

# St John's EYFS Curriculum 2024 - 2025

	All About Me Autumn 1	Bright Lights Autumn 2	Brr, it's Cold! Spring 1	Growing Spring 2	Amazing Animals Summer 1	Beside the Seaside Summer 2
Overarching Themes	All about me All about my family Starting school Homes Friendship Being kind Celebrating differences Likes and Dislikes Traditional tales  Black History Month Harvest	Autumn What happens at night Nocturnal animals People that help us Staying safe  Diwali Children in Need Bonfire night Christmas	Winter Polar Regions Cold places Melting / freezing Ice and snow Weather changes Keeping warm  Chinese New Year Valentines Day	Plants Lifecycles Signs of Spring Outdoors Growing Caring for plans Growing and changing – ourselves Minibeasts  World Book Day Easter	Spring Animals all over the world Habitats Diets Climates – hot places Staying healthy  Eid	Seaside holidays Under the sea The seaside Transport Postcards Sun safety Protecting our world Comparing – then and now Summer Transition
Key Texts	Three Little Pigs – Pathways Text  All traditional tales You choose The Colour Monster All about families The family book We're all different The big book of feelings Harvest Time The Smeds and the Smoos  Non-fiction – homes around the world	We're going to find the monster – Pathways Text  After the storm The nativity story Owl Babies Rama and Sita Dipal's Diwali We're going on a bear hunt Stickman The Gruffalo  Non-fiction– Nurses, Doctors, Police offices.	Let's All Creep Through Crocodile Creek – Pathways  Lost and Found Big Bear Little Bear The lost penguin One Snowy Night The Great Race – Chinese new Year The Gruffalo's Child  Non-fiction – Arctic animals	The Pirates are Coming – Pathways  Jack and the beanstalk Jack and the meanstalk Oliver's Vegetables The Hungry Caterpillar Seren's Seasons The Tiny Seed The Highway Rat  Non-fiction – Growing and changing	Giganotosaurus – Pathways  Superworm What the ladybird heard Harry and the bucketful of dinosaurs Zog Rumble in the jungle The Ugly Five The tiger that came to tea  Non-fiction – Various animal texts	The Sea Saw – Pathways  The Snail and the Whale The rainbow fish Tiddler Commotion in the ocean Lighthouse Keeper's lunch  Non-fiction – Seaside Holidays then and now Under the sea

Nursery Rhymes (Caterpillars)	I'm a little Teapot Tommy Thumb Incy Wincy Spider Wind the Bobbin up Heads, Shoulders, Knees and Toes Hickory Dickory Dock	Here's the Church... See Saw Margery Daw Twinkle, Twinkle Little Star I hear thunder The North Wind Jingle Bells	Miss Polly had a dolly Humpty Dumpty This Little Piggy went to Market Hickety Pickety Frere Jacques Sleeping Bunnies	Pat-a-cake Two Little Dickie Birds Hot Cross Buns Baa Baa Black Sheep Little Bo-Peep Old Mac Donald had a Farm	Round and Round the garden Here is a beehive 1,2,3,4,5 Once I caught a fish alive 5 Little Ducks The Mulberry Bush	Pussy cat, Pussycat Row, Row, Row your boat The Wheels on the Bus Ring a Ring o' Roses Ride a Cock Horse Hokey Cokey 5 Little Monkeys jumping on the bed
Nursery Rhymes (Butterflies)	If you're happy and you know it Days of the week Monday's Child Polly put the kettle on The Animal Fair The Muffin Man	Five Little Men in a Flying Saucer Pease Porridge Hot Ten in the Bed Hey Diddle Diddle 10 Green Bottles Five Little Snowmen	One, Two Buckle my shoe Sing a Song of Sixpence Old King Cole ABC song This Old Man There was an old woman who swallowed a fly...	Mary had a little lamb 5 Current Buns Dingle, Dangle Scarecrow The Grand Old Duke of York 5 Speckled Frogs Mary, Mary Quite Contrary	London Bridge Little Miss Muffet Down in the Jungle I had a little nut tree Oranges and Lemons	5 Little Monkeys swinging in the tree The Queen of Hearts Apples and Bananas My Bonnie lies over the ocean 10 Fat Sausages BINGO
	All About Me	Bright Lights	Brr, it's Cold!	Growing	Amazing Animals	Beside the Seaside
<b>Communication and language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Caterpillars (Taken from Pathways)	Listen to stories Link words together 3 or more	Enjoy listening to longer stories Use longer sentences of four to six words	Know many rhymes Be able to talk about familiar books	Enjoy listening to longer stories and can remember much of what happens	Know many rhymes and be able to talk about familiar books	Know many rhymes and be able to talk about familiar

	<p>Join in with familiar rhymes Start to use new vocabulary Interact with peers</p>	<p>Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or friend</p>	<p>Can start a conversation with an adult or peer and continue for many turns</p>	<p>Develop communication (irregular tenses and plurals) Sing a large repertoire of songs</p>	<p>and be able to tell a long story Understand why questions Be able to express a point of view and debate when they disagree with an adult or friend using words and actions Understand a two part instruction or question Use talk to organise their ideas and play</p>	<p>books, telling long stories Understand and attempt to answer 'why' questions Be able to express a point of view and debate when they disagree with an adult or friend using words and actions Understand a two part instruction or question Use talk to organise their ideas and play</p>
<p>Butterflies (Taken from Pathways)</p>	<p>Tell me something Settling in / making friends Talk about themselves and family Share experiences Rhyming and alliteration Engage in talk throughout the day Shared stories Engage in daily story time</p>	<p>Tell a story Develop vocabulary Story language Rehearse stories Articulate ideas and thoughts Understand how to listen carefully and why listening is important Engage in daily story time – make comments</p>	<p>Tell me why Use new vocabulary with encouragement Adapt stories Describe events in some detail Build familiarity and understanding of stories Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary Engage in daily story time – give preferences</p>	<p>Talk it through Use new vocabulary independently Articulate their ideas and thoughts Describe some events in detail Connect one idea to another Learn rhymes, poems and songs Engage in daily story time – recall key events / join in words and phrases</p>	<p>Tell me what happened Use new vocabulary in different contexts Articulate ideas in well formed sentences Ask questions to find out more / check understanding Use talk to work problems out Explain how things work and why they might have happened using connectives Retell with deep familiarity</p>	<p>Time to share Explain what vocabulary means Use new vocabulary in different contexts Ask questions to learn more / check understanding Connect one idea to another Retell the story, once they have developed a deep familiarity, some as exact repetition, some own words Engage in daily story time – give opinions on a text with reasons</p>

					Engage in daily story time – make predictions	
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<b>Literacy</b>	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).					
Caterpillars Reading (RWI from Spring 1)	Understand the five key concepts about print: -Print has meaning -Print can have different purposes -we read English from left to right/top to bottom -name the different parts of a book -page sequencing	Develop phonological awareness so they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sounds such as money and mother	RWI Scheme	RWI Scheme	RWI Scheme	RWI Scheme
Butterflies Reading	RWI Scheme	RWI Scheme	RWI Scheme	RWI Scheme	RWI Scheme	RWI Scheme
Caterpillars Writing (Pathways)	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely	Use a variety of shapes e.g. circles, straight lines and joining of shapes	Use some of their print and letter knowledge in early writing Write some or all of their name	Demonstrate signs of early writing-start to form some letters independently Write some of all of their name	Write some letters accurately with support	Write more letters accurately

	Make marks on their picture to stand for their name					
Butterflies Writing (Pathways)	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; write 'm' for mummy <ul style="list-style-type: none"> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> </ul>	Spell words by identifying sounds then write the sounds using letters Form lower case letters correctly Re-read what they have written to check accuracy	Form lower case letters correctly Write short sentences with words using known sound/letter correspondences Use finger spaces with some prompting Spell words by identifying the sounds and representing with letter/s Re-read what they have written to check it makes sense	Form lower case letters and some capital letters correctly Write short sentences using known sound/letter correspondences Include finger spaces Re-read what they have written to check it makes sense	Form lower case letters and capital letters correctly Write short sentences using known sound/letter correspondences Start to spell some common exception words Re-read what they have written to check it makes sense	Form lower case letters and capital letters correctly Spell words by identifying the sounds first Write short sentences with a capital letter and full stop Re-read to check it makes sense
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<b>Maths</b>	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.					
Caterpillars						

Butterflies (Power Maths)	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- Recognise the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>- Select, rotate and manipulate shapes in order to develop spatial reasoning</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.</li> </ul>		<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- Verbally count, (recognising the pattern of the counting system).</li> <li>- Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).</li> <li>- 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.</li> <li>- Continue, copy and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10 including the composition of each number.</li> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>- Select, rotate and manipulate shapes in order to develop spatial reasoning</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>	
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<b>Personal, Social and Emotional Development</b>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

<p>Caterpillars (Entrust – PSHE)</p>	<p><u>Me and My School</u> Listen to others, either one to one or in small groups when conversation interests them. Focus attention – listen or do but can shift own attention. Understand use of objects (e.g. “What do we use to cut things?”). Shows understanding of propositions such as ‘under’, ‘on top’, ‘behind’, by carrying out an action or selecting the correct picture. Response to simple instructions e.g. to get or put away an object. Is more outgoing towards unfamiliar people and more confident in new social situations. Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and take turns and share</p>	<p><u>Me and My Safety</u> Learn how to be safe in the classroom and in school. Learn about the different people that keep us safe. Understand that equipment and tools have to be used safely. Is more outgoing towards unfamiliar people and more confident in new social situations. Start to learn about right and wrong and making choices.</p>	<p><u>Me and My Relationships</u> Start to talk about feelings and emotions. Understand that they have behavioural choices and some actions have consequences. Learn how to take turns in play. Form relationships with peers and play collaboratively. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine. Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what</p>	<p><u>Happy and Healthy Me</u> Start to talk about ways to stay healthy. Start to manage their own basic hygiene and personal needs, including dressing and going to the toilet independently. Can tell adults when hungry or tired or when they want to rest or play. Observes the effect of activity on their bodies. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands.</p>	<p><u>Me and Other People</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because) Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use vocabulary focused on objects and people of particular importance to them. Shows interest in different occupations and ways of life. Knows some of the things that makes them unique, and can talk about some of the similarities and differences in relation to family and friends. Engages in imaginative role-play based on own first-hand experiences. Captures experiences and responses with a range of media,</p>	<p><u>Me and the World</u> Can select and use activities and resources with help. Enjoys responsibility for carrying out small tasks. Begins to accept the needs of others and can take turns and share resources, sometimes with support of others. Can usually adapt behaviour or different events, social situations and changes to routine. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family and friends.</p>
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	resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine.		others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.		such as music, dance, paint and other materials and words.	
Butterflies (Entrust – PSHE)	<p><u>Me and My School</u> Maintains attention, concentrates and sits quietly during appropriate activity. Two channelled attention – can listen and do for a short span. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positives terms and talk about abilities.</p>	<p><u>Me and My Safety</u> Pupils know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently. Learn about how to stay safe in school. Learn about the different people who can help us and how they help us. Shows some understanding of the need for safety when tackling new challenges, and</p>	<p><u>Me and My relationships</u> Pupils talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to</p>	<p><u>Happy and Healthy Me</u> Pupils know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Eats a healthy range of foodstuffs and understands need for a variety in food. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can</p>	<p><u>Me and Other People</u> Pupils express themselves effectively, showing awareness of listener's 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. Pupils talk about past and present events in their own lives and the lives of their family members They know other children don't enjoy the same things, and are</p>	<p><u>Me and the World</u> Pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Talk about they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a</p>

	Aware of the boundaries set, and of behavioural expectation in the setting.	considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices appropriate safety measures without direct supervision.	organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them. Beginning to negotiate and solve problems without aggression e.g. when someone has taken their toy.	contribute to good health.	sensitive to this. They know about similarities and differences between themselves and others. And among families, communities, and traditions. Pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	group or class, and understand and follow rules. They adjust their behaviour to difference situations and take changes of routines in their stride. Talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families. Communities and traditions.
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<b>Physical Development</b>	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.					

<p>Caterpillars</p> <p><b>Fine Motor</b> (Through daily activities)</p>	<p>Throughout the provision and developing during the year children will learn and develop their fine motor skills through</p> <ul style="list-style-type: none"> <li>-threading</li> <li>-cutting</li> <li>-weaving</li> <li>-painting and drawing</li> <li>-dress/undressing dolls</li> <li>-buttons and zips</li> <li>-squiggle while you wiggle</li> <li>-dough disco</li> <li>-building using Duplo</li> </ul>					
<p>Caterpillars</p> <p><b>Gross Motor</b> (Through daily outdoor learning and weekly PE lessons taken from Get Set 4 PE, two year rolling programme – 2024 – unit 1)</p> <p>(Strength, balance, co-ordination, running, jumping, hopping, skipping, throwing, catching, rolling, crawling, walking, climbing)</p>	<p><u>Introduction to PE (1)</u> I am beginning to demonstrate balance. I am beginning to negotiate space safely. I am beginning to take turns. I can explore movement skills. I can make guided choices. I can follow instructions with support.</p>	<p><u>Fundamental Movements (1)</u> I am beginning to negotiate space safely. I am beginning to take turns with others. I am building my confidence to try new challenges. I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. I follow instructions with support. I play games honestly guided by rules with support.</p>	<p><u>Dance (1)</u> I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others.</p>	<p><u>Gymnastics (1)</u> I am beginning to take turns. I am building my confidence to try new challenges. I can explore movement skills. I can match skills to tasks and apparatus. I can use a range of large and small apparatus with an awareness of safety. I follow instructions with support.</p>	<p><u>Ball Skills Unit 1</u> I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.</p>	<p><u>Games (1)</u> I am beginning to explore a range of ball skills. I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support.</p>
<p>Butterflies</p>	<p>Throughout the provision and developing during the year children will learn and develop their fine motor skills through</p> <ul style="list-style-type: none"> <li>-threading and weaving</li> </ul>					

<p><b>Fine Motor</b> (Through daily activities)</p>	<ul style="list-style-type: none"> <li>-cutting</li> <li>-painting, drawing and colouring</li> <li>-dough disco</li> <li>-pencil control activities</li> <li>-handwriting</li> <li>-strengthening challenges such as tweezers and pipettes</li> <li>-peg boards and other small object tasks</li> <li>-Handling different tools</li> <li>-Manipulating dough</li> <li>-build using smaller things like lego</li> </ul>					
<p>Butterflies</p> <p><b>Gross Motor</b> (Through daily outdoor learning and weekly PE lessons)</p> <p>(Strength, balance, co-ordination, running, jumping, hopping, skipping, throwing, catching, rolling, crawling, walking, climbing)</p>	<p><u>Introduction to PE (1)</u> I can demonstrate balance. I can make independent choices. I can negotiate spaces safely with consideration for myself and others. I can follow instructions following more than one idea. I can play co-operatively and take turns. I can use movement skills developing co-ordination and balance.</p>	<p><u>Fundamental Movements (1)</u> I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, taking turns and encourage others. I play games honestly with consideration of the rules. I use movement skills with developing balance and co-ordination when playing games.</p>	<p><u>Dance (1)</u> I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p><u>Gymnastics (1)</u> I can combined movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns.</p>	<p><u>Ball Skills (1)</u> I can make independent choices. I can negotiate space safely with consideration for myself and others. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.</p>	<p><u>Games (1)</u> I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.</p>

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<b>Understanding the World</b>	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.					
<b>Caterpillars</b>	Name members of their family and some friends. Share some experiences of what they like doing with their family. Name people who are familiar to them. Listen to stories involving different family structures. Hear about different religious celebrations and share some own experiences.	Name some of the different people that can help us. Think about how they help us. Notice any changes in the weather as the seasons change. Learn about how animals differ from one another. Share stories involving other festivals such as Bonfire Night, Christmas and New Year.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Share ideas of what they can see and hear. Suggest one-way colder places are different to where we live. Make suggestions on how we could stay warm and safe. Learn about animals that live in colder climates. Explore freezing and melting.	Listen to and share stories and non-fiction texts about growth, growing and life cycles. Explore natural materials hands on such as seeds, bulbs, soil and plants. Talk about what they see using some new vocabulary. Plant seeds and care for plants suggesting ways of caring for them. Continue learning about diversity between individuals and celebrating this. Begin to understand the need to respect and care for the natural environment and all living things.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle an animal. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos when learning about animals around the world.	Use all their senses in hands-on exploration of natural materials such as shells, sand and seaweed. Talk about what they see, using a wide vocabulary. Explore how things work. Know that there are different parts in our country and talk about the differences they have experienced or seen in photos such as holidays, trips to the seaside or days out.

<p>Butterflies</p>	<p>Identifying their family, commenting 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.          Understand there are many different types of families.          Talk about members of their immediate family and community.          Develop a knowledge and awareness of other festivals ... Harvest, Diwali.</p>	<p>Learn how to identify strangers that can help them when they are in need and how they help us.          Introduce children to different occupations and how they do their jobs.          Learn about the seasonal changes from Autumn to Winter.          Learn about nocturnal animals and why animals hibernate.          Begin to recognise that people have different beliefs and celebrate special times.          Develop a knowledge and awareness of other festivals -Bonfire Night/ Christmas.          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.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.          Listen to what children say about what they see and hear.          Recognise some similarities and differences between life in this country and other countries.          Notice how the weather is different and changes we would need to make in a different country.          Learn about animals that live in colder climates and suggest ways they survive.          Explore freezing and melting and make suggestions how to melt ice.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways such as Easter.          Listen to and share stories comparing and contrasting characters, including figures from the past.          Explore the natural world around them and how things grow/change.          Describe what can be seen, heard and felt outside.          Learn how to grow and care for plants and name some common plants.          Learn about the importance of looking after our environment and ways we can care for it.          Understand the effect of changing seasons on the natural world around them.</p>	<p>Listen to and share stories comparing and contrasting characters, including figures from the past.          Draw information from a simple map.          Recognise that people have different beliefs and celebrate special times in different ways.          Recognise that some environments are different to the one they live in and suggest differences.          Learn about different animals around the world and their differing habitats.          Learn about the basic needs of an animal.</p>	<p>Comment on images of the past to compare then and now.          Listen to and share stories comparing and contrasting characters, including figures from the past.          Draw information from a simple map and design a treasure map.          Learn about different special places and why they are special to members of their community such as church, mosque, synagogue.          Explore the natural world around them and how it differs from place to place.          Describe what can be seen, heard and felt outside.          Learn about the importance of looking after our environment and ways we can care for it.          Understand the effect of changing seasons on the</p>
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						natural world around them.
	All About Me	Bright Lights	Brr, it's Cold!	Growing	Amazing Animals	Beside the Seaside
<b>Creative Arts and Design</b>	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.					
Caterpillars	Take part in simple pretend play, using an object to represent something else even though they are not similar through the role play area, small world and other opportunities. Create closed shapes with continuous lines, and begin to use these shapes to represent objects such as houses, people and animals.	Explore different materials freely, to develop their ideas about how to use them and what to make. Combine shapes to make and represent pictures. Explore colour and colour mixing. Listen with increased attention to sounds. Listen to and try to join in short parts of familiar songs.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore mixing colours to make new colours.	Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Suggest ways of making new colours then try by mixing. Respond to what they have heard, expressing their thoughts and feelings.	Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Talk about how different colours can be made and give an example. Remember and sing entire songs. Play instruments with increasing	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Remember and sing entire songs.

	<p>Listen to songs and piece of music.</p> <p>Self portraits Junk modelling Pictures of 'my family' 'my house' Home Corner Role Play Traditional tales collages</p>	<p>Chalk firework pictures Christmas crafts using painting, designing with different materials. Christmas cards Printing Small world – people who help us Home corner</p>	<p>Listen to and sing along with familiar songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Colour mixing Collage pictures Winter pictures Drawing arctic animals Joining using glue Home corner Small world – arctic animals</p>	<p>With support, sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Colouring mixing – light and dark Selecting materials to make a plant picture Small world Home corner</p>	<p>control to express their feelings and ideas.</p> <p>Colours/patterns when looking at animals Drawing different animals Junk modelling Painting/printing Small world – animals Home corner</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Mixing materials e.g. sand and paint to create texture Designing/selecting materials and tools Seaside crafts Constructing beach small world Home Corner</p>
Butterflies	<p>Engage in pretend play. Work collaboratively with support from an adult. Listen to a song/piece of music with some support. Watch and talk about dance and performance art from different religions. Start to join in familiar songs.</p> <p><u>Creative</u> Self portraits Family portraits</p>	<p>Start to develop story lines in pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Work collaboratively on an adult led activity. Listen and move to a short song/piece of music independently. Watch and talk about dance and performance art,</p>	<p>Develop roles in pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share ideas and resources. Listen carefully and move to a short song/piece of music and make comments. Watch and talk about dance and performance art, expressing their</p>	<p>Develop story lines in pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively and share ideas and resources. Listen carefully and move to piece of music and share thoughts and ideas. Watch and talk about dance and performance art,</p>	<p>Confidently use and engage in pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen to a piece of music talking about feelings and responses. Watch and talk about dance and</p>	<p>Confidently use and engage in story lines in pretend play both individually and with peers. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their</p>

	<p>Junk modelling – houses and homes Home Corner Small world role play Traditional tales collage pictures Colouring skills and matching colours e.g. correct colour choice</p>	<p>expressing their feelings. Join in singing familiar songs either in a group or on their own. Explore and engage in music making and dance, performing solo or in groups (Christmas themed – jingle bells).</p> <p><u>Creative</u> Firework chalk pictures Christmas crafts Christmas cards Printing to make patterns Cutting and joining – glue</p>	<p>feelings and responses (Chinese Dragon Dancing). Sing in a group or on their own. Explore and engage in music making and dance, performing solo or in groups (Winter themed – explore making music to match the winter weather, e.g. rain, snow, blizzard, etc.).</p> <p><u>Creative</u> Colour mixing to explore shade Winter pictures Winter collage Drawing arctic animals Chinese Lanterns Joining techniques tape</p>	<p>expressing their feelings and responses (Waltz of the Flowers) Sing in a group or on their own following the melody. Explore and engage in music making and dance, performing solo or in groups (Music to represent the growth of a flower).</p> <p><u>Creative</u> Joining techniques - tying (flowers/pipe cleaners) Collage picture of a plant Printing with fruit and vegetables Colour mixing – new colours (pink for blossom) Collaborative Easter cross</p>	<p>performance art, expressing their feelings and responses (Medieval dancing/music). Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><u>Creative</u> Joining techniques – split pins (animals) Using recycled materials to make an animal nest Drawing – how to draw animals Explore pattern and print when looking at an animal skin</p>	<p>feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><u>Creative</u> Joining techniques – tabs and flange (lighthouses) Explore mixing materials e.g. paint and sand to create texture Seaside crafts Collaborative projects Refine drawing skills Refine colouring skills</p>
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