – The Naughty Bus Mr. Gumpy's Outing The runaway train	Core Text – Owl Babies Giraffes can't dance Pig in the Pond	Core Text – The Gruffalo Tiger who came to tea Three little Pigs	Core Text – The Tiny Seed Oliver's Vegetables Jasper's Beanstalk The Very Hungry Caterpillar	Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean 10 Little Pirates

	<p>A superhero like you Super Duper You</p> <p>Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma Spot The Dog Rama and Sita Room on the Broom</p>	<p>Whatever Next</p> <p>Storytime – The Snail and the Whale The Way back Home Bob, The Man on the Moon Beegu Oi! Get off my train! The Way back Home The Dinosaur that pooped a planet Aliens love Underpants Mr Benn: SpacemanHow to catch a star Beegu Ten Little Aliens You Choose – Space Xmas stories and Nativity Non fiction – maps The magic paintbrush The great race</p>	<p>Aghh Spider!</p> <p>Storytime – The Emperors Egg Diary of a wombat Elephant and the Bad Baby Dear Zoo Brown bear what can you see Non fiction – atlas, habitats</p>	<p>Jack and the beanstalk Farmer Duck</p> <p>Storytime – The Jolly Postman Goldilocks Hansel & Gretal The Ugly Duckling Little red and Hungry Lion</p>	<p>Titch</p> <p>Storytime – Tree, Seasons come and seasons go What the Ladybird Heard Tadpole's promise Titch Non fiction – life cycle</p>	<p>Tiddler</p> <p>Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We're going on a treasure hunt The treasure of pirate Frank Hooray for Fish Shark in the Park</p>
Key Rhymes/Songs	<p>If You are happy and you know it Head shoulders knees and toes Who is here today Welcome everyone song</p>	<p>Wheels on the bus Row row row the boat Down at the station Zoom, zoom, zoom were going</p>	<p>Old McDonald, Five little ducks, baby shark, animal boogie, down in the jungle, animal fair, 5 little monkeys</p>	<p>Goldilocks and the three bears song, Gingerbread song,</p>	<p>Incy wincy spider, Mary Mary quite contrary,</p>	<p>Baby shark, I had a little turtle, 12345 once I caught a fish alive</p>

		to the moon, Big ships sail on the Alley alley oh				
Core Poems	What I like about me, This is me, My family, My hands can, I am special, my name, my feelings	The train poem, riding on the bus, the aeroplane, row the boat, my little car, the ticket poem, on the road	I'm a little lion, 5 little frogs, The monkey swing, The busy bees, little elephant, The giggly Giraffe,	Each Peach Pear Plum	Walking through the jungle	Little fish, five little starfish, The octopus, sea weed sway, jellyfish jiggle, The busy crab
Link to British Values	Democracy Children make choices about activities, songs, and stories about themselves. Voting for favourite All About Me activities (e.g., "Which body movement should we do?"). Sharing ideas about their families, interests, and likes. Rule of Law Understanding simple rules:	Democracy Children vote for where to travel: <i>train station, airport, sea port, bus stop.</i> Choosing the transport mode for the day (plane, bus, train, boat). Sharing ideas about journeys and listening to others' suggestions. Rule of Law Understanding that transport has rules to keep everyone safe (seatbelts,	Democracy Children vote or choose which animal to learn about or role-play. Encourage decision-making : "Which animal shall we act out today?" Share ideas about habitats, diets, and favourite animals. Rule of Law Learn rules for keeping safe around	Democracy Children choose which story to explore or act out. Vote for their favourite story character or which story corner to play in. Encourages turn-taking and listening to others' ideas in group storytelling. Rule of Law Stories often show rules and consequences	Democracy Children choose what to plant or observe (flowers, vegetables, seeds). Decide which growth activities to do during circle time or outdoor sessions. Encourages turn-taking, listening to others' ideas, and sharing decisions. Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth: <ul style="list-style-type: none">○ <i>Water the plants gently</i>○ <i>Handle soil, seeds, and creatures carefully</i>	Democracy Children choose which sea creature to explore or role-play. Decide on songs, poems, or activities for the "ocean" corner. Encourages turn-taking, listening to others' ideas, and making decisions together. Rule of Law Learning rules to keep themselves and creatures safe during activities: <ul style="list-style-type: none">○ Gentle hands with puppets, toys, or real sea creatures (if visiting

	<p><i>kind hands, gentle voices, looking after our bodies.</i> Learning that rules keep us safe (e.g., washing hands, safe boundaries, looking after personal items). Modelling routines that support personal care and safety. Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty Celebrating each child as unique — their name, appearance, feelings,</p>	<p>staying seated, waiting for the green man). Learning about road safety: stop, look, listen, hold hands. Following simple rules in role-play stations (queueing for tickets, waiting their turn, showing tickets). Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty Children choose where they want their “ticket” to take them. Freedom to express their likes: cars,</p>	<p>animals in real life and role play (e.g., gentle hands, not climbing cages, respecting boundaries). Following routines when caring for class pets or handling animal props. Reinforces understanding of rules for everyone’s safety and wellbeing.</p> <p>Individual Liberty Celebrate each child’s interests in animals — favourite animals, pets, or imaginary creatures.</p>	<p>(e.g., the wolf blowing down houses, Goldilocks not taking things that aren’t hers). Children learn the importance of making good choices and understanding right and wrong. Promotes following simple classroom rules during role-play and storytelling.</p> <p>Individual Liberty Children can choose which characters to be, how to act out stories, or how to illustrate story events.</p>	<ul style="list-style-type: none"> ○ <i>Follow routines for measuring height or recording observations</i> <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty Children can choose how to express themselves while observing growth: drawing, painting, measuring, or storytelling. Encourages self-expression and independence: “How will you show your plant growing?” Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect Children listen to each other’s observations about plants, animals, or their own growth. Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution.</p>	<p>an aquarium).</p> <ul style="list-style-type: none"> ○ Walking carefully around water trays or sensory areas. <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty Children can choose how to act out or create their own sea creatures. Express ideas creatively through drawing, movement, or storytelling. Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect Children listen to each other’s observations and ideas about sea creatures and habitats. Encourage sharing resources, working together, and valuing</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>family, likes and dislikes. Allowing children to choose how to represent themselves through art, photos, drawings. Encouraging children to share how they feel and make their own choices in learning. Helping children understand that they have the right to say "no" and to express personal preferences.</p> <p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to</p>	<p>trains, boats, planes, bikes. Encouraging independence: packing a bag, choosing items for a journey.</p> <p>Mutual Respect</p> <p>Learning to share transport-themed resources respectfully (vehicles, maps, tickets). Listening to others' journey stories and valuing differences.</p> <p>Showing respect in role play (e.g., saying "please" and "thank you" at the ticket office).</p>	<p>and creativity through drawings, stories, or role play. Children can choose how to represent animals: painting, movement, or sound.</p> <p>Mutual Respect</p> <p>Encourage respect for living things, including class pets, animals in books, and wild animals. Promote sharing and turn-taking with animal toys, books, or props.</p> <p>Discuss that different children may like different animals and that all</p>	<p>Supports creativity, self-expression, and independence. Encourages children to express their own ideas during story-making or storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to others' versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters sharing, kindness, and co-operation. Encourages valuing</p>	<p>Respect that everyone's plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce diverse plants and animals from around the world.</p> <p>Discuss that families may grow different foods or celebrate seasons differently.</p> <p>Mutual Respect</p> <p>Encourage children to respect cultural diversity in gardening, food, or animal care.</p>	<p>differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or interpretations of the ocean.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that people around the world interact with oceans and sea creatures differently (fishing traditions, marine conservation, cultural stories).</p> <p>Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>others doing the same. Respecting everyone's individual differences — hair, skin, languages, interests. Modelling respect when talking about names, families, and what children like or dislike. Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations</p>	<p>Working together to build tracks, roads, or airports.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Exploring that people travel differently around the world (tuk-tuks, bullet trains, rickshaws, boats).</p> <p>Recognising that families may visit different countries, languages, or cultural places.</p> <p>Looking at diverse transport settings (African safari jeeps, gondolas in Italy, London buses).</p>	<p>preferences are valid.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that animals are part of different cultures and traditions (e.g., cows in India, camels in deserts, reindeer in the Arctic).</p> <p>Teach that people around the world interact with animals differently.</p> <p>Encourage respect for different beliefs and practices regarding animals.</p>	<p>different interpretations of the same story.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce stories from different cultures and traditions (e.g., <i>Anansi the Spider</i>, <i>The Tiger Who Came to Tea</i>, <i>Japanese folktales</i>).</p> <p>Children learn to respect and appreciate cultural diversity through storytelling.</p> <p>Promotes understanding that people around the world have different</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>can be different. Recognising that friends may eat different foods, speak different languages, or dress differently. Sharing family photos, objects, or books from diverse backgrounds (with sensitivity and choice). Promoting inclusivity through stories that show diversity in identity and culture.</p>	<p>Celebrating that everyone's travel experiences may vary depending on family traditions, culture, or background.</p>		<p>traditions, beliefs, and ways of life.</p>		
Celebrations/Seasonal events	<p>Harvest Festival Autumn Trail Harvest Time</p>	<p>Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity</p>	<p>Chinese New Year LENT Valentine's Day</p>	<p>Book Week Easter time Mother's Day Science Week</p>	<p>Post a letter Food tasting – different cultures Start of Ramadan Eid</p>	<p>Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van</p>

	Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt Black History Month Diwali Visit from Police/Fire	Hannukah Remembrance day Children in Need	Internet Safety Day	Easter Egg Hunt Theatre Trip	Caterpillar and Butterfly experience Visit to butterfly farm	Map work- find the treasure
Culture Capital	Visit to Stanhill farm for vegetable growing	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting Collect autumn leaves, conkers, acorns for sorting,	Explore frost: mark-making on frosty surfaces. Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter	Winter Forest School Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural	Green Beans Spring Forest School Pond Dipping Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural	Sunflowers Caterpillar Forest School Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation.	Summer Forest School Salad Growing Outdoor picnic & storytelling Beach exploration

	<p>counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows). Explore wind: ribbons, kites, leaves blowing. Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.</p>	<p>birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare trees and compare shapes. Explore shadows and torches outdoors.</p>	<p>items and explore melting. Simple planting: cress, beans, bulbs. Build bird nests using natural materials. Rainy day exploration: puddles, raindrop collecting.</p>	<p>materials. Flower dissection / petal exploration. Lifecycle trays (frogs, butterflies). Make daisy chains or grass crowns. Explore tree blossoms and spring scents. Planting vegetables for summer harvest.</p>	<p>Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.</p>	
Intended ELG	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • 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 • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 					

What will this look like?	Threading, cutting, playdough, Fine Motor activities. Manipulate objects with good fine motor skills e.g. tweezers, pegs, geo boards, Duplo, wooden blocks and stickle bricks. Draw lines and circles using gross motor movements using chunky chalks outside, white boards and pens inside. Hold pencil/paint brush beyond whole hand grasp Pencil Grip- "nip it, flip it, grip it!"	threading, cutting, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Teach and model correct letter formation. Doing up zips on coats.	threading, cutting, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items /	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Balance-children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Introduce skipping. Use picture books and other resources to	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Obstacle activities children moving over, under, through and around equipment. Skipping Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Skipping, Gymnastics / Balance
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Teach and model correct grasp</p> <p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children.</p> <p>Putting coats on, jumpers on and off, wellies and shoes on. Help individual children to develop good personal hygiene.</p> <p>Regular handwashing and independent toileting.</p>	<p>resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, scooters, wheelbarrows, prams and carts are all good options</p>	<p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>explain the importance of the different aspects of a healthy lifestyle.</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	--	--

Literacy - Progression in skills

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).

3 – 4 Year Olds Literacy:

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Ticket To Ride	Amazing Animals	Terrific Tales	See How they Grow	Pirates,Mermaids and the Sea
EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean
Progression in skills	Understand the five key concepts about print: - the names of	Understand the five key concepts about print:	Understand the five key concepts about print:	Use some of their print and letter knowledge	Understand the five key concepts about print: - print can have different purposes Develop their	Write some or all of their name. Write some letters accurately.

	<ul style="list-style-type: none"> - print has meaning 	<ul style="list-style-type: none"> different parts of a book - page sequencing 	<p>print:</p> <ul style="list-style-type: none"> - we read English text from left to right and from top to bottom. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes 	<p>phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>		
Core Texts	<p>Core Text – Olu starts school The Colour Monster A superhero like you Super Duper You Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma Spot The Dog Rama and Sita Room on the Broom</p>	<p>Core Text – The Naughty Bus Mr. Gumpy's Outing The runaway train Whatever Next</p>	<p>Core Text – Owl Babies Giraffes can't dance Pig in the Pond Ahhh Spider!</p>	<p>Core Text – The Gruffalo Tiger who came to tea Three little Pigs Jack and the beanstalk Farmer Duck</p>	<p>Core Text – The Tiny Seed Oliver's Vegetables Jasper's Beanstalk The Very Hungry Caterpillar Titch</p>	<p>Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean 10 Little Pirates Tiddler</p>	<p>Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We're going on a treasure hunt The treasure of pirate Frank Hooray for Fish Shark in the Park</p>

		Aliens love Underpants Mr Benn: Spaceman How to catch a star Beegu Ten Little Aliens You Choose – Space Xmas stories and Nativity Non fiction – maps The magic paintbrush The great race				
Key Rhymes/Songs	If You are happy and you know it Head shoulders knees and toes Who is here today Welcome everyone song	Wheels on the bus Row row row the boat Down at the station Zoom, zoom, zoom were going to the moon, Big ships sail on the Alley alley oh	Old McDonald, Five little ducks, baby shark, animal boogie, down in the jungle, animal fair, 5 little monkeys	Goldilocks and the three bears song, Gingerbread song,	Incy wincy spider, Mary Mary quite contrary,	Baby shark, I had a little turtle, 12345 once I caught a fish alive
Core Poems	What I like about me, This is me, My family, My hands can, I am special, my name, my feelings	The train poem, riding on the bus, the aeroplane, row the boat, my little car, the ticket poem, on the road	I'm a little lion, 5 little frogs, The monkey swing, The busy bees, little elephant, The giggly Giraffe,	Each Peach Pear Plum	Walking through the jungle	Little fish, five little starfish, The octopus, sea weed sway, jellyfish jiggle, The busy crab

Link to British Values	<p>Democracy Children make choices about activities, songs, and stories about themselves.</p> <p>Voting for favourite All About Me activities (e.g., "Which body movement should we do?").</p> <p>Sharing ideas about their families, interests, and likes.</p> <p>Rule of Law Understanding simple rules: <i>kind hands, gentle voices, looking after our bodies.</i></p> <p>Learning that rules keep us safe (e.g., washing hands, safe boundaries,</p>	<p>Democracy Children vote for where to travel: <i>train station, airport, sea port, bus stop.</i></p> <p>Choosing the transport mode for the day (plane, bus, train, boat).</p> <p>Sharing ideas about journeys and listening to others' suggestions.</p> <p>Rule of Law Understanding that transport has rules to keep everyone safe (seatbelts, staying seated, waiting for the green man).</p> <p>Learning about road safety: stop, look, listen, hold hands.</p> <p>Following simple rules in</p>	<p>Democracy Children vote or choose which animal to learn about or role-play.</p> <p>Encourage decision-making: "Which animal shall we act out today?"</p> <p>Share ideas about habitats, diets, and favourite animals.</p> <p>Rule of Law Learn rules for keeping safe around animals in real life and role play (e.g., gentle hands, not climbing cages, respecting boundaries).</p> <p>Following routines when</p>	<p>Democracy Children choose which story to explore or act out.</p> <p>Vote for their favourite story character or which story corner to play in.</p> <p>Encourages turn-taking and listening to others' ideas in group storytelling.</p> <p>Rule of Law Stories often show rules and consequences (e.g., the wolf blowing down houses, Goldilocks not taking things that aren't hers).</p> <p>Children learn the importance of</p>	<p>Democracy Children choose what to plant or observe (flowers, vegetables, seeds).</p> <p>Decide which growth activities to do during circle time or outdoor sessions.</p> <p>Encourages turn-taking, listening to others' ideas, and sharing decisions.</p> <p>Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth:</p> <ul style="list-style-type: none"> ○ <i>Water the plants gently</i> ○ <i>Handle soil, seeds, and creatures carefully</i> ○ <i>Follow routines for measuring height or recording observations</i> <p>Teaches that rules exist to protect everyone and everything.</p>	<p>Democracy Children choose which sea creature to explore or role-play.</p> <p>Decide on songs, poems, or activities for the "ocean" corner.</p> <p>Encourages turn-taking, listening to others' ideas, and making decisions together.</p> <p>Rule of Law Learning rules to keep themselves and creatures safe during activities:</p> <ul style="list-style-type: none"> ○ Gentle hands with puppets, toys, or real sea creatures (if visiting an aquarium) ○ Walking carefully around water trays or sensory areas.
------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>looking after personal items).</p> <p>Modelling routines that support personal care and safety.</p> <p>Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty</p> <p>Celebrating each child as unique — their name, appearance, feelings, family, likes and dislikes.</p> <p>Allowing children to choose how to represent themselves through art, photos, drawings.</p>	<p>role-play stations (queueing for tickets, waiting their turn, showing tickets).</p> <p>Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty</p> <p>Children choose where they want their “ticket” to take them.</p> <p>Freedom to express their likes: cars, trains, boats, planes, bikes.</p> <p>Encouraging independence: packing a bag, choosing items for a journey.</p> <p>Expressing personal experiences of</p>	<p>caring for class pets or handling animal props.</p> <p>Reinforces understanding of rules for everyone’s safety and wellbeing.</p> <p>Individual Liberty</p> <p>Celebrate each child’s interests in animals — favourite animals, pets, or imaginary creatures.</p> <p>Allow freedom to express ideas and creativity through drawings, stories, or role play.</p> <p>Children can choose how to represent animals:</p> <p>painting,</p>	<p>making good choices and understanding right and wrong.</p> <p>Promotes following simple classroom rules during role-play and storytelling.</p> <p>Individual Liberty</p> <p>Children can choose which characters to be, how to act out stories, or how to illustrate story events.</p> <p>Supports creativity, self-expression, and independence.</p> <p>Encourages children to express their own ideas during story-making or</p>	<p>Individual Liberty</p> <p>Children can choose how to express themselves while observing growth: drawing, painting, measuring, or storytelling.</p> <p>Encourages self-expression and independence: “How will you show your plant growing?”</p> <p>Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations about plants, animals, or their own growth.</p> <p>Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution.</p> <p>Respect that everyone’s plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce diverse plants and animals from around the world.</p> <p>Discuss that families may grow different foods or</p>	<p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to act out or create their own sea creatures.</p> <p>Express ideas creatively through drawing, movement, or storytelling.</p> <p>Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations and ideas about sea creatures and habitats.</p> <p>Encourage sharing resources, working together, and valuing differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or interpretations of the ocean.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Encouraging children to share how they feel and make their own choices in learning. Helping children understand that they have the right to say “no” and to express personal preferences.</p> <p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to others doing the same. Respecting everyone’s individual differences — hair, skin, languages, interests.</p>	<p>travel (holidays, bus trips, family journeys).</p> <p>Mutual Respect</p> <p>Learning to share transport-themed resources respectfully (vehicles, maps, tickets).</p> <p>Listening to others’ journey stories and valuing differences.</p> <p>Showing respect in role play (e.g., saying “please” and “thank you” at the ticket office).</p> <p>Working together to build tracks, roads, or airports.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>movement, or sound.</p> <p>Mutual Respect</p> <p>Encourage respect for living things, including class pets, animals in books, and wild animals.</p> <p>Promote sharing and turn-taking with animal toys, books, or props.</p> <p>Discuss that different children may like different animals and that all preferences are valid.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to others’ versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters sharing, kindness, and co-operation.</p> <p>Encourages valuing different interpretations of the same story.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>celebrate seasons differently.</p> <p>Encourage children to respect cultural diversity in gardening, food, or animal care.</p>	<p>Explore that people around the world interact with oceans and sea creatures differently (fishing traditions, marine conservation, cultural stories).</p> <p>Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

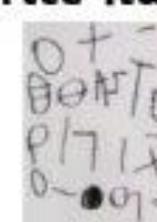
	<p>Modelling respect when talking about names, families, and what children like or dislike.</p> <p>Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations can be different.</p> <p>Recognising that friends may eat different foods, speak different languages, or</p>	<p>Exploring that people travel differently around the world (tuk-tuks, bullet trains, rickshaws, boats).</p> <p>Recognising that families may visit different countries, languages, or cultural places.</p> <p>Looking at diverse transport settings (African safari jeeps, gondolas in Italy, London buses).</p> <p>Celebrating that everyone's travel experiences may vary depending on family traditions, culture, or background.</p>	<p>different cultures and traditions (e.g., cows in India, camels in deserts, reindeer in the Arctic).</p> <p>Teach that people around the world interact with animals differently.</p> <p>Encourage respect for different beliefs and practices regarding animals.</p>	<p>different cultures and traditions (e.g., <i>Anansi the Spider</i>, <i>The Tiger Who Came to Tea</i>, <i>Japanese folktales</i>).</p> <p>Children learn to respect and appreciate cultural diversity through storytelling.</p> <p>Promotes understanding that people around the world have different traditions, beliefs, and ways of life.</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

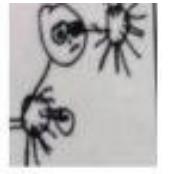
	<p>dress differently. Sharing family photos, objects, or books from diverse backgrounds (with sensitivity and choice). Promoting inclusivity through stories that show diversity in identity and culture.</p>					
Celebrations/Seasonal events	Harvest Festival Autumn Trail Harvest Time Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt Black History Month Diwali	Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity Hannukah Remembrance day Children in Need	Chinese New Year LENT Valentine's Day Internet Safety Day	Book Week Easter time Mother's Day Science Week Easter Egg Hunt Theatre Trip	Post a letter Food tasting – different cultures Start of Ramadan Eid Caterpillar and Butterfly experience Visit to butterfly farm	Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van Map work- find the treasure

	Visit from Police/Fire					
Culture Capital	Visit to Stanhill farm for vegetable growing	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting Collect autumn leaves, conkers, acorns for sorting, counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows). Explore wind: ribbons, kites,	Explore frost: mark-making on frosty surfaces. Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare trees and compare shapes. Explore	Winter Forest School Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural items and explore melting. Simple planting: cress, beans, bulbs. Build bird nests using	Green Beans Spring Forest School Pond Dipping Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural materials. Flower dissection / petal exploration. Lifecycle trays (frogs, butterflies). Make daisy chains or grass	Sunflowers Caterpillar Forest School Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation. Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.	Summer Forest School Salad Growing Outdoor picnic & storytelling Beach exploration

	<p>leaves blowing. Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.</p>	<p>shadows and torches outdoors.</p>	<p>natural materials. Rainy day exploration: puddles, raindrop collecting.</p>	<p>crowns. Explore tree blossoms and spring scents. Planting vegetables for summer harvest.</p>		
Intended ELG	<p>Early Learning Goal</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <ul style="list-style-type: none"> - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 					
What will this look like?	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: -</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story</p>	<p>Making up stories with themselves as the main character . Encourage children to record stories through picture drawing/mark making . Introduction of RWI set 1 sounds</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, and enjoyment. World Book Day</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, initial sounds</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front</p>

	<p>print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listening and attention skills</p> <p>Listening walks and games</p>	<p>maps and orally retelling new stories. Non-Fiction Focus</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books</p> <p>Help children to tune into different sounds in English by making changes to rhymes and songs i.e 'twinkle, twinkle yellow star'.</p> <p>Regular sharing of books and discussion of children's ideas and responses to a range of books.</p>	<p>Recognising initial sounds</p> <p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, , reciting known stories, listening to stories with attention and recall.</p>	<p>Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Role play area – book characters</p> <p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, reciting known stories, listening to stories with attention and recall</p>	<p>cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, reciting known stories, listening to stories with attention and recall</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Sensory mark making alongside more traditional methods. Continue to draw children's attention to print in the environment and to print with different functions i.e. menus or logo's.</p>	<p>Read familiar stories that have repeated refrains for children to join in.</p> <p>Stories and rhymes that reflect different cultures and beliefs.</p>				
Writing	<p>Opportunities to mark make outside use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Gross and fine motor activities to strengthen muscles for writing. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Create a Message centre! Explore making marks, but do not communicate meaning. Random scribbling</p>	<p>draw basic pictures.</p> <p>Use lines to look like writing.</p> <p>Scribble writing Left to right direction</p> <p>begin to assign meaning</p> <p>Writing recipes, lists. Writing for a purpose in role play, Rhyming words.</p> <p>Write symbols and shapes that look like writing. Assign meaning to the marks.</p> <p>Attempts to write name Use initial sounds to label characters / images. Silly soup.</p>	<p>Write symbols and shapes that look like writing. Assign meaning to the marks</p> <p>Attempts to write name</p> <p>Use initial sounds to label characters / images.</p> <p>Silly soup.</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Retelling stories in writing area,</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> 			

		<p>Order the Easter story. Labels – life cycles Recount</p>  	
--	-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Mathematics - Progression in skills

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.

3 – 4 Year Olds Mathematics:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Ticket To Ride	Amazing Animals	Terrific Tales	See How they Grow	Pirates,Mermaids and the Sea
EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean
Progression in skills	<p>Talk about and explore 2D and 3D shapes(for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Select shapes appropriately: flat surfaces for building, a</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Understand position through words alone for</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle</p> <p>Etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Describe a familiar route.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and Mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>

	<p>triangular prism for a roof etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>		<p>example, “The bag is under the table,” with no pointing. Make comparisons between objects relating to size, length, weight and capacity.</p>			
Core Texts	<p>Core Text – Olu starts school The Colour Monster A superhero like you Super Duper You Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma Spot The Dog Rama and Sita Room on the Broom</p>	<p>Core Text – The Naughty Bus Mr. Gumpy’s Outing The runaway train Whatever Next</p> <p>Storytime – The Snail and the Whale The Way back Home Bob, The Man on the Moon Beegu Oi! Get off my train! The Way back Home The Dinosaur that pooped a planet Aliens love Underpants Mr Benn: Spaceman How to catch a star Beegu Ten Little Aliens</p>	<p>Core Text – Owl Babies Giraffes can’t dance Pig in the Pond Aghh Spider!</p> <p>Storytime – The Emperors Egg Diary of a wombat Elephant and the Bad Baby Dear Zoo Brown bear what can you see Non fiction – atlas, habitats</p>	<p>Core Text – The Gruffalo Tiger who came to tea Three little Pigs Jack and the beanstalk Farmer Duck</p> <p>Storytime – The Jolly Postman Goldilocks Hansel & Gretal The Ugly Duckling Little red and Hungry Lion</p>	<p>Core Text – The Tiny Seed Oliver’s Vegetables Jasper’s Beanstalk The Very Hungry Caterpillar Titch</p> <p>Storytime – Tree, Seasons come and seasons go What the Ladybird Heard Tadpole’s promise Titch Non fiction – life cycle</p>	<p>Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean 10 Little Pirates Tiddler</p> <p>Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We’re going on a treasure hunt The treasure of pirate Frank Hooray for Fish Shark in the Park</p>

		You Choose – Space Xmas stories and Nativity Non fiction – maps The magic paintbrush The great race				
Key Rhymes/Songs	If You are happy and you know it Head shoulders knees and toes Who is here today Welcome everyone song	Wheels on the bus Row row row the boat Down at the station Zoom, zoom, zoom were going to the moon, Big ships sail on the Alley alley oh	Old McDonald, Five little ducks, baby shark, animal boogie, down in the jungle, animal fair, 5 little monkeys	Goldilocks and the three bears song, Gingerbread song,	Incy wincy spider, Mary Mary quite contrary,	Baby shark, I had a little turtle, 12345 once I caught a fish alive
Core Poems	What I like about me, This is me, My family, My hands can, I am special, my name, my feelings	The train poem, riding on the bus, the aeroplane, row the boat, my little car, the ticket poem, on the road	I'm a little lion, 5 little frogs, The monkey swing, The busy bees, little elephant, The giggly Giraffe,	Each Peach Pear Plum	Walking through the jungle	Little fish, five little starfish, The octopus, sea weed sway, jellyfish jiggle, The busy crab
Link to British Values	Democracy Children make choices about activities, songs, and	Democracy Children vote for where to travel: <i>train station, airport,</i>	Democracy Children vote or choose which animal	Democracy Children choose which story to	Democracy Children choose what to plant or observe (flowers, vegetables, seeds).	Democracy Children choose which sea creature to explore or role-play.

	<p>stories about themselves. Voting for favourite All About Me activities (e.g., “Which body movement should we do?”). Sharing ideas about their families, interests, and likes.</p> <p>Rule of Law Understanding simple rules: <i>kind hands, gentle voices, looking after our bodies.</i> Learning that rules keep us safe (e.g., washing hands, safe boundaries, looking after personal items). Modelling routines that</p>	<p><i>sea port, bus stop.</i> Choosing the transport mode for the day (plane, bus, train, boat). Sharing ideas about journeys and listening to others’ suggestions.</p> <p>Rule of Law Understanding that transport has rules to keep everyone safe (seatbelts, staying seated, waiting for the green man). Learning about road safety: stop, look, listen, hold hands. Following simple rules in role-play stations (queueing for tickets, waiting their turn,</p>	<p>to learn about or role-play. Encourage decision-making: “Which animal shall we act out today?” Share ideas about habitats, diets, and favourite animals.</p> <p>Rule of Law Learn rules for keeping safe around animals in real life and role play (e.g., gentle hands, not climbing cages, respecting boundaries).</p> <p>Following routines when caring for class pets or handling animal props.</p>	<p>explore or act out. Vote for their favourite story character or which story corner to play in. Encourages turn-taking and listening to others’ ideas in group storytelling.</p> <p>Rule of Law Stories often show rules and consequences (e.g., the wolf blowing down houses, Goldilocks not taking things that aren’t hers). Children learn the importance of making good choices and understanding right and wrong.</p>	<p>Decide which growth activities to do during circle time or outdoor sessions. Encourages turn-taking, listening to others’ ideas, and sharing decisions.</p> <p>Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth:</p> <ul style="list-style-type: none"> ○ <i>Water the plants gently</i> ○ <i>Handle soil, seeds, and creatures carefully</i> ○ <i>Follow routines for measuring height or recording observations</i> <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty Children can choose how to express themselves while observing growth: drawing,</p>	<p>Decide on songs, poems, or activities for the “ocean” corner. Encourages turn-taking, listening to others’ ideas, and making decisions together.</p> <p>Rule of Law Learning rules to keep themselves and creatures safe during activities:</p> <ul style="list-style-type: none"> ○ Gentle hands with puppets, toys, or real sea creatures (if visiting an aquarium) ○ Walking carefully around water trays or sensory areas. <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>support personal care and safety. Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty</p> <p>Celebrating each child as unique — their name, appearance, feelings, family, likes and dislikes.</p> <p>Allowing children to choose how to represent themselves through art, photos, drawings.</p> <p>Encouraging children to share how they feel and make their</p>	<p>showing tickets). Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty</p> <p>Children choose where they want their “ticket” to take them.</p> <p>Freedom to express their likes: cars, trains, boats, planes, bikes.</p> <p>Encouraging independence: packing a bag, choosing items for a journey.</p> <p>Expressing personal experiences of travel (holidays, bus trips, family journeys).</p> <p>Mutual Respect</p>	<p>Reinforces understanding of rules for everyone’s safety and wellbeing.</p> <p>Individual Liberty</p> <p>Celebrate each child’s interests in animals — favourite animals, pets, or imaginary creatures.</p> <p>Allow freedom to express ideas and creativity through drawings, stories, or role play.</p> <p>Children can choose how to represent animals: painting, movement, or sound.</p> <p>Mutual Respect</p>	<p>Promotes following simple classroom rules during role-play and storytelling.</p> <p>Individual Liberty</p> <p>Children can choose which characters to be, how to act out stories, or how to illustrate story events.</p> <p>Supports creativity, self-expression, and independence.</p> <p>Encourages children to express their own ideas during story-making or storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to</p>	<p>painting, measuring, or storytelling.</p> <p>Encourages self-expression and independence: “How will you show your plant growing?”</p> <p>Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations about plants, animals, or their own growth.</p> <p>Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution.</p> <p>Respect that everyone’s plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce diverse plants and animals from around the world.</p> <p>Discuss that families may grow different foods or celebrate seasons differently.</p> <p>Encourage children to respect cultural diversity in</p>	<p>Children can choose how to act out or create their own sea creatures.</p> <p>Express ideas creatively through drawing, movement, or storytelling.</p> <p>Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations and ideas about sea creatures and habitats.</p> <p>Encourage sharing resources, working together, and valuing differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or interpretations of the ocean.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that people around the world interact with oceans and sea creatures differently</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>own choices in learning.</p> <p>Helping children understand that they have the right to say “no” and to express personal preferences.</p> <p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to others doing the same.</p> <p>Respecting everyone’s individual differences — hair, skin, languages, interests.</p> <p>Modelling respect when talking about names, families, and</p>	<p>Learning to share transport-themed resources respectfully (vehicles, maps, tickets).</p> <p>Listening to others’ journey stories and valuing differences.</p> <p>Showing respect in role play (e.g., saying “please” and “thank you” at the ticket office).</p> <p>Working together to build tracks, roads, or airports.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Exploring that people travel differently around the world (tuk-tuks,</p>	<p>Encourage respect for living things, including class pets, animals in books, and wild animals.</p> <p>Promote sharing and turn-taking with animal toys, books, or props.</p> <p>Discuss that different children may like different animals and that all preferences are valid.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that animals are part of different cultures and traditions (e.g., cows in</p>	<p>others’ versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters sharing, kindness, and co-operation.</p> <p>Encourages valuing different interpretations of the same story.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that animals are part of different cultures and traditions (e.g., <i>Anansi the Spider</i>, <i>The Tiger Who Came to Tea</i>,</p>	<p>gardening, food, or animal care.</p>	<p>(fishing traditions, marine conservation, cultural stories).</p> <p>Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>what children like or dislike.</p> <p>Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations can be different.</p> <p>Recognising that friends may eat different foods, speak different languages, or dress differently.</p> <p>Sharing family photos,</p>	<p>bullet trains, rickshaws, boats).</p> <p>Recognising that families may visit different countries, languages, or cultural places.</p> <p>Looking at diverse transport settings (African safari jeeps, gondolas in Italy, London buses).</p> <p>Celebrating that everyone's travel experiences may vary depending on family traditions, culture, or background.</p>	<p>India, camels in deserts, reindeer in the Arctic).</p> <p>Teach that people around the world interact with animals differently.</p> <p>Encourage respect for different beliefs and practices regarding animals.</p>	<p><i>Japanese folktales).</i></p> <p>Children learn to respect and appreciate cultural diversity through storytelling.</p> <p>Promotes understanding that people around the world have different traditions, beliefs, and ways of life.</p>		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>objects, or books from diverse backgrounds (with sensitivity and choice). Promoting inclusivity through stories that show diversity in identity and culture.</p>					
Celebrations/Seasonal events	<p>Harvest Festival Autumn Trail Harvest Time Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt Black History Month Diwali Visit from Police/Fire</p>	<p>Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity Hannukah Remembrance day Children in Need</p>	<p>Chinese New Year LENT Valentine's Day Internet Safety Day</p>	<p>Book Week Easter time Mother's Day Science Week Easter Egg Hunt Theatre Trip</p>	<p>Post a letter Food tasting – different cultures Start of Ramadan Eid Caterpillar and Butterfly experience Visit to butterfly farm</p>	<p>Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van Map work- find the treasure</p>

Culture Capital	Visit to Stanhill farm for vegetable growing Visit from PCSO	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting Collect autumn leaves, conkers, acorns for sorting, counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows). Explore wind: ribbons, kites, leaves blowing.	Explore frost: mark-making on frosty surfaces. Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare trees and compare shapes. Explore shadows and	Winter Forest School Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural items and explore melting. Simple planting: cress, beans, bulbs. Build bird nests using natural materials.	Green Beans Spring Forest School Pond Dipping Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural materials. Flower dissection / petal exploration. Lifecycle trays (frogs, butterflies). Make daisy chains or grass crowns.	Sunflowers Caterpillar Forest School Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation. Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.	Summer Forest School Salad Growing Outdoor picnic & storytelling Beach exploration

	Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.	torches outdoors.	Rainy day exploration: puddles, raindrop collecting.	Explore tree blossoms and spring scents. Planting vegetables for summer harvest.		
Intended ELG	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • 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. • 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 					
What will this look like?	Early Mathematical Experiences	Numbers within 5 Subitizing. Count up to five objects. •Order	Numbers within 5 Subitizing. Count up to five objects.	Numbers within 10 Count up to 10 objects and recognise	Shape and pattern Describe and sort 2-D shapes •Recognise, and create patterns	Depth of numbers within 10 Explore numbers •Recognise and extend patterns •Apply number,

	<p>Counting rhymes and songs</p> <p>Classifying objects based on one attribute</p> <ul style="list-style-type: none"> Comparing objects and sets.. Ordering objects and sets / introduce manipulatives. <p>Number recognition up to 3. 2D Shapes.</p> <p>Subitizing</p> <p>Pattern and early number</p> <p>Recognise, colour and size patterns</p> <ul style="list-style-type: none"> Count and represent the numbers 1 to 3 subitize and check by counting. <p>Recognise numbers in</p>	<p>numbers 1 – 5</p> <ul style="list-style-type: none"> Conservation of numbers within five <p>Explore zero</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D shape</p> <ul style="list-style-type: none"> Describe position with some accuracy. <p>Positional language</p> <p>Calendar and time</p> <p>Days of the week, seasons</p>	<ul style="list-style-type: none"> Order numbers 1 – 5 <ul style="list-style-type: none"> Conservation of numbers within five <p>Explore zero</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D shape</p> <ul style="list-style-type: none"> Describe position with some accuracy. <p>Positional language</p> <p>Calendar and time</p> <p>Days of the week, seasons</p>	<p>different representations</p> <ul style="list-style-type: none"> Order and explore numbers to 10 <ul style="list-style-type: none"> One more or fewer <p>Shape and sorting</p> <p>Describe, and sort 2-D shape</p> <ul style="list-style-type: none"> Describe position accurately <p>Calendar and time</p> <p>Days of the week, seasons</p>	<ul style="list-style-type: none"> Explore early addition and subtraction <ul style="list-style-type: none"> Compare two amounts <p>Money</p> <p>Coin recognition</p> <p>Measures</p> <p>Describe capacities</p> <ul style="list-style-type: none"> Compare volumes <ul style="list-style-type: none"> Compare weights <ul style="list-style-type: none"> Estimate, compare and order lengths 	<p>shape and measures knowledge</p> <ul style="list-style-type: none"> Count forwards and backwards One more one less <ul style="list-style-type: none"> Estimate and count <p>Recognise, describe, copy and extend colour and size patterns</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	the environment.					
--	---------------------	--	--	--	--	--

UNDERSTANDING THE WORLD - Progression in skills

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.

3 – 4 Year Olds Understanding the World:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Ticket To Ride	Amazing Animals	Terrific Tales	See How they Grow	Pirates, Mermaids and the Sea
EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean
Progression in skills	Begin to make sense of their own life-story and family's history.	Talk about what they see, using a wide vocabulary. Show interest in	Begin to understand the need to respect and	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.		Explore how things work. Explore and talk about the forces they can feel.

	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and Changes they notice.</p>	<p>different occupations.</p>	<p>care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>				
Core Texts	<p>Core Text – Olu starts school The Colour Monster A superhero like you Super Duper You Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma Spot The Dog Rama and Sita Room on the Broom</p>	<p>Core Text – The Naughty Bus Mr. Gumpy's Outing The runaway train Whatever Next</p>	<p>Core Text – Owl Babies Giraffes can't dance Pig in the Pond Ahhh Spider!</p>	<p>Core Text – The Gruffalo Tiger who came to tea Three little Pigs Jack and the beanstalk Farmer Duck</p>	<p>Core Text – The Tiny Seed Oliver's Vegetables Jasper's Beanstalk The Very Hungry Caterpillar Titch</p>	<p>Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean 10 Little Pirates Tiddler</p>	<p>Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We're going on a treasure hunt The treasure of pirate Frank Hooray for Fish Shark in the Park</p>

		Aliens love Underpants Mr Benn: Spaceman How to catch a star Beegu Ten Little Aliens You Choose – Space Xmas stories and Nativity Non fiction – maps The magic paintbrush The great race				
Key Rhymes/Songs	If You are happy and you know it Head shoulders knees and toes Who is here today Welcome everyone song	Wheels on the bus Row row row the boat Down at the station Zoom, zoom, zoom were going to the moon, Big ships sail on the Alley alley oh	Old McDonald, Five little ducks, baby shark, animal boogie, down in the jungle, animal fair, 5 little monkeys	Goldilocks and the three bears song, Gingerbread song,	Incy wincy spider, Mary Mary quite contrary,	Baby shark, I had a little turtle, 12345 once I caught a fish alive
Core Poems	What I like about me, This is me, My family, My hands can, I am special, my name, my feelings	The train poem, riding on the bus, the aeroplane, row the boat, my little car, the ticket poem, on the road	I'm a little lion, 5 little frogs, The monkey swing, The busy bees, little elephant, The giggly Giraffe,	Each Peach Pear Plum	Walking through the jungle	Little fish, five little starfish, The octopus, sea weed sway, jellyfish jiggle, The busy crab

Link to British Values	<p>Democracy Children make choices about activities, songs, and stories about themselves.</p> <p>Voting for favourite All About Me activities (e.g., "Which body movement should we do?").</p> <p>Sharing ideas about their families, interests, and likes.</p> <p>Rule of Law Understanding simple rules: <i>kind hands, gentle voices, looking after our bodies.</i></p> <p>Learning that rules keep us safe (e.g., washing hands, safe boundaries,</p>	<p>Democracy Children vote for where to travel: <i>train station, airport, sea port, bus stop.</i></p> <p>Choosing the transport mode for the day (plane, bus, train, boat).</p> <p>Sharing ideas about journeys and listening to others' suggestions.</p> <p>Rule of Law Understanding that transport has rules to keep everyone safe (seatbelts, staying seated, waiting for the green man).</p> <p>Learning about road safety: stop, look, listen, hold hands.</p> <p>Following simple rules in</p>	<p>Democracy Children vote or choose which animal to learn about or role-play.</p> <p>Encourage decision-making: "Which animal shall we act out today?"</p> <p>Share ideas about habitats, diets, and favourite animals.</p> <p>Rule of Law Learn rules for keeping safe around animals in real life and role play (e.g., gentle hands, not climbing cages, respecting boundaries).</p> <p>Following routines when</p>	<p>Democracy Children choose which story to explore or act out.</p> <p>Vote for their favourite story character or which story corner to play in.</p> <p>Encourages turn-taking and listening to others' ideas in group storytelling.</p> <p>Rule of Law Stories often show rules and consequences (e.g., the wolf blowing down houses, Goldilocks not taking things that aren't hers).</p> <p>Children learn the importance of</p>	<p>Democracy Children choose what to plant or observe (flowers, vegetables, seeds).</p> <p>Decide which growth activities to do during circle time or outdoor sessions.</p> <p>Encourages turn-taking, listening to others' ideas, and sharing decisions.</p> <p>Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth:</p> <ul style="list-style-type: none"> ○ <i>Water the plants gently</i> ○ <i>Handle soil, seeds, and creatures carefully</i> ○ <i>Follow routines for measuring height or recording observations</i> <p>Teaches that rules exist to protect everyone and everything.</p>	<p>Democracy Children choose which sea creature to explore or role-play.</p> <p>Decide on songs, poems, or activities for the "ocean" corner.</p> <p>Encourages turn-taking, listening to others' ideas, and making decisions together.</p> <p>Rule of Law Learning rules to keep themselves and creatures safe during activities:</p> <ul style="list-style-type: none"> ○ Gentle hands with puppets, toys, or real sea creatures (if visiting an aquarium) ○ Walking carefully around water trays or sensory areas.
------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>looking after personal items).</p> <p>Modelling routines that support personal care and safety.</p> <p>Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty</p> <p>Celebrating each child as unique — their name, appearance, feelings, family, likes and dislikes.</p> <p>Allowing children to choose how to represent themselves through art, photos, drawings.</p>	<p>role-play stations (queueing for tickets, waiting their turn, showing tickets).</p> <p>Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty</p> <p>Children choose where they want their “ticket” to take them.</p> <p>Freedom to express their likes: cars, trains, boats, planes, bikes.</p> <p>Encouraging independence: packing a bag, choosing items for a journey.</p> <p>Expressing personal experiences of</p>	<p>caring for class pets or handling animal props.</p> <p>Reinforces understanding of rules for everyone’s safety and wellbeing.</p> <p>Individual Liberty</p> <p>Celebrate each child’s interests in animals — favourite animals, pets, or imaginary creatures.</p> <p>Allow freedom to express ideas and creativity through drawings, stories, or role play.</p> <p>Children can choose how to represent animals:</p> <p>painting,</p>	<p>making good choices and understanding right and wrong.</p> <p>Promotes following simple classroom rules during role-play and storytelling.</p> <p>Individual Liberty</p> <p>Children can choose which characters to be, how to act out stories, or how to illustrate story events.</p> <p>Supports creativity, self-expression, and independence.</p> <p>Encourages children to express their own ideas during story-making or</p>	<p>Individual Liberty</p> <p>Children can choose how to express themselves while observing growth: drawing, painting, measuring, or storytelling.</p> <p>Encourages self-expression and independence: “How will you show your plant growing?”</p> <p>Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations about plants, animals, or their own growth.</p> <p>Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution.</p> <p>Respect that everyone’s plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce diverse plants and animals from around the world.</p> <p>Discuss that families may grow different foods or</p>	<p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to act out or create their own sea creatures.</p> <p>Express ideas creatively through drawing, movement, or storytelling.</p> <p>Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations and ideas about sea creatures and habitats.</p> <p>Encourage sharing resources, working together, and valuing differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or interpretations of the ocean.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Encouraging children to share how they feel and make their own choices in learning. Helping children understand that they have the right to say “no” and to express personal preferences.</p> <p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to others doing the same. Respecting everyone’s individual differences — hair, skin, languages, interests.</p>	<p>travel (holidays, bus trips, family journeys).</p> <p>Mutual Respect</p> <p>Learning to share transport-themed resources respectfully (vehicles, maps, tickets).</p> <p>Listening to others’ journey stories and valuing differences.</p> <p>Showing respect in role play (e.g., saying “please” and “thank you” at the ticket office).</p> <p>Working together to build tracks, roads, or airports.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>movement, or sound.</p> <p>Mutual Respect</p> <p>Encourage respect for living things, including class pets, animals in books, and wild animals.</p> <p>Promote sharing and turn-taking with animal toys, books, or props.</p> <p>Discuss that different children may like different animals and that all preferences are valid.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to others’ versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters sharing, kindness, and co-operation.</p> <p>Encourages valuing different interpretations of the same story.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>celebrate seasons differently.</p> <p>Encourage children to respect cultural diversity in gardening, food, or animal care.</p>	<p>Explore that people around the world interact with oceans and sea creatures differently (fishing traditions, marine conservation, cultural stories).</p> <p>Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Modelling respect when talking about names, families, and what children like or dislike.</p> <p>Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations can be different.</p> <p>Recognising that friends may eat different foods, speak different languages, or</p>	<p>Exploring that people travel differently around the world (tuk-tuks, bullet trains, rickshaws, boats).</p> <p>Recognising that families may visit different countries, languages, or cultural places.</p> <p>Looking at diverse transport settings (African safari jeeps, gondolas in Italy, London buses).</p> <p>Celebrating that everyone's travel experiences may vary depending on family traditions, culture, or background.</p>	<p>different cultures and traditions (e.g., cows in India, camels in deserts, reindeer in the Arctic).</p> <p>Teach that people around the world interact with animals differently.</p> <p>Encourage respect for different beliefs and practices regarding animals.</p>	<p>different cultures and traditions (e.g., <i>Anansi the Spider</i>, <i>The Tiger Who Came to Tea</i>, <i>Japanese folktales</i>).</p> <p>Children learn to respect and appreciate cultural diversity through storytelling.</p> <p>Promotes understanding that people around the world have different traditions, beliefs, and ways of life.</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>dress differently. Sharing family photos, objects, or books from diverse backgrounds (with sensitivity and choice). Promoting inclusivity through stories that show diversity in identity and culture.</p>					
Celebrations/Seasonal events	Harvest Festival Autumn Trail Harvest Time Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt Black History Month Diwali	Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity Hannukah Remembrance day Children in Need	Chinese New Year LENT Valentine's Day Internet Safety Day	Book Week Easter time Mother's Day Science Week Easter Egg Hunt Theatre Trip	Post a letter Food tasting – different cultures Start of Ramadan Eid Caterpillar and Butterfly experience Visit to butterfly farm	Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van Map work- find the treasure

	Visit from Police/Fire					
Culture Capital	Visit to Stanhill farm for vegetable growing	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting Collect autumn leaves, conkers, acorns for sorting, counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows). Explore wind: ribbons, kites,	Explore frost: mark-making on frosty surfaces. Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare trees and compare shapes. Explore	Winter Forest School Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural items and explore melting. Simple planting: cress, beans, bulbs. Build bird nests using	Green Beans Spring Forest School Pond Dipping Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural materials. Flower dissection / petal exploration. Lifecycle trays (frogs, butterflies). Make daisy chains or grass	Sunflowers Caterpillar Forest School Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation. Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.	Summer Forest School Salad Growing Outdoor picnic & storytelling Beach exploration

	<p>leaves blowing. Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.</p>	<p>shadows and torches outdoors.</p>	<p>natural materials. Rainy day exploration: puddles, raindrop collecting.</p>	<p>crowns. Explore tree blossoms and spring scents. Planting vegetables for summer harvest.</p>		
Intended ELG	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Explore the natural world around them, making observations • and drawing pictures of animals and plants; • - Know some similarities and differences between the natural world around them and contrasting environments, drawing on • their experiences and what has been read in class; • - Understand some important processes and changes in the • natural world around them, including the seasons and changing • states of matter. 					
What will this look like?	Identifying their family. Commenting	Trip to our local park (to link with seasons);	Listening to stories and placing events	Can talk about what they have done	Use Handa's Surprise to explore a different country.	To understand where dinosaurs are now and begin to understand that

	<p>on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about</p>	<p>discuss what we will see on our journey to the park and how we will get there. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our</p>	<p>in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other</p>	<p>with their families during Christmas' in the past. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p>	<p>they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Autumn/winter. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel'</p>	<p>resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>when they are in need.</p>	<p>Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Long ago – How time has changed. Using cameras.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play.</p>				
--	------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

EXPRESSIVE ARTS AND DESIGN - Progression in skills

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.

3-4 Year Olds Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Ticket To Ride	Amazing Animals	Terrific Tales	See How they Grow	Pirates,Mermaids and the Sea

EYFS Concept	Identity and belonging	Journeys and Transport	Living Things and Care	Story Telling and Imagination	Living Things and Care	Adventure and the Ocean
Progression in skills	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Respond to what they have heard, expressing their</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>
Core Texts	<p>Core Text – Olu starts school The Colour Monster A superhero like you Super Duper You Storytime – Funny Bones Ketchup on your cornflakes My skin your skin Happy in my skin Only One You Little Red Hen Elma</p>	<p>Core Text – The Naughty Bus Mr. Gumpy's Outing The runaway train Whatever Next</p>	<p>Core Text – Owl Babies Giraffes can't dance Pig in the Pond Ahhh Spider!</p>	<p>Core Text – The Gruffalo Tiger who came to tea Three little Pigs Jack and the beanstalk Farmer Duck</p>	<p>Core Text – The Tiny Seed Oliver's Vegetables Jasper's Beanstalk The Very Hungry Caterpillar Titch</p>	<p>Core Text – The Rainbow Fish Singing mermaid Commotion in the ocean 10 Little Pirates Tiddler</p>
		<p>Storytime – The Snail and the Whale The Way back Home Bob, The Man on the Moon</p>	<p>Storytime – The Emperors Egg Diary of a wombat Elephant and the Bad Baby</p>	<p>Storytime – The Jolly Postman Goldilocks Hansel & Gretal The Ugly Duckling</p>	<p>Storytime – Tree, Seasons come and seasons go What the Ladybird Heard Tadpole's promise Titch Non fiction – life cycle</p>	<p>Storytime – Under the Sea Non – Fiction Dinosaur that pooped a pirate 10 Little Pirates We're going on a treasure hunt The treasure of pirate Frank Hooray for Fish</p>

	Spot The Dog Rama and Sita Room on the Broom	Beegu Oi! Get off my train! The Way back Home The Dinosaur that pooped a planet Aliens love Underpants Mr Benn: SpacemanHow to catch a starBeegu Ten Little Aliens You Choose – Space Xmas stories and Nativity Non fiction – maps The magic paintbrush The great race	Dear Zoo Brown bear what can you see Non fiction – atlas, habitats	Little red and Hungry Lion		Shark in the Park
Key Rhymes/Songs	If You are happy and you know it Head shoulders knees and toes Who is here today Welcome everyone song	Wheels on the bus Row row row the boat Down at the station Zoom, zoom, zoom were going to the moon, Big ships sail on the Alley alley oh	Old McDonald, Five little ducks, baby shark, animal boogie, down in the jungle, animal fair, 5 little monkeys	Goldilocks and the three bears song, Gingerbread song,	Incy wincy spider, Mary Mary quite contrary,	Baby shark, I had a little turtle, 12345 once I caught a fish alive
Core Poems	What I like about me, This is me, My family, My hands can, I	The train poem, riding on the bus, the aeroplane, row the boat, my	I'm a little lion, 5 little frogs, The monkey swing, The	Each Peach Pear Plum	Walking through the jungle	Little fish, five little starfish, The octopus, sea weed sway, jellyfish jiggle, The busy crab

	am special, my name, my feelings	little car, the ticket poem, on the road	busy bees, little elephant, The giggly Giraffe,			
Link to British Values	<p>Democracy Children make choices about activities, songs, and stories about themselves. Voting for favourite All About Me activities (e.g., "Which body movement should we do?"). Sharing ideas about their families, interests, and likes.</p> <p>Rule of Law Understanding simple rules: <i>kind hands, gentle voices, looking after our bodies.</i> Learning that rules keep us</p>	<p>Democracy Children vote for where to travel: <i>train station, airport, sea port, bus stop.</i></p> <p>Choosing the transport mode for the day (plane, bus, train, boat). Sharing ideas about journeys and listening to others' suggestions.</p> <p>Rule of Law Understanding that transport has rules to keep everyone safe (seatbelts, staying seated, waiting for the green man). Learning about road safety: stop, look,</p>	<p>Democracy Children vote or choose which animal to learn about or role-play. Encourage decision-making: "Which animal shall we act out today?" Share ideas about habitats, diets, and favourite animals.</p> <p>Rule of Law Learn rules for keeping safe around animals in real life and role play (e.g., gentle hands, not climbing cages,</p>	<p>Democracy Children choose which story to explore or act out. Vote for their favourite story character or which story corner to play in.</p> <p>Encourages turn-taking and listening to others' ideas in group storytelling.</p> <p>Rule of Law Stories often show rules and consequences (e.g., the wolf blowing down houses, Goldilocks not taking things</p>	<p>Democracy Children choose what to plant or observe (flowers, vegetables, seeds). Decide which growth activities to do during circle time or outdoor sessions. Encourages turn-taking, listening to others' ideas, and sharing decisions.</p> <p>Rule of Law Learning rules to keep plants, animals, or themselves safe while exploring growth:</p> <ul style="list-style-type: none"> ○ <i>Water the plants gently</i> ○ <i>Handle soil, seeds, and creatures carefully</i> ○ <i>Follow routines for measuring height or recording observations</i> 	<p>Democracy Children choose which sea creature to explore or role-play. Decide on songs, poems, or activities for the "ocean" corner. Encourages turn-taking, listening to others' ideas, and making decisions together.</p> <p>Rule of Law Learning rules to keep themselves and creatures safe during activities:</p> <ul style="list-style-type: none"> ○ Gentle hands with puppets, toys, or real sea creatures (if visiting an aquarium) . ○ Walking carefully around

	<p>safe (e.g., washing hands, safe boundaries, looking after personal items).</p> <p>Modelling routines that support personal care and safety.</p> <p>Talking about expectations around using bodies safely during All About Me games.</p> <p>Individual Liberty</p> <p>Celebrating each child as unique — their name, appearance, feelings, family, likes and dislikes.</p> <p>Allowing children to choose how to represent</p>	<p>listen, hold hands.</p> <p>Following simple rules in role-play stations (queueing for tickets, waiting their turn, showing tickets).</p> <p>Recognising that everyone must follow rules when travelling in real life and in play.</p> <p>Individual Liberty</p> <p>Children choose where they want their “ticket” to take them.</p> <p>Freedom to express their likes: cars, trains, boats, planes, bikes.</p> <p>Encouraging independence: packing a bag,</p>	<p>respecting boundaries).</p> <p>Following routines when caring for class pets or handling animal props.</p> <p>Reinforces understanding of rules for everyone’s safety and wellbeing.</p> <p>Individual Liberty</p> <p>Celebrate each child’s interests in animals — favourite animals, pets, or imaginary creatures.</p> <p>Allow freedom to express ideas and creativity through drawings, stories, or role play.</p>	<p>that aren’t hers).</p> <p>Children learn the importance of making good choices and understanding right and wrong.</p> <p>Promotes following simple classroom rules during role-play and storytelling.</p> <p>Individual Liberty</p> <p>Children can choose which characters to be, how to act out stories, or how to illustrate story events.</p> <p>Supports creativity, self-expression, and independence.</p>	<p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to express themselves while observing growth: drawing, painting, measuring, or storytelling.</p> <p>Encourages self-expression and independence: “How will you show your plant growing?”</p> <p>Supports children noticing their own growth and abilities over time.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations about plants, animals, or their own growth.</p> <p>Promote sharing materials, taking turns watering or measuring, and valuing each child’s contribution.</p> <p>Respect that everyone’s plants or growth experiences may be different.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p>	<p>water trays or sensory areas.</p> <p>Teaches that rules exist to protect everyone and everything.</p> <p>Individual Liberty</p> <p>Children can choose how to act out or create their own sea creatures.</p> <p>Express ideas creatively through drawing, movement, or storytelling.</p> <p>Supports children noticing their own growth and abilities through observation of life cycles or role-play.</p> <p>Mutual Respect</p> <p>Children listen to each other’s observations and ideas about sea creatures and habitats.</p> <p>Encourage sharing resources, working together, and valuing differences in ideas or creations.</p> <p>Respect that everyone may have different favorite sea creatures or</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>themselves through art, photos, drawings. Encouraging children to share how they feel and make their own choices in learning. Helping children understand that they have the right to say “no” and to express personal preferences.</p> <p>Mutual Respect</p> <p>Encouraging children to talk about themselves <i>and</i> listen to others doing the same. Respecting everyone’s individual differences —</p>	<p>choosing items for a journey. Expressing personal experiences of travel (holidays, bus trips, family journeys).</p> <p>Mutual Respect</p> <p>Learning to share transport-themed resources respectfully (vehicles, maps, tickets).</p> <p>Listening to others’ journey stories and valuing differences.</p> <p>Showing respect in role play (e.g., saying “please” and “thank you” at the ticket office).</p> <p>Working together to build tracks, roads, or airports.</p>	<p>Children can choose how to represent animals: painting, movement, or sound.</p> <p>Mutual Respect</p> <p>Encourage respect for living things, including class pets, animals in books, and wild animals.</p> <p>Promote sharing and turn-taking with animal toys, books, or props.</p> <p>Discuss that different children may like different animals and that all preferences are valid.</p> <p>Tolerance of Those with Different</p>	<p>Encourages children to express their own ideas during story-making or storytelling sessions.</p> <p>Mutual Respect</p> <p>Children learn to listen to others’ versions of the story and respect different ideas.</p> <p>Working together in story retelling or role-play fosters sharing, kindness, and co-operation.</p> <p>Encourages valuing different interpretations of the same story.</p>	<p>Introduce diverse plants and animals from around the world.</p> <p>Discuss that families may grow different foods or celebrate seasons differently.</p> <p>Encourage children to respect cultural diversity in gardening, food, or animal care.</p>	<p>interpretations of the ocean.</p> <p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Explore that people around the world interact with oceans and sea creatures differently (fishing traditions, marine conservation, cultural stories).</p> <p>Recognise that different communities live near different seas or oceans, and celebrate diverse cultural relationships with the sea.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>hair, skin, languages, interests. Modelling respect when talking about names, families, and what children like or dislike. Supporting polite interactions: turn-taking, sharing, complimenting others' work.</p> <p>Tolerance of Those With Different Faiths and Beliefs</p> <p>Learning that families, homes, traditions, and celebrations can be different. Recognising that friends may eat different</p>	<p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Exploring that people travel differently around the world (tuk-tuks, bullet trains, rickshaws, boats). Recognising that families may visit different countries, languages, or cultural places. Looking at diverse transport settings (African safari jeeps, gondolas in Italy, London buses). Celebrating that everyone's travel experiences may vary depending on</p>	<p>Faiths and Beliefs</p> <p>Explore that animals are part of different cultures and traditions (e.g., cows in India, camels in deserts, reindeer in the Arctic). Teach that people around the world interact with animals differently. Encourage respect for different beliefs and practices regarding animals.</p>	<p>Tolerance of Those with Different Faiths and Beliefs</p> <p>Introduce stories from different cultures and traditions (e.g., <i>Anansi the Spider</i>, <i>The Tiger Who Came to Tea</i>, <i>Japanese folktales</i>). Children learn to respect and appreciate cultural diversity through storytelling. Promotes understanding that people around the world have different traditions, beliefs, and ways of life.</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>foods, speak different languages, or dress differently. Sharing family photos, objects, or books from diverse backgrounds (with sensitivity and choice). Promoting inclusivity through stories that show diversity in identity and culture.</p>	<p>family traditions, culture, or background.</p>				
Celebrations/Seasonal events	<p>Harvest Festival Autumn Trail Harvest Time Visit to Stanhill Farm Birthdays Halloween Nature Scavenger Hunt</p>	<p>Guy Fawkes / Bonfire Night Diwali Christmas Time / Nativity Hannukah Remembrance day Children in Need</p>	<p>Chinese New Year LENT Valentine's Day Internet Safety Day</p>	<p>Book Week Easter time Mother's Day Science Week Easter Egg Hunt Theatre Trip</p>	<p>Post a letter Food tasting – different cultures Start of Ramadan Eid Caterpillar and Butterfly experience Visit to butterfly farm</p>	<p>Under the Sea – singing songs and sea shanties Father's Day Pirate/beach Day Ice – Cream van Map work- find the treasure</p>

	Black History Month Diwali Visit from Police/Fire					
Culture Capital	Visit to Stanhill farm for vegetable growing	Hannah Brailsford Storyteller workshop	Visits from different pets	Visit to the theatre	Visit to the butterfly centre	Beach Day and Ice cream van
Charity Events	Harvest Festival	Children in Need	NSPCC Number Day	School fundraiser – Easter Egg Hunt Comic Relief	Food Bank	Food Bank NSPCC Xmas jumper day
Natural Thinkers	Autumn Forest School Spring Bulb planting Collect autumn leaves, conkers, acorns for sorting, counting and transient art. Leaf rubbings using crayons and paper. Nature colour hunt (browns, reds, yellows).	Explore frost: mark-making on frosty surfaces. Animal hibernation small-world play. Build hedgehog houses or bug hotels. Winter birds: make simple bird feeders. Collect fallen sticks to build dens or shelters. Observe bare	Winter Forest School Hunt for early buds and shoots. Mud kitchen exploration with herbs and petals. Ice play: freeze natural items and explore melting. Simple planting: cress, beans, bulbs.	Green Beans Spring Forest School Pond Dipping Minibeast hunts in logs, grass, soil. Create bug hotels using recycled + natural materials. Flower dissection / petal exploration. Lifecycle trays (frogs,	Sunflowers Caterpillar Forest School Tadpoles in Nursery Measure plant growth using simple height charts. Set up a small wormery or snail observation tank. Explore shadows in sunlight (chalk outlines). Water play linked to weather and evaporation. Nature weaving with grasses, flowers, leaves. Explore bees and pollination with flower role-play.	Summer Forest School Salad Growing Outdoor picnic & storytelling Beach exploration

	<p>Explore wind: ribbons, kites, leaves blowing. Harvest exploration: pumpkins, apples, corn. Sensory play with soil, leaves, pinecones.</p>	<p>trees and compare shapes. Explore shadows and torches outdoors.</p>	<p>Build bird nests using natural materials. Rainy day exploration: puddles, raindrop collecting.</p>	<p>butterflies). Make daisy chains or grass crowns. Explore tree blossoms and spring scents. Planting vegetables for summer harvest.</p>		
Intended ELG	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
What will this look like?	<p>Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the</p>	<p>Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes</p>	<p>Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like),</p>	<p>Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music</p>	<p>Children joining in with the actions to songs, children engaging in roleplay in and out of the home corner and becoming more immersed in their play. Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family. Daily singing of a range of songs</p>	<p>Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument, Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.</p>

	<p>small world and roleplay areas, children roleplaying their first-hand experiences. Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play</p> <p>Listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small</p>	<p>they have learnt or are learning. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily.</p> <p>Uses a glue stick to join materials together.</p> <p>Creates an independent craft using available materials e.g. An independent</p>	<p>children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.</p> <p>Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.</p> <p>Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's</p>	<p>either together or separately, children linking real life and stories into the small world, children using props in their play.</p> <p>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.</p> <p>Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials.</p> <p>Using spring loaded scissors</p>	<p>and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in.</p> <p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.</p> <p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.</p> <p>Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer.</p> <p>Children having access to printing materials and tools.</p>	<p>Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on</p> <p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment.</p> <p>Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.</p> <p>Children having scissor skill based tasks and</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>world, roleplay area and dressing up clothes or materials. Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment. Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up Children</p>	<p>Christmas Card. Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas. Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>interests, children working in guided sessions to listen to different music from around the world and compare it. Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Drawing, pencils, paper, colouring pencils and</p>	<p>to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill. Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas. Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding</p>	<p>access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this using a range of materials – not just one 'kit'.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available.</p>	<p>pens, what, where, why, pom poms, glitter, feathers, pasta, sequins. Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access.</p>	<p>children to print clearly and name the tools and then these to be available in the provision for children to use themselves.</p>		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	--	--