Burnwood Primary Academy -Nursery Curriculum Map 2026-27

The Nursery curriculum for 2026–2027 has been carefully designed in direct response to the detailed Pre-School attainment analysis, home-visit information gathered during transition, and the developmental priorities identified within the Nursery summary goals. Pre-School data highlights significant vulnerabilities in communication and language, early literacy, mathematical understanding, emotional regulation and wider world knowledge, particularly for boys, PP and SEND children. Home-visit conversations further revealed limited vocabulary, reduced independence, restricted real-life experiences and emerging social confidence needs. As a result, the Nursery curriculum prioritises the Prime Areas through highly structured, language-rich routines, purposeful continuous provision and hands-on exploration that reflect our pedagogical principles of relational practice, vocabulary immersion and meaningful real-world learning. Each project has been selected to strengthen early talk, attention, independence, number sense, fine motor development and emotional security, ensuring clear progression from Pre-School starting points. This responsive, ambitious curriculum provides the foundations children need to make strong progress, close gaps and develop the confidence, curiosity and resilience required for success throughout the Early Years.

	Autumn 1 (7 weeks)	**Autumn 2 (7 weeks)**	**Spring 1 (6 weeks)**	**Spring 2 (5 weeks)**	**Summer 1 (7 weeks)**	**Summer 2 (6 weeks)**
Main Project	Autumn 1 — "Me, My Family & My Nursery"	Autumn 2 — "Let's Build!"	Spring 1 — "Once Upon a Time"	Spring 2 — "Growing & Changing"	Summer 1 — Mini Explorers: Nature Detectives	Summer 2 — Big Adventures
Focus	Focus: settling, belonging, routines, early communication	Focus: independence, choosing, tools, early maths	Focus: storytelling, sequencing, vocabulary, listening	Focus: natural world, care routines, observation	Focus: observing, classifying, cooperation, descriptive vocabulary, responsibility	Focus: journeys, independence, positional language, cooperation, transition readiness
Why?	As many of our children enter Nursery with limited prior experiences and low emotional vocabulary, this topic prioritises belonging, relationships and secure routines. It allows children to settle, feel safe and build the confidence needed to access learning. Establishing strong attachments and predictable structures reflects our relational, child-centred EYFS pedagogy.	Children in our community often have reduced fine-motor experiences and benefit from hands-on, practical learning. Construction play strengthens independence, problem-solving and early mathematical thinking while supporting engagement, particularly for children who learn best through movement. This aligns with our pedagogy of purposeful provision,	Many of our children have limited exposure to books and story language, so traditional tales provide essential vocabulary, structure and opportunities for retelling. This topic develops listening, sequencing and imagination through repeated storytelling and guided interaction. It supports our commitment to language-rich teaching and prepares children for Reception literacy expectations.	Children in significant deprivation often have fewer real-world experiences with nature and caring for living things. This topic builds responsibility, independence and scientific thinking through hands-on exploration of lifecycles and growth. It reflects our experiential, enquiry-based pedagogy and strengthens descriptive language and observation skills.	Outdoor learning provides rich opportunities for vocabulary, curiosity and cooperation, especially for children with limited access to safe outdoor spaces. This topic encourages exploration, classification and investigative skills through child-led discovery. It aligns with our active learning pedagogy and supports confidence, resilience and collaborative play.	As many children need support with independence and transitions, this topic prepares them for Reception routines and expectations. Through journeys, positional language and multi-step tasks, children build confidence, resilience and readiness for the next stage. This reflects our pedagogy of purposeful movement, independence-buildin g and real-life learning.

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		exploration and rich language modelling.				
Key Texts	Dinosaur starts school Hug Who's in my Family? My Mum and Dad Make Me Laugh The Bear Who Stared Giraffes Can't Dance	The Most Magnificent Thing Tap Tap Bang Bang Diggersaurs Goodnight, Goodnight Construction Site Build! Izzy Gizmo	Press Here The Way Back Home Zog The Darkest Dark A Bit Lost	The Growing Story Errol's Garden Yucky Worms Sam's Sunflower	In the Small, Small Pond The Big Book of Bugs A First Book of Nature The Very Hungry Caterpillar Tiny Perfect Things The Bug Collector	The Snail and the Whale Penguin on Holiday Naughty Bus Somebody Swallowed Stanley
Traditional Tale	Goldilocks and the Three Bears	The Three Little Pigs	The Elves and the Shoemaker	Jack and the Beanstalk	The Ugly Duckling	Little Red Riding Hood The Three Billy Goats Gruff
Seasonal Text	Leaf Man	One Snowy Night	The Snowy Day	When Spring Comes	In the Tall, Tall Grass	At the Beach
Key Nursery Rhymes	If You're Happy and You Know It — feelings & emotional expression Heads, Shoulders, Knees and Toes — body awareness Wind the Bobbin Up — following actions & routine language Twinkle, Twinkle Little Star — calm settling rhyme	1, 2, Buckle My Shoe — early number sequence The Grand Old Duke of York — positional language Five Little Men in a Flying Saucer — counting down This is the Way We Build Our House — tool actions	Humpty Dumpty — story structure Hey Diddle Diddle — fantasy language Incy Wincy Spider — sequencing Old MacDonald — character vocabulary	Mary, Mary, Quite Contrary — gardening Five Little Speckled Frogs — lifecycles Little Arabella Miller — minibeasts The Seed Song — growth vocabulary	Walking Through the Jungle — habitats & descriptive vocabulary Five Little Ducks — counting & nature Row, Row, Row Your Boat — movement & environment The Ants Go Marching — classification & counting	We're Going on a Bear Hunt — positional language & sequencing The Wheels on the Bus — transport & routine Down at the Station — journeys Here We Go Round the Mulberry Bush — independence routines
Little Wandle Aligned Rhymes	Wind the Bobbin Up — following actions & routine language Round and Round the Garden — touch-based relational rhyme Twinkle, Twinkle Little	One, Two, Buckle My Shoe — early number sequence The Grand Old Duke of York — positional language Row, Row, Row Your Boat — rhythm &	Humpty Dumpty — story structure Hey Diddle Diddle — fantasy language Incy Wincy Spider — sequencing Jack and Jill —	Mary, Mary, Quite Contrary — gardening & growth Incy Wincy Spider — weather & change 1, 2, 3, 4, 5 Once I Caught a Fish Alive — living things	Row, Row, Row Your Boat — exploring habitats Down at the Station — noticing vehicles & environment Hickory Dickory Dock — observation &	The Wheels on the Bus — transport & journey vocabulary Down at the Station — journeys & sequencing The Grand Old Duke of York — positional

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	Star — calm settling Pat-a-cake — fine-motor, turn-taking Ring-a-ring-a-roses — social confidence & group play	teamwork A Sailor Went to Sea — action vocabulary Baa Baa Black Sheep — counting & sharing	character vocabulary Miss Molly Had a Dolly — role-play & dialogue	Row, Row, Row Your Boat — habitats & water Ring-a-ring-a-roses — seasonal change & group play	sequencing Round and Round the Garden — nature vocabulary Baa Baa Black Sheep — classification (animals, colours)	language Row, Row, Row Your Boat — movement & direction Twinkle, Twinkle Little Star — calm transition moments
Core Vocabulary linked to main project and core texts	Focus: belonging, feelings, routines, settling family words — mummy, daddy, baby, brother, sister, home feelings vocabulary — happy, sad, scared, worried, excited routine words — coat, peg, tidy, snack, toilet, wash people words — teacher, friend, helper autumn nature words — leaf, tree, cold, windy, rain	Focus: tools, construction, independence, choosing tool vocabulary — hammer, saw, screwdriver, spanner, drill construction words — build, fix, join, strong, weak material words — wood, brick, metal, cardboard, tape shape vocabulary — square, circle, triangle, big, small action words — push, pull, twist, turn, stack	Focus: storytelling, sequencing, vocabulary, listening story language — beginning, middle, end, character, setting sequence words — first, next, then, finally describing words — big, small, fast, slow, loud question words — who, what, where fantasy vocabulary — magic, giant, forest, castle	Focus: lifecycles, observation, care, early science plant vocabulary — seed, stem, leaf, root, soil growth words — grow, change, water, sunlight minibeast words — worm, snail, caterpillar, butterfly science words — observe, notice, predict care vocabulary — gentle, careful, help, look after	Focus: observing, classifying, cooperation, descriptive vocabulary, responsibility nature detective words — explore, find, search, clues classification vocabulary — sort, group, match, same, different descriptive nature words — smooth, rough, long, short, tiny habitat words — log, leaf, soil, grass, pond responsibility words — careful, safe, share, help	Focus: journeys, independence, positional language, cooperation, transition readiness journey vocabulary — travel, map, route, path, adventure positional language — under, over, next to, behind, in front movement words — climb, jump, run, stop, go transition vocabulary — classroom, teacher, Year 1, new independence words — choose, try, finish, help, ready
Seasonal Events	Transition into full time education Baseline assessments Harvest	Bonfire night Remembrance Day Diwali Halloween Christmas	Chinese New Year Valentines Day	Shrove Tuesday Spring walk Eid (31st March) World book day Mother's day Easter	May day Cultural Diversity Day	Father's day Transition days Sports Day

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Possible Enrichment Ideas linked to key themes	Focus: belonging, feelings, routines, settling Family photo gallery — children bring photos and talk about who is in their family Feelings treasure baskets — objects linked to emotions (soft, spiky, warm, cold) Nursery scavenger hunt — finding key areas: toilets, snack table, peg area Autumn nature walk — collecting leaves, noticing seasonal changes "All About Me" loose-parts faces — using stones, sticks, buttons to make faces	Focus: tools, construction, independence, choosing Construction challenge stations — build a bridge, tower, house Tool exploration trays — screwdrivers, nuts/bolts, tweezers, pipettes Junk modelling workshop — boxes, tubes, tape, connectors Shape hunt outdoors — find circles, squares, triangles in the environment Fix-it role-play station — pretend tools, broken items to "repair"	Focus: storytelling, sequencing, vocabulary, listening Storytelling baskets — props for traditional tales Puppet theatre — retelling stories with puppets Story sequencing trails — children follow picture clues outdoors Character dress-up days — acting out roles Sound-effect storytelling — instruments used to represent events	Focus: lifecycles, observation, care, early science Seed planting station — beans, cress, sunflowers Lifecycle investigation trays — caterpillars, frogspawn (if available) Watering rota — responsibility for caring for plants Soil and compost exploration — digging, scooping, filling Spring nature detectives — spotting buds, shoots, insects	Focus: observing, classifying, cooperation, descriptive vocabulary, responsibility Minibeast hunts — magnifying glasses, bug pots Bug hotel building — sticks, leaves, bark, tubes Nature detective notebooks — drawing what they find Sorting natural objects — by size, colour, texture Outdoor descriptive trails — "find something rough", "find something tiny"	Focus: journeys, independence, positional language, cooperation, transition readiness Map-making workshop — simple maps of classroom, garden, or journey Obstacle course adventures — positional language: under, over, through Journey role-play — buses, trains, boats, tickets Bear Hunt outdoor trail — positional language and sequencing Reception readiness stations — choosing tasks, finishing tasks, following multi-step instructions
Parental Engagement Opportunities	Family photo sharing — parents send in a photo of the child's family for display Feelings at home activity — simple "How do you feel today?" chart to use at home Meet-the-Nursery walkaround — parents explore the environment with their child Autumn treasure bag — families collect	Junk modelling donation week — families send boxes, tubes, lids Home building challenge — build a tower/bridge with household items Parent helper 'fix-it' morning — parents join children to explore tools safely Shape hunt at home — families find circles, squares, triangles	Story sack borrowing — families borrow a simple story sack for the weekend Bedtime story week — parents share favourite childhood stories Family storytelling videos — short clips of parents reading or telling a tale Character dress-up day — simple costumes from home	Seed planting at home — families grow cress or beans together Minibeast spotting — simple "What did you find?" sheet Healthy eating photo share — families share fruit/veg choices Garden/park walk — parents look for buds, shoots, insects Caring for living things — watering plants or	Nature hunt at home — families find leaves, stones, sticks Bug hotel building — simple home-made bug hotel Outdoor descriptive challenge — "Find something rough/smooth/tiny" Family walk photo diary — parents send photos of outdoor adventures Responsibility chart —	Journey map from home — families draw the route to Nursery Transport spotting — buses, trains, bikes, cars Bear Hunt at home — recreate the story in the garden or living room Independence challenge — simple tasks: putting on shoes, tidying toys

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	leaves, conkers, sticks together Home-routine talk — parents share bedtime or morning routines for settling discussions	indoors Construction photo share — parents send photos of children building at home	Sequencing at home — parents help children retell a daily routine	feeding pets	simple home jobs (watering, tidying, feeding pets)	Reception readiness pack — shared with parents in final half-term
Memorable Experiences **(Events, trips, visits, visitors)**	Family Stay-and-Play Morning — parents join children for a short play session Feelings Puppet Visitor — a drama practitioner introduces simple emotions Autumn Nature Walk — collecting leaves, noticing seasonal change 'All About Me' Gallery Event — families view children's portraits Visit from a School Nurse — simple talk about keeping healthy	Construction Worker Visit — real tools, safety talk, simple demonstrations Mini Builders Day — children wear hard hats and explore building stations Trip to a Local Hardware Shop — exploring tools and materials Junk Modelling Workshop with Families — collaborative building LEGO/STEM Visitor — simple engineering challenges	Author or Storyteller Visit — interactive storytelling session Fairy-tale Dress-Up Day — children act out stories Puppet Theatre Performance — traditional tales retold Library Trip — choosing books, meeting a librarian Story Trail Outdoors — children follow picture clues	Garden Centre Trip — exploring plants, soil, tools Visit from a Gardener — planting demonstration Caterpillar or Egg Delivery — observing lifecycles Farm Visit — animals, growth, care Planting Day with Families — seeds, watering, soil exploration	Minibeast Workshop — visiting bug expert (Jess French-style) Local Park or Woodland Trip — habitats, creatures, exploration RSPB or Wildlife Visitor — birds, nests, caring for nature Build a Bug Hotel Event — families help construct habitats Nature Detective Day — magnifying glasses, clues, trails	Transport Visitor — bus driver, train worker, or lollipop person Local Bus Ride — real-life journey experience Bear Hunt Adventure Trail — positional language outdoors Reception Classroom Visit — transition support Map-Making Workshop — simple routes, journeys, exploration
Subject	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSED Summary Goals - Self-regulation - Managing self - Building relationships	Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others. Shows more independence and more confidence to make choices for	Asserts themselves as an individual person with likes and dislikes. Shows awareness that things don't always go their way and has more flexibility when things are different. Plays alongside other children.	Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it. Starts to comply with the boundaries of school knowing there are rules.	More aware of other children around them and starts to interact. Is able to make simple choices. Seeks out adults for specific help. Begins to accept the needs of others. Shows more awareness	Starts to be more confident to play with others and is beginning to self-regulate in play situations. More aware of others around them and the need to take account of others around them. Has some accountability for their actions.	Starts to show responsibility for their own feelings and their own play. Able to manage a task seeing it through from beginning to end. Showing independence in their choices.

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	themselves. Forms an attachment with an adult in the setting.		Shows an awareness of how their choices may effect and involve others around them. Starts to 'dip' into others' play.	of others in the setting and starts to interact during play.	Shows interest in other children's play and may start to observe with interest and join in the game.	Joins in with others' play.
Termly Progression Statements	Separate from caregiver with support. Show awareness of themselves and others. Follow very simple boundaries ("Follows a simple instruction"). Express basic emotions and preferences. Engage in parallel play.	Follow simple routines with adult help. Accept comfort from familiar adults. Begin to share with modelling. Show awareness of classroom rules. Dip into others' play more confidently.	Follow routines with some support ("Follows the routine… with some support"). Begin resolving simple conflicts with adult help. Make choices in provision with growing confidence. Show friendly behaviour towards peers. Take turns with adult support.	Follow routines with little support. Share resources independently some of the time. Begin to understand why rules exist. Show more control over impulses. Engage in cooperative play for longer periods.	Manage emotions with less adult reliance ("Becomes less adult-reliant when experiencing emotions"). Play cooperatively in small groups. Show responsibility for belongings. Support peers with simple problems. Follow behaviour expectations with reminders.	Follow behaviour expectations independently. Sustain cooperative play and resolve conflicts. Show empathy and sensitivity to others. Make independent choices and see tasks through. Demonstrate resilience and independence.
PSED Core Knowledge	Belonging — knowing who is in their family; recognising familiar adults. Feelings — happy, sad, scared, worried, excited. Routines — coat peg, snack table, toilets, tidy-up. People — teacher, friend, helper. Self-awareness — knowing their name, preferences, comfort items	Independence — choosing tools, choosing play. Tools — hammer, screwdriver, spanner. Materials — wood, brick, metal, cardboard. Rules — safety, turn-taking.	Story structure — beginning, middle, end. Characters & settings — who, where. Sequence words — first, next, then, finally. Feelings in stories — empathy & understanding.	Lifecycles — seed → plant, caterpillar → butterfly. Care routines — water, sunlight, gentle. Observation — noticing changes. Responsibility — helping living things.	Classification — sort, group, match. Descriptive vocabulary — smooth, rough, tiny. Habitats — log, leaf, soil, pond. Responsibility outdoors — safe, careful, gentle.	Journeys — map, route, path. Positional language — under, over, next to. Independence — choose, try, finish. Transition readiness — classroom, teacher, Year 1.

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PSED Core Skills	Separating from caregiver with support. Following simple boundaries ("one instruction"). Expressing basic emotions with words/gestures. Parallel play — playing alongside peers. Seeking comfort from familiar adults.	Making choices in provision. Accepting help from adults. Beginning to share with modelling. Dipping into others' play more confidently. Following simple routines with adult help.	Maintaining attention for short periods. Following two-step instructions with support. Retelling simple stories with props. Turn-taking in talk with adult modelling. Beginning conflict resolution with adult help.	Accepting needs of others. Seeking help from adults. Interacting more with peers. Following routines with little support. Gentle handling of living things.	Cooperative play emerging. Self-regulation in play beginning. Taking account of others. Managing emotions with less support. Completing tasks from start to end.	Responsibility for feelings. Managing tasks independently. Cooperative play sustained. Empathy and sensitivity. Following behaviour expectations independently.
PSED Core Activities	Family photo gallery — belonging & identity. Feelings treasure baskets — emotional vocabulary. Nursery scavenger hunt — routines & independence. Autumn nature walk — noticing seasonal change. Loose-parts faces — identity & self-expression.	Construction challenge stations — cooperation & independence. Tool exploration trays — confidence with tools. Junk modelling workshop — collaboration & problem-solving. Shape hunt outdoors — noticing environment. Fix-it role-play — routines & responsibility.	Storytelling baskets — retelling & sequencing. Puppet theatre — character talk & listening. Story sequencing trails — outdoor sequencing. Character dress-up — imaginative play. Sound-effect storytelling — listening & engagement.	Seed planting station — care & responsibility. Lifecycle investigation trays — observation. Watering rota — independence. Soil exploration — sensory science. Spring nature detectives — noticing change.	Minibeast hunts — observing & classifying. Bug hotel building — cooperation & responsibility. Nature detective notebooks — descriptive vocabulary. Sorting natural objects — classification. Outdoor descriptive trails — vocabulary & observation.	Map-making workshop — journeys & independence. Obstacle course adventures — positional language. Journey role-play — cooperation & vocabulary. Bear Hunt trail — sequencing & positional language. Reception readiness stations — independence & multi-step instructions.
Communication and Language Summary Goals - Listening, Attention and Understanding - Speaking	Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. Starting to communicate through words and gestures.	More likely to listen to and respond to a simple request or instruction. Starts to understand more of the 'F1-specific' vocabulary. Regular plural forms are consistent. Uses	Responds to simple questions and attempts to answer by speaking, pointing or gesturing. Starting to engage in longer dialogues.	Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.	Is starting to use some new vocabulary and join in with songs, stories and rhymes. More confident when using fantasy language in play.	Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and

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		'is', 'are, 'am' in a sentence.		Starting to engage in longer dialogues.		memory). Knows some colours and prepositions.
Progression Statements	Listen with interest but are easily distracted. Recognise their name. Follow one-step instructions. Watch peers with interest.	Respond to familiar language. Begin to show listening behaviours (eyes looking, ears listening). Follow simple instructions in routine. Engage in short back-and-forth exchanges.	Maintain attention for short periods. Follow two-step instructions with support. Take turns speaking with adults. Understand simple questions.	Show sustained listening in small groups. Follow two-step instructions independently. Raise hand or wait turn to speak. Understand more complex questions.	Follow multi-step instructions with support. Listen while engaged in activity. Respond appropriately to questions. Retell simple information.	Follow multi-step instructions independently. Maintain focused attention in whole-group sessions. Understand several ideas/actions. Show full listening behaviours consistently.
Communication and Language Core Knowledge	Basic listening behaviours — sit, look, listen. Name recognition — responding to their name. Simple routine language — coat, peg, snack, tidy. Early feelings words — happy, sad, worried. Familiar people words — teacher, friend, helper.	F1-specific vocabulary — tools, materials, actions. Plural forms — hammers, bricks, boxes. Early grammar — is/are/am. Instructional language — push, pull, twist.	Story language — beginning, middle, end. Sequence words — first, next, then, finally. Question words — who, what, where. Describing words — big, small, fast, slow.	Lifecycle vocabulary — seed, stem, leaf, root. Growth language — grow, change, water. Minibeast words — worm, snail, caterpillar. Care vocabulary — gentle, careful, help.	Classification vocabulary — sort, group, match. Descriptive nature words — smooth, rough, tiny. Habitat words — log, leaf, soil, pond. Responsibility language — careful, safe, help.	Journey vocabulary — travel, map, route, path. Positional language — under, over, next to. Independence words — choose, try, finish. Transition vocabulary — classroom, teacher, Year 1.
Communication and Language Core Skills	Listening with interest but easily distracted. Following one-step instructions. Watching peers with interest. Communicating with words/gestures.	Responding to familiar language. Beginning listening behaviours — eyes looking, ears listening. Following simple instructions in routine. Short back-and-forth	Maintaining attention for short periods. Following two-step instructions with support. Turn-taking in talk. Understanding simple questions.	Sustained listening in small groups. Following two-step instructions independently. Waiting turn to speak. Understanding more complex questions.	Following multi-step instructions with support. Listening while engaged. Responding appropriately to questions. Retelling simple	Following multi-step instructions independently. Focused attention in whole-group sessions. Understanding several ideas/actions. Full listening behaviours

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	Responding to very simple requests	exchanges. Using plurals consistently.	Engaging in longer dialogues.	Using new vocabulary in play.	information. Using descriptive vocabulary.	consistently. Speaking with confidence in groups.
Communication and Language Core Activities	Name games — "Who's here today?" Listening walks — environmental sounds. Routine modelling — coat peg, snack table. Feelings puppets — early emotional vocabulary. Simple story time — short, repetitive texts.	Tool vocabulary stations — naming tools. Construction talk prompts — "What do you need next?" Two-word phrases modelling — "big brick", "turn screw". Back-and-forth games — rolling balls, passing tools. Story time with props — The Three Little Pigs.	Story sequencing trails — outdoor clues. Puppet theatre — retelling stories. Character dress-up — speaking in role. Story baskets — props for retelling. Sound-effect storytelling — listening & engagement.	Lifecycle investigation trays — talk about changes. Seed planting station — following instructions. Minibeast small-world — describing features. Watering rota — listening to care instructions. Spring nature detectives — question words.	Minibeast hunts — listening + describing. Bug hotel building — following instructions. Nature detective notebooks — retelling findings. Sorting natural objects — classification talk. Outdoor descriptive trails — positional & descriptive language.	Map-making workshop — journey language. Obstacle course adventures — positional words. Journey role-play — cooperative talk. Bear Hunt trail — sequencing + positional language. Reception readiness stations — multi-step instructions.
Physical Development Summary Goals **Gross Motor Skills** - Flexibility - Hand-eye coordination - Balance - Strength **Fine Motor Skills** - Control - Dexterity - Flexibility	Can use their strength to move from one thing to another. Uses a range of tools and equipment.	Shows some control over their choice of tools. Uses a range of tools and equipment with some control.	Shows increasing development of control over trickier tools, e.g. a flag, a spade. Starts to recognise the changes they can make using tools and equipment	Starts to control the body to work with others. Shows more fine motor control with tools.	Shows good control in large movements like changing direction when running. Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.	Begins to control smaller tools. Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.
Progression Statements	Cooperate with basic care routines. Begin simple self-care (washing hands, wiping nose).	Show improved coordination. Begin dressing skills with support.	Dress with support (coat, jumper). Strengthen fine motor skills (threading, tweezers).	Dress with minimal support. Use tools with purpose. Show strong hand	Toilet independently most of the time. Dress and undress with little support.	Manage hygiene independently. Dress independently except tricky items.

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	Explore gross motor movements. Use large movements to mark-make.	Use tools with early control. Model self-care in play.	Show improved balance. Follow self-care routines more independently.	control. Manage toileting with reminders.	Use cutlery with support. Show readiness for writing.	Use cutlery independently. Demonstrate strong fine motor control.
Core Knowledge	Basic self-care routines — washing hands, wiping nose. Large movement basics — running, jumping, climbing. Early tool awareness — crayons, chunky brushes. Body awareness — hands, feet, arms, legs.	Tool handling basics — tweezers, pipettes, screwdrivers. Construction movement — lifting, carrying, stacking. Balance awareness — stable stance, stepping.	Tool purpose — scissors, glue sticks, small brushes. Movement linked to stories — creeping, stomping, flying. Fine motor strengthening — threading, squeezing.	Cause-and-effect movement — pouring, scooping, digging. Gardening tools — trowels, watering cans. Body control — careful movements.	Outdoor movement — climbing, balancing, running. Natural materials manipulation — sticks, stones, leaves. Precision grip — tweezers, pencils.	Journey movement — climbing, jumping, stopping, going. Positional movement — under, over, through. Independence in self-care — hygiene, dressing.
Core Skills	Exploring gross motor movements — big marks, whole-body play. Using large movements to mark-make. Beginning simple self-care. Cooperating with care routines. Early hand-eye coordination — rolling, catching.	Improved coordination — hand-eye tasks. Early dressing skills — coats, zips with support. Using tools with early control. Modelling self-care in play.	Dressing with support — coats, jumpers. Strengthening fine motor skills — tweezers, threading. Improved balance — stepping, turning. Following self-care routines independently.	Dressing with minimal support. Using tools with purpose — scissors, trowels. Strong hand control — controlled marks. Managing toileting with reminders.	Toileting independently most of the time. Dress/undress with little support. Using cutlery with support. Readiness for writing — tripod grip emerging.	Managing hygiene independently. Dressing independently except tricky items. Using cutlery independently. Strong fine motor control — writing readiness.
Core Activities	Gross motor mark-making — chalk, water brushes outdoors. Obstacle exploration — stepping stones, tunnels. Self-care stations —	Tool exploration trays — nuts/bolts, tweezers. Construction obstacle course — balance beams, stepping blocks. Junk modelling —	Story movement trails — "stomp like a giant", "creep like a mouse". Puppet manipulation — hand control. Fine motor stations — threading, pegboards, dough.	Gardening station — digging, watering, planting. Lifecycle fine motor trays — tweezers, sorting seeds. Scooping & pouring station — soil, rice,	Minibeast movement trails — crawl, wiggle, climb. Nature detective fine motor tasks — sorting, classifying. Outdoor balance circuit — logs, beams,	Obstacle course adventures — under/over/through. Journey map movement — follow the route. Beach shop fine motor tasks —

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	tissues, handwashing. Large construction play — crates, tyres. Movement songs — action rhymes.	cutting, joining. Dressing practice station — coats, hats, gloves. Hammer-tap boards — strength + control.	Castle climbing area — balance + strength. Cutting skills workshop — snipping strips.	lentils. Spring movement games — hopping, tiptoeing. Cutting garden shapes — leaves, petals.	stepping stones. Stick-writing in mud — early mark-making. Cutlery practice station — scooping, stabbing.	scooping sand, threading shells. Reception readiness stations — multi-step tasks. Cutlery independence challenge — lunch-time practice.
Literacy Summary Goals -	Likes to read (look at) a book with an adult. Identifies environmental sounds and can copy/repeat some. Mark making and drawing with a range of tools and equipment.	Will talk about the pictures and what is happening. Identifies instrumental sounds and can copy/repeat some. Can say what their marks mean.	Knows where to find the story on the page. Explores different ways of making sounds with their bodies, sings songs and rhymes independently. Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Can identify some signage in the classroom. Hears initial sound phonemes and applies knowledge to alliteration. Can copy with increasing control.	Can talk about the characters in a story. Explores and creates sound words. Claps syllables in words. Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.	Can talk about the story events in simple terms. Write their name using identifiable letters with support.
Progression Statements	Enjoy books and stories. Join in with familiar rhymes. Make marks with meaning. Understand that marks carry meaning. Notice environmental sounds. Name recognition — knowing their name card (with picture clue)	Talk about pictures in books. Recognise rhythm and rhyme. Draw simple shapes. Use vocabulary from stories.	Sequence simple stories. Clap syllables. Recognise their name (no picture clue). Draw with increasing detail. Copy some identifiable letters from their name.	Retell simple stories. Notice initial sounds. Use marks to represent meaning. Engage in imaginative storytelling. Copying letter shapes — reproducing recognisable letter forms from a name card	Retell familiar stories with detail. Predict story events. Hear initial sounds in words. Write their name as recognisable letter shapes.	Demonstrate comprehension through discussion. Use story language. Hear and say initial sounds independently. Write their name using identifiable letters with support.
Literacy Core Knowledge	Environmental sounds — rain, cars, birds, footsteps.	Instrumental sounds — shakers, drums, bells.	Story structure — beginning, middle, end.	Sound words — buzz, pop, crunch. Alliteration — same	Descriptive vocabulary — smooth, rough, tiny. Natural world stories —	Story language — once upon a time, suddenly, finally.

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	Book handling — front cover, turning pages. Mark-making basics — lines, dots, circles. Familiar rhymes — rhythm, repetition. Name recognition — knowing their name card.	Rhythm & rhyme — repeated patterns. Story vocabulary — build, fix, join. Shape drawing — circles, squares, zig-zags.	Syllables — clapping beats in words. Character vocabulary — giant, forest, castle. Pre-letter shapes — vertical lines, curves, crosses. Core Skills	initial sound. Story characters — caterpillar, seed, worm. Name writing as shape — letter-like shapes Letter–sound awareness — initial sound of name..	pond, log, leaf. Identifies letters in own name Story prediction — what might happen next?	Journey vocabulary — map, route, path. Comprehension talk — discussing events. Full name sequence — beginning → end.
Literacy Core Skills	Enjoying books with an adult. Joining in with rhymes. Making marks with meaning. Noticing environmental sounds.	Talking about pictures. Recognising rhyme. Drawing simple shapes. Using story vocabulary.	Sequencing simple stories. Clapping syllables. Recognising their name. Drawing with increasing detail.	Retelling simple stories. Noticing initial sounds. Using marks to represent meaning. Imaginative storytelling. Copying letters in sequence with adult help.	Retelling familiar stories with detail. Predicting story events. Hearing initial sounds. Forming several identifiable letters. Writing name as a shape — emerging letter sequence.	Demonstrating comprehension through discussion. Using story language. Hearing & saying initial sounds independently. Writing name using identifiable letters. Copying name independently from a model.
Literacy Core Activities	Sound walks — listening for environmental sounds. Story time with props — Hug, Who's in My Family? Large-scale mark-making — chalk outdoors. Nursery rhyme baskets — puppets, instruments. Name spotting — recognising their name card.	Instrumental sound games — copy/repeat. Picture talk prompts — Goodnight Construction Site. Construction mark-making — lines, blocks, shapes. Rhyme baskets — rhyming pairs. Story vocabulary mats — build, fix, join.	Story sequencing trails — outdoors. Character drawing — Oliver Jeffers style. Name recognition games — matching cards. Syllable clapping circles — names, objects. Story baskets — retelling.	Lifecycle story retelling — caterpillar → butterfly. Alliteration games — silly sound strings. Sound word exploration — crunch, squelch. Name-writing trays — sand, rice, paint. Story small-world — garden centre, pond.	Minibeast story maps — sequencing. Story prediction circles — "What next?" Outdoor storytelling — forest school. Sound hunts — find things starting with /s/, /m/, /t/.	Journey story maps — Naughty Bus, Snail & Whale. Beach shop writing — lists, labels, signs. Story discussion circles — characters, events. End-of-year story performance — retelling with props.

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Phonics **Little Wandle**	Begins at the start of Autumn 2	s a t p i n Hears the same initial sound for words and names of objects. Blend CVC words using oral blending and objects.	m d g o c k e Identifies initial sounds of words and names of objects. Distinguishes different sounds. Teach children to blend a wider range of CVC words using oral blending.	u r h b f l j Identifies initial sounds of words and names of objects. Articulate sounds correctly – including playing with voice sounds. Blends a wider range of words using oral blending.	v w y z qu ch Identifies initial sounds of words and objects. Blend a wider range of words using oral blending.	ck x sh th ng nk Identifies the final sounds of words and objects. Blends a wide range of words using oral blending when playing.
Revised Summary Goals to align topic and Master the Curriculum - Number - Numerical Pattern	Starts to use number names — colour sorting & matching Counts rhythmically — number songs (Autumn starters) Builds using different sizes/shapes — matching shapes, towers Sorts using simple criteria — colour/size/shape sorting Enjoys counting in play — early number noticing Starts to identify simple patterns — pattern handprints	Can identify 1 and 2 objects — Number 1 & 2 Starts to use number comparison language — AB patterns, Fix my Pattern Talks about their models — number shapes, matching Starts to identify simple patterns — AB & ABC patterns	Subitises and counts to 3 — Number 3 Enjoys counting as far as they can — 1:1 counting Sorts using simple criteria — triangles, squares, rectangles Notices the last number said — composition of 4 & 5 Can say what number comes next — counting sequences	Counts up to five — consolidation Understands cardinal principle — Number 6 Can use "more than" — measure comparisons Makes simple comparisons — height, length, mass, capacity	Uses number in play — more/fewer Can identify numerals to 5 — revision Can identify equal groups — more/fewer Starts to use simple shape names — 2D & 3D shapes	Uses number in play — composition revision Can identify numerals to 5 — revision Can identify equal groups — composition Starts to use positional language — positional language weeks
Master the Curriculum	Week 1 — Colours: Red, Blue, Yellow Week 2 — Colours: Green, Purple, Mixed colours Week 3 — Matching: Buttons, colours,	Week 7 — Number 1: Subitising, counting, numeral Week 8 — Number 2: Dice pattern subitising Week 9 — Number 2:	Week 1 — Number 3: Subitising Week 2 — Number 3: 3 Little Pigs, 1:1 counting, triangles Week 3 — Number 4: 1:1 counting,	Week 7 — Consolidate 1–5 Week 8 — Number 6: Introduce 10-frame Week 9 — Height & Length: Tall/short, long/short	Week 1 — More than / fewer than Week 2 — One more Week 3 — One less Week 4 — Shape (2D) + revisit Autumn patterns	Week 7 — Number composition 1–5 (revision) Week 8 — Night & Day: Order events in their day Week 9 — Night &

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	towers, shoes Week 4 — Matching: Number shapes, shapes, big/small pattern handprints Week 5 — Sorting: Colour, size, shape Week 6 — Sorting: "What do you notice?", Guess the rule	Random pattern subitising Week 10 — Number 2: Counting, numeral Week 11 — Patterns: Extend AB (colour, outdoor, movement) Week 12 — Patterns: Fix my pattern, Extend ABC (colour, outdoor)	squares/rectangles Week 4 — Number 4: Composition of 4 Week 5 — Number 5: 1:1 counting, pentagon Week 6 — Number 5: Composition of 5	Week 10 — Mass: Linked to stories (3 Little Pigs, Goldilocks) Week 11 — Capacity Week 12 — Consolidation	Week 5 — Shape (3D) + revisit Autumn patterns Week 6 — Consolidation: More/fewer, one more/one less	Day: What happens day/night Week 10 — Positional language Week 11 — Positional language Week 12 — Consolidation / Summer activity weeks
Progression Statements	Starts to use number names — through colour sorting & matching Counts rhythmically — number songs, daily routines Builds using different sizes/shapes — matching shapes, towers Sorts using simple criteria — colour, size, shape Enjoys counting in play — noticing quantities informally Starts to identify simple patterns — big/small handprint patterns	Can identify 1 and 2 objects — Number 1 & 2 Starts to use number comparison language — AB patterns, Fix my Pattern Talks about their models — number shapes, matching Starts to identify simple patterns	Subitises and counts to 3 — Number 3 Enjoys counting as far as they can — 1:1 counting Sorts using simple criteria — triangles, squares, rectangles Notices the last number said — composition of 4 & 5 Can say what number comes next — counting sequences	Counts up to five — consolidation Understands cardinal principle — Number 6 Can use "more than" — measure comparisons Makes simple comparisons — height, length, mass, capacity	Uses number in play — more/fewer Can identify numerals to 5 — revision Can identify equal groups — more/fewer Starts to use simple shape names — 2D & 3D shapes	Uses number in play — composition revision Can identify numerals to 5 — revision Can identify equal groups — composition Starts to use positional language — positional language weeks
Maths Core Knowledge	Number names — early exposure through songs and routines. Colours and attributes — red, blue, yellow, green, purple. Matching concepts —	Subitising 1–2 — dice patterns, random patterns. Comparison language — more, fewer, same. Pattern structure —	Subitising 1–3 — structured and random. 1:1 counting — careful touch counting. Shape families — triangles, squares,	Number 6 — 10-frame introduction. Height/length — tall/short, long/short. Mass — heavy/light. Capacity —	More/fewer — comparing sets. One more/one less — number stories.	Composition 1–5 — secure bonds. Sequencing events — day/night.

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	same/different. Sorting rules — colour, size, shape. Early patterns — big/small, repeated marks. Shape basics — circles, squares, triangles (informal).	AB, ABC. Number shapes — numerals 1 and 2. Model vocabulary — brick, tall, short.	rectangles. Composition of 4 & 5 — 3+1, 2+2, 4+1, 3+2. Next number — sequencing.	full/empty. Comparison language — more/less.	2D shapes — circle, square, triangle, rectangle. 3D shapes — cube, sphere, cone, cylinder.	Positional language — under, over, next to. Numeral recognition — secure.
Maths Core Skills	Using number names in play. Counting rhythmically — songs, chants. Matching objects — colours, shapes, towers. Sorting by simple criteria. Noticing patterns — handprints, repeated colours. Building with shapes — towers, models.	Identifying 1 and 2 objects. Using comparison language — more/fewer. Talking about models — describing bricks, colours. Creating AB/ABC patterns. Counting small sets — 1–2.	Counting to 3 and 5. Sorting shapes — triangle/square/rectangle. Noticing cardinality — last number said. Saying next number — number songs. Building number stories — 3 pigs, 4 chairs, 5 beans.	Counting to 5 and 6. Using "more than". Making simple comparisons — height, length, mass. Using measure vocabulary.	Using number in play — comparing groups. Identifying numerals to 5. Identifying equal groups. Naming simple shapes.	Using number in play — composition. Identifying numerals to 5 — secure. Identifying equal groups — composition. Using positional language — journeys.
Maths Core Activities	Colour sorting trays — buttons, counters. Matching towers — same height/colour. Shape hunt — circles, squares in the environment. Pattern handprints — big/small. Loose-parts building — shapes, blocks. Counting songs — 1,2,3,4,5; 5 little ducks.	Dice pattern subitising — quick-flash cards. AB pattern building — cubes, beads. Fix my pattern — error spotting. Model talk station — "Tell me about your build." Number 1 & 2 trays — numeral matching.	Subitising games — "Show me 3!" Triangle/square sorting. Composition trays — 4 and 5. Counting trails — outdoor number hunt. Story maths — 3 Little Pigs, Goldilocks.	10-frame exploration — building 6. Height/length trails — find tall/short. Mass investigation — balance scales. Capacity station — pouring, filling. More/less sorting — natural objects.	More/fewer nature hunt — leaves, stones. One more/less stories — bugs, seeds. 2D shape hunt — outdoors. 3D shape exploration — blocks, natural objects. Equal groups sorting.	Composition trays — 1–5 revision. Day/night sequencing — ordering events. Positional language obstacle course — under/over/through. Journey maps — routes, paths. Equal groups sorting — natural objects.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Summary Goals • Family and Community • Past and Present • Religious and cultural communities • The Natural World	Children start to be curious about the people around them. They show interest in characters in stories and also people in school. Children notice differences in story books etc. Children start to explore the environment around them.		Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. Makes connections between the features of their family and other families. Children start to notice when things have changes with support from an adult.		Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. Knows simple features of their own environment. Children start to understand they can influence their environment and make changes to the space around them.	
Progression Statements	Talk about family. Explore environment. Notice seasonal changes.	Show interest in photos and past events. Explore materials. Notice differences between people.	Talk about occupations. Explore simple investigations. Ask questions about the world.	Notice growth and change. Explore cause-and-effect. Use simple technology.	Understand lifecycles. Care for plants and animals. Talk about community.	Explain simple processes. Show responsibility for environment. Use technology purposefully.
Understanding the World Core Knowledge	Family members — mummy, daddy, baby, brother, sister. School community — teacher, friend, helper. Environment basics — classroom, toilets, peg area. Seasonal change — leaf, tree, cold, windy.	Family similarities — noticing features. Materials — wood, metal, brick, cardboard. Tools — hammer, saw, screwdriver. Past events — photos, memories.	Occupations — storyteller, author, astronaut (Darkest Dark). Investigations — light/dark, shadows, cause/effect. Fantasy vs real — giants, castles, forests. Asking questions — who, what, where.	Growth & change — plants, animals, humans. Cause & effect — water → growth, light → shadow. Technology basics — buttons, switches, torches. Natural world — soil, roots, stems.	Habitats — log, leaf, soil, pond. Classification — sort, group, match. Descriptive nature words — smooth, rough, tiny. Responsibility outdoors — careful, gentle.	Community — school, home, local area. Journeys — map, route, path. Responsibility for environment — litter, care. Technology use — cameras, tablets, Bee-Bots.
Understanding the World Core Skills	Talking about family. Exploring environment. Noticing seasonal changes. Noticing differences in people/books.	Interest in photos/past events. Exploring materials. Noticing differences between people. Understanding simple	Talking about occupations. Exploring simple investigations. Asking questions about the world. Noticing changes in	Noticing growth/change. Exploring cause/effect. Using simple technology. Asking questions about plants/animals.	Understanding lifecycles. Caring for plants/animals. Observing closely. Classifying natural objects.	Explaining simple processes — how, why. Showing responsibility for environment. Using technology purposefully.

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	Curiosity about others.	features of environment.	stories/environment.			Talking about community.
Understanding the World Core Activities	Family photo gallery — belonging & identity. Nursery scavenger hunt — exploring environment. Autumn nature walk — noticing change. All About Me loose-parts faces — identity. Feelings puppet visitor — people & emotions.	Tool exploration trays — materials & tools. Construction worker visit — occupations. Junk modelling workshop — materials exploration. Shape hunt outdoors — noticing environment. Home building challenge — past/present talk.	Storytelling baskets — characters & roles. Light/dark investigation — torches, shadows. Author/storyteller visit — occupations. Story trail outdoors — environment exploration. Character dress-up day — fantasy vs real.	Seed planting station — growth & care. Lifecycle investigation trays — caterpillars, frogspawn. Soil exploration — natural world. Watering rota — responsibility. Garden centre trip — environment features.	Minibeast hunts — habitats & observation. Bug hotel building — responsibility. Nature detective notebooks — recording findings. Sorting natural objects — classification. Outdoor descriptive trails — vocabulary & observation.	Map-making workshop — journeys & community. Bear Hunt trail — positional language + environment. Transport visitor — community occupations. Local bus ride — real-life journeys. Reception classroom visit — transition readiness.
Person of interest	Floella Benjamin — children's presenter who talks about belonging	Isambard Kingdom Brunel — bridges, tunnels, problem-solving	Julia Donaldson -story writing, narrative, sequence	David Attenborough — nature, animals, lifecycles	. Chris Packham — wildlife, observation	Amelia Earhart — journeys, bravery
Expressive Arts and Design Summary Goals -Being Imaginative and Expressive - Creating with Materials	Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music. Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.		Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse. Experimentation of marks and mark making using colour, texture and senses.		Shows a preference for types and methods of expression and shows more control when expressing themselves. More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.	
Progression Statements	Explore materials and colour. Engage in simple role-play. Sing familiar songs.	Build small worlds. Join materials with support. Act out simple stories.	Develop ideas using materials. Use tools with purpose. Engage in imaginative play.	Represent objects with shapes. Create simple compositions. Extend role-play narratives.	Create mixed-media artwork. Build more complex models. Perform songs and stories.	Produce sustained creative work. Collaborate in creative projects. Express ideas confidently through

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						performance.
Expressive Arts and Design Core Knowledge	Materials and colour — crayons, paint, chalk, soft colours. Simple shapes — circle, square, line (Paul Klee). Familiar songs — nursery rhymes, action songs. Identity art — faces, family drawings.	Joining materials — tape, glue, connectors. Construction materials — boxes, tubes, wood. Sculpture basics — inspired by Louise Nevelson. Role-play scenarios — builders, fix-it shop.	Characters & settings — castles, forests, homes. Story composition — beginning/middle/end in art. Oliver Jeffers style — simple shapes, expressive faces. Imaginative play — fairy tales, puppets.	Colour mixing — greens, yellows, spring tones. Monet style — soft brushstrokes, flowers. Natural materials — leaves, petals, sticks. Observation drawing — plants, lifecycles.	Natural patterns — wings, shells, leaves. Ernst Haeckel style — detailed lines, symmetry. Classification visuals — groups, sets. Outdoor materials — sticks, stones, bark.	Movement lines — swirls, paths, direction. Joan Miró style — playful shapes, journey-like lines. Landscape basics — sky, ground, path. Performance confidence.
Expressive Arts and Design Core Skills	Exploring materials — mark-making, sensory play. Engaging in simple role-play — home corner, babies. Singing familiar songs. Controlling early tools — crayons, brushes.	Building small worlds. Joining materials with support. Acting out simple stories. Experimenting with texture — rough, smooth, bumpy.	Developing ideas using materials. Using tools with purpose — scissors, glue sticks. Engaging in imaginative play — story acting. Extending narratives — adding characters/events.	Representing objects with shapes. Creating simple compositions. Extending role-play narratives. Using tools with more control — paintbrushes, scissors.	Mixed-media artwork — natural + man-made. Building more complex models. Performing songs/stories. Describing features — wings, legs, patterns.	Sustained creative work. Collaborative projects. Confident performance — songs, stories. Expressing ideas clearly.
Expressive Arts and Design Core Activities	Loose-parts faces — identity & belonging. Paul Klee colour exploration — soft colours, simple shapes. Music & movement — responding to songs. Family portrait drawing — belonging. Autumn colour mixing — seasonal noticing.	Junk modelling workshop — boxes, tubes, tape. Louise Nevelson sculpture play — monochrome assemblages. Fix-it role-play — tools & building. Construction small-world — diggers, blocks. Texture trays — sand, cardboard, fabric.	Storytelling baskets — props for tales. Oliver Jeffers character drawing — simple shapes + emotion. Puppet theatre — acting out stories. Castle/forest small-world — imaginative play. Story composition art — beginning/middle/end pictures.	Monet garden painting — soft colours + nature. Lifecycle art — caterpillar → butterfly. Nature collage — petals, leaves, stems. Garden centre role-play — plants & tools. Spring colour mixing — greens, yellows.	Haeckel minibeast drawing — noticing detail. Bug hotel building — natural materials. Nature detective art — observational drawing. Mixed-media minibeasts — collage + drawing. Outdoor performance day — songs**/stories.**	Miró journey painting — movement + direction. Large-scale collaborative mural — journeys & landscapes. Transport role-play — buses, trains, maps. Bear Hunt performance — sequencing + movement. End-of-year art exhibition — sustained

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						creative work.
Role Play Areas	Home Corner — belonging, family talk, routines.	Construction Site — tools, joining, independence. Fix-It Workshop — screwdrivers, nuts/bolts, problem-solving.	Fairy Tale Castle - storytelling, sequencing, vocabulary, listening, character play, **and** fantasy language	Garden Centre — plants, tools, care.	Minibeast Research Centre — classification, observation. Pet Shop — care, responsibility.	Travel Agency — maps, tickets, routes. Seaside Beach Shop - journeys, independence, positional language, and transition readiness.
Artist of interest	Theme: belonging, feelings, identity, simple shapes Artist of Interest: Paul Klee Soft colours, simple shapes, playful lines Easy for children to imitate in mark-making Supports early drawing, identity and expression	Theme: tools, construction, joining, materials Artist of Interest: Louise Nevelson Sculptures made from boxes, wood, found materials Perfect for junk modelling and construction play Strong links to building, stacking, joining	Theme: storytelling, characters, imagination Artist of Interest: Oliver Jeffers Clear characters, simple shapes, emotional expression Supports story sequencing and character talk Children often know his books already	Theme: plants, lifecycles, observation Artist of Interest: Claude Monet Gardens, flowers, seasonal change Soft colours and brushstrokes children can explore Links beautifully to growth and nature observation	Theme: observing, classifying, natural materials Artist of Interest: Ernst Haeckel Detailed drawings of insects, shells, plants Encourages noticing features: wings, legs, patterns Great for descriptive vocabulary and classification	Theme: journeys, movement, landscapes Artist of Interest: Joan Miró Playful lines, shapes and “journey-like” paths Encourages movement, direction, positional language Very accessible for 3-year-olds