Burnwood Primary Academy - Reception Curriculum Map 2026-27

Our Reception curriculum has been intentionally designed in direct response to the specific needs of the 2026–2027 cohort, who enter with significant vulnerabilities in communication and language, early literacy, mathematical understanding and wider curriculum knowledge. Many children have limited vocabulary, reduced phonological awareness and restricted real-life experiences, particularly those who are disadvantaged, have SEND or are learning English as an additional language. In addition, the cohort's high proportion of boys and children with emerging self-regulation skills requires a curriculum that is highly engaging, practical and rooted in purposeful, hands-on exploration. As a result, the curriculum prioritises the Prime Areas of Learning, with a strong emphasis on developing talk, emotional security, independence and resilience as the foundations for future academic success. Drawing on our pedagogical principles of Maslow's Hierarchy of Needs, Focus Education and the Early Excellence model, we ensure children feel safe, valued and ready to learn through rich, language-focused experiences, high-quality interactions and carefully structured continuous provision. Each half-term project has been selected to provide meaningful, real-life contexts that build vocabulary, deepen understanding of the world and strengthen cultural capital. Topics act as flexible vehicles for introducing purposeful language, investigation and creativity, enabling all children to make strong progress, close gaps and develop the knowledge, confidence and curiosity needed for success in Reception and beyond.

	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 — "All About Us: Talk, Play, Belong"	Autumn 2 — "Moving, Making, Doing: Machines & Materials"	Spring 1 — "Long Ago: Stories, Time & Change"	Spring 2 — "Growing & Changing: Plants, Life & Care"	Summer 1 — "Animals Everywhere: Habitats, Creatures & Care"	Summer 2 — "Our World: Water, Weather & Journeys"
Why?	This cohort's biggest vulnerability is Communication & Language, especially for PP/EAL/SEN. They also need PSED routines, turn-taking, emotional vocabulary, and fine motor foundations.	This cohort needs hands-on exploration, investigation, maths language, and fine motor strengthening. This project supports UtW (26%) and EAD (26%) through real materials.	This cohort needs narrative, sequencing, past/present vocabulary, and story language. This project strengthens Literacy (31%) and UtW (26%).	This cohort needs real-life science, vocabulary, hands-on investigation, and care routines. This supports UtW, PSED, and PD.	This cohort needs classification, scientific vocabulary, EAL-friendly concrete concepts, and rich descriptive language.	This cohort needs geography, maps, environmental vocabulary, and transition readiness.
Key Texts - All texts chosen specifically for the 2026/27 cohort: high PP, high SEN, vulnerable EAL, weak Literacy, strong PD.	Best Drawing Club Texts The Colour Monster — emotions + clear scenes Peace at Last — soundscapes + repeated settings So Much — rhythm + family characters	Best Drawing Club Texts No-Bot: The Robot with No Bottom — perfect: humour + action Snail in Space — adventure + clear visuals	Best Drawing Club Texts The Gingerbread Man — chase narrative The Little Red Hen — repeated structure Lost in the Toy Museum — past/present + adventure Mr Big — emotions +	Best Drawing Club Texts The Tiny Seed — journey narrative Jasper's Beanstalk — days + simple scenes The Odd Egg — surprise + humour The Extraordinary	Best Drawing Club Texts Superworm — rhyme + action Handa's Hen — counting + animals What the Ladybird Heard — maps + farm animals	Best Drawing Club Texts The Snail and the Whale — journeys + landscapes Mr Gumpy's Outing — sequencing + humour Billy's Bucket — imagination + water The Train Ride —

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	The Great Big Book of Families — diverse scenes The Worrysaurus — emotions + adventure The Koala Who Could — change + courage	The Runaway Pea — chase narrative Oi Frog! — rhyme + silliness The Way Back Home — machines + friendship Beegu — simple, emotional, visual	clear scenes Nabil Steals a Penguin — moral + action The Enormous Turnip — classic structure	Gardener — imagination + growth	The Very Busy Spider — repeated animal encounters Monkey Puzzle — descriptive vocabulary	predictable pattern Commotion in the Ocean — poetry + sea creatures The Storm Whale — emotion + setting
Core Vocabulary linked to main project and core texts	Core Vocabulary: family, home, feelings, happy, sad, worried, rules, friends, share, turn, help, listen, talk	Core Vocabulary: push, pull, move, fast, slow, heavy, light, build, join, fix, wheels, parts, tools	Core Vocabulary: past, present, long ago, old, new, change, before, after, story, characters, chase, run	Core Vocabulary: grow, plant, seed, soil, water, sun, roots, stem, leaf, life cycle, change, care	Core Vocabulary: animal, habitat, wild, pet, big, small, long, short, wings, legs, fur, scales, pattern	Core Vocabulary: journey, map, travel, sea, beach, weather, hot, cold, storm, calm, waves, shore
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	Feelings Trail — outdoor stations showing emotions from The Colour Monster Family Photo Gallery — children bring photos; create a "Our Families" museum Sound Walk — inspired by Peace at Last; identify environmental sounds Home Corner Makeover — children help set up home areas using real objects Feelings Puppets — role-play emotions and scenarios Community Helpers Visit — school cook, caretaker, office staff talk about their roles	Loose Parts Engineering — tubes, wheels, boxes, crates for building machines Robot Workshop — inspired by No-Bot; children design robots from junk modelling Push/Pull Investigation Stations — ramps, cars, pulleys, spinners Tool Time — supervised use of screwdrivers, nuts/bolts, real tools Transport Day — bikes, scooters, pushchairs, prams Visit to a Local Garage — mechanics show tools and machines	Toy Museum Day — children bring "old" toys; compare past/present Storytelling Theatre — act out The Gingerbread Man or Enormous Turnip Timeline Walk — create a giant floor timeline of "baby → toddler → nursery → reception" Baking Day — bake gingerbread; link to sequencing vocabulary Museum Role Play — children become curators, ticket sellers, tour guides Visit to Gladstone Pottery Museum — local Stoke history	Bean Growing Lab — inspired by Jasper's Beanstalk Garden Centre Visit — local, low-cost, hands-on Mini Greenhouse Building — plastic bottles + sticks Egg Investigation Week — link to The Odd Egg Planting Day — herbs, beans, sunflowers Caring for Living Things Stations — water, soil, sunlight experiments	Minibeast Hunt — school grounds, magnifiers, identification charts Habitat Building — wormeries, bug hotels, bird feeders Farm Visit — links to What the Ladybird Heard Animal Movement Workshop — PD + descriptive vocabulary African Animal Day — inspired by Handa's Hen Local Vet Visit — caring for animals	Water Investigation Stations — floating, sinking, pouring, measuring Beach School Day — sand, shells, water play (can be done on school grounds) Weather Lab — wind socks, rain gauges, cloud spotting Journey Mapping — inspired by The Snail and the Whale Boat Building Challenge — STEM + PD Transition Adventure Walk — map the school → Year 1
Parental Engagement Opportunities	Meet the Teacher Parent consultations Maths Parent Workshop	Nativity Phonics/Reading Workshop (EEF)	Parent Consultations	Parents afternoon Phonics/Reading Workshop (EEF)	Watch your child take part in Phonics Maths Parent Workshop	Sports Day New Parent Consultations
Memorable Experiences **(Events, trips, visits, visitors)**	Harvest Festival School walk Keep Stoke Smiling Meet the Teacher – Parents Workshop	Diwali workshop Autumn walk – Forest School Morning Christmas party with a special visit from Santa Posting Letters to Santa Cinema Trip	Winter Walk Chinese New Year Celebrations Teddy Bear Hospital with Keele University	Spring Walk Planting a seed/bean Mothers Day National Adventure Farm Trip	Summer Walk Start of Ramadan Eid Minibeast hunt	Fathers' Day Sports Day Transition Day World Environment Day Beach WOW Day

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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED Summary Goals - Self-regulation - Managing self - Building relationships	Begins to develop confidence and cooperation. Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery. Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.	Increasing ability to share, recognises emotions of self and shows good manners. Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. Initiates play, recognises some emotions better and follows instructions.	Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. Develops confidence in new situations. Understands classroom expectations. Can identify when they require support or help. Can start to play in a group more effectively.	Starts to consider the feelings of others. Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. Increasingly able to share, take turns and respond positively to other children.	Begins to understand how others might be feeling, to show empathy. Increased confidence and resilience and this can include supporting peers. Starts to understand the needs of other children and their own feelings.	Early Learning Goal
NEW PSED CURRICULUM	Foundations for Well-being Finding out about feelings Finding focus Feel good thoughts and feelings From worrysaurus to Bettersaurus Feeling tense, feeling calm		Friendship and bullying Children will be able to work and play cooperatively with peers. Children will be able to demonstrate the skills to form friendships with peers Children will be able to demonstrate how to find fair or satisfying solutions to conflict.		Dental Health Children will be able to name ways to look after teeth, including making food and drink choices and identifying who can help them. Children will be able to describe and demonstrate the steps for brushing teeth with fluoride toothpaste Children will be able to use tools with control during dental health themed activities	
PSED Core Knowledge	Finding out about feelings — happy, sad, worried, excited. Finding focus — listening body, calm body. Feel-good thoughts — "I can do it", "I am brave". Classroom routines — lining up, tidy up, carpet time.	Recognising emotions — angry, frustrated, proud. Good manners — please, thank you, excuse me. Positive/negative experiences — what helps us feel better. Independence routines — jumper, toilet, snack.	Friendship skills — kind words, joining in, helping. Bullying basics — what is unkind behaviour. Similarity/difference — families, toys, stories. Following instructions — first, next, then.	Conflict resolution — fair solutions, compromise. Classroom expectations — why rules exist. Asking for help — who can help and when. Cooperation — working together.	Feelings of others — noticing cues. Positive self-image — strengths, uniqueness. Turn-taking rules Behaviour expectations — why they matter.	Dental health — brushing, foods, dentist. Healthy choices — sugar, water, snacks. Helping others — kindness, support. Understanding needs — what people require to feel safe.

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	Basic self-care — coat, toilet, handwashing.					
PSED Core Skills	Develop early confidence Cooperate in play Identify simple feelings Manage coat/toilet with help Respond to adults positively	Share with increasing success Recognise own emotions Respond to experiences appropriately Manage jumper/toilet independently Build confidence with adults	Initiate play confidently Recognise emotions in others Follow multi-step instructions Respond positively to peers Show curiosity about others	Resolve simple conflicts Cooperate with routines Identify when help is needed Play effectively in a group Show empathy beginnings	Consider feelings of others Share and take turns Respond positively to peers Show resilience Build friendships confidently	Show empathy Support peers Demonstrate resilience Describe dental-health routines Use tools with control — brushing models, sorting.
PSED Core Activities	Feelings check-in — morning emotion board. Worrysaurus story sessions — link to "From Worrysaurus to Bettersaurus". Partner play invitations — "Can I play with you?" Self-care stations — coat practice, toileting independence. Calm-body routines — breathing, stretching.	Emotion sorting games — match faces to feelings. Manners role-play — shop, café, robot repair shop. Calm-down toolkit — glitter jars, breathing cards. Sharing challenges — turn-taking timers. Feelings stories — The Colour Monster, Ruby's Worry.	Friendship circles — "What makes a good friend?" Kind/unkind sorting Play invitations — "Do you want to build with me?" Timeline emotions — feelings in stories long ago. Role-play friendship scenarios — sharing toys, joining games.	Conflict-resolution scripts — "I don't like it when…" Team challenges — building, planting, sorting. Help-seeking role-play — "Can you help me?" Expectation sorting — safe vs unsafe behaviours. Emotion coaching — naming feelings + solutions.	Animal empathy stories — Monkey Puzzle, Handa's Hen. Turn-taking games — dice, counters, track games. Self-portrait confidence project Friendship role-play — jungle, farm, woodland. Resilience challenges — tricky puzzles, obstacle courses.	Dental-health brushing routine — model teeth. Healthy-food sorting — good for teeth vs not. Peer-support circles — "How can we help?" Empathy stories — Snail and the Whale. Calm-body + resilience practice — breathing, problem-solving.
Communication and Language Summary Goals - Listening, Attention and Understanding - Speaking	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). Begins to show physical attributes of a good	Demonstrates good listening through increased interaction. Starts to interact with more confidence.	Shows an understanding of a broader vocabulary. Starts to use more appropriateness structure and vocabulary.	Initiates interactions and shows an understanding of more-complex questions. Uses more complex vocabulary.	Begins to express own opinions and justify them. Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.	Early Learning Goal

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	speaker, e.g. face the person they are communicating with etc.					
Communication and Language Core Knowledge	Listening behaviours — sit still, look at the speaker, listen quietly. Emotion vocabulary — happy, sad, worried, angry, excited. Routine language — tidy up, line up, stop, wait, share. Names of familiar people — friends, teachers, family members. Simple story structure — beginning, middle, end.	Action vocabulary — push, pull, twist, join, build, fix. Describing words — big, small, heavy, light, fast, slow. Conversational language — hello, can I…, I need…, your turn. Names of tools/materials — wheels, tubes, boxes, screws.	Time vocabulary — past, present, long ago, before, after. Story language — character, setting, problem, ending. Comparative vocabulary — old/new, same/different. Sequence words — first, next, then, finally.	Lifecycle vocabulary — seed, stem, root, leaf, grow, change. Descriptive vocabulary — smooth, rough, soft, hard, bright, dull. Scientific language — observe, notice, predict. Care vocabulary — water, sunlight, healthy, wilt.	Animal vocabulary — fur, feathers, scales, habitat, predator, prey. Classification vocabulary — sort, group, match, compare. Opinion language — I think…, I prefer…, because…. Movement vocabulary — slither, crawl, hop, stomp.	Journey vocabulary — travel, map, route, destination, explore. Weather vocabulary — stormy, calm, windy, cloudy, sunny. Environmental vocabulary — shore, wave, coast, landscape. Transition vocabulary — Year 1, new classroom, next year.
Communication and Language Core Skills	Follow 1-step instructions Use single words and simple sentences Face the speaker when talking Listen for short periods Answer simple "what" questions	Take turns in conversation Respond to peers confidently Follow 2-step instructions Ask simple questions Retell short events	Use longer sentences Explain simple sequences Answer "why" questions Use new vocabulary in context Retell familiar stories	Answer "how" questions Describe objects in detail Explain choices Give step-by-step instructions Use precise vocabulary	Express opinions clearly Justify ideas Use descriptive sentences Ask and answer questions with peers Explain processes or decisions	Articulate thoughts clearly Use talk for many purposes — explain, describe, persuade, retell. Give extended explanations Use complex vocabulary independently Engage in sustained shared thinking
Communication and Language Core Activities	Listening Position Routine — daily "sit, look, listen" modelling with visuals. 1-Step Instruction Games — simple	Barrier Games — describe a picture while a partner listens. Role-Play	Vocabulary of the Week — past, present, long ago, before, after. Picture Sequencing with Explanation — retell Gingerbread	Investigation Stations — "What changed?" "What do you notice?" Lifecycle Talk — describe seed → plant	Opinion Corners — "Which animal is the fastest? Why?" Classification Talk — sort animals by size, habitat, diet.	Journey Mapping — explain routes, choices, destinations. Weather Reports — children present daily weather updates.

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	directions to build comprehension. Turn-and-Talk — face partner, share one sentence. Emotion Puppets — naming feelings, practising eye contact. Photo Prompt Talk — describe familiar people/places. Story Stop Moments — pause stories to check simple understanding.	Conversations — garage, robot repair shop, space centre. Talk Tokens — encourage turn-taking in group talk. Partner Problem-Solving — "How can we fix the robot?" Action Vocabulary Stations — push, pull, twist, join, build. Small-Group Retelling — retell No-Bot or Snail in Space with props.	Man, Enormous Turnip. Describe and Sort — old/new toys, materials, tools. Story Innovation — change a character or setting and explain why. Mini-Teacher Moments — children explain a process to peers. Why/How Question Circles — "Why did the character do that?"	→ flower. Real-Object Talk Stations — soil, seeds, roots, stems. Explain Your Choice — "Which plant is healthy? Why?" Planting Instructions — children give step-by-step directions. Observation Drawing Talk — describe colours, shapes, textures.	Habitat Building Talk — explain choices when designing habitats. Animal Movement Workshop — describe movements and features. Vet Role-Play Explanations — explain symptoms and treatments. Story Debate — "Should the monkey have asked for help?"	Boat Building Explanations — explain design choices. Environmental Talk Walks — describe features of the environment. Transition Storytelling — talk about feelings and hopes for Year 1. Talk for Writing — oral rehearsal → drawing → writing.
Physical Development Summary Goals **Gross Motor Skills** - Flexibility - Hand-eye coordination - Balance - Strength	Shows an increasing awareness of what their own body can do. Engages with physical play.	Becomes increasingly aware of the space around them and what they can do in the space.	Refines the way they move in the space around them.	More confident and proficient in their movements and in using objects and equipment.	Early Learning Goal	
Gross Motor Core Knowledge	Body awareness — names of body parts; what their body can do. Safe movement rules — stop, space, slow, careful. Basic movement	Spatial awareness — around, under, over, through. Movement pathways — straight, zig-zag, curved. Action vocabulary — push, pull, twist, roll..	Movement sequences — first, next, then. Comparative movement vocabulary — fast/slow, heavy/light. Old vs new movement tools — hoops, ropes,	Growth vocabulary — strong, stretch, tall, change. Nature-linked movement — growing, curling, unfolding.	Animal movement vocabulary — slither, hop, stomp, crawl. Habitat movement links — jungle, farm, woodland.	Journey movement vocabulary — travel, route, explore. Weather movement links — windy, calm, stormy.

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	vocabulary — run, jump, stretch, bend.		stilts.			
Gross Motor Core Skills	Engage in physical play Show increasing awareness of body in space Follow simple movement instructions Use flexibility in simple movements	Move confidently in space Balance on different surfaces Develop hand-eye coordination — throwing, catching, aiming. Use large equipment safely — bikes, crates, ramps.	Refine movement control Follow multi-step movement instructions Coordinate whole-body movements Show curiosity in physical investigation	Use strength purposefully — digging, lifting, carrying. Balance for longer periods Move with precision Use equipment confidently	Move like different animals Navigate obstacle courses Show agility and control Use equipment confidently	Sustained movement — longer runs, extended play. Complex coordination — balancing while carrying, obstacle navigation. Extended control Use equipment independently
Gross Motor Core Activities	Body-part movement games — "touch your toes", "stretch up high", "bend low". Movement circuits — simple run/jump/stop stations. Parachute play — encourages awareness of space and teamwork. Balance lines — walk along tape lines on the floor. Outdoor exploration — climbing, crawling, sliding.	Obstacle courses — under/over/through pathways. Throwing and aiming stations — beanbags, hoops, targets. Bike and scooter sessions — coordination and balance. Crate and block building — strength + spatial awareness. Robot movement games — inspired by No-Bot.	Movement sequencing games — "first jump, then spin, finally freeze". Old-fashioned playground games — hoops, skipping ropes. Follow-the-leader trails — refining movement control. Dance and rhythm sessions — coordination + timing. Story movement retelling — Enormous Turnip, Gingerbread Man.	Digging and planting — purposeful strength. Balancing challenges — beams, stepping stones. Precision movement games — slow walking, tiptoe trails. Nature-inspired movement — "grow tall", "curl like a seed". Garden obstacle course — linking movement to environment.	Animal movement workshop — hop like a rabbit, slither like a snake. Habitat obstacle courses — jungle, farm, woodland. Agility ladders — coordination + speed. Ball control games — rolling, bouncing, aiming. Outdoor exploration trails — climbing, crawling, balancing.	Journey trails — long routes, stamina building. Weather movement games — "blow like the wind", "crash like waves". Complex obstacle courses — multi-step navigation. Ball and beanbag relay — coordination + speed. Outdoor stamina play — extended running, climbing.
Physical Development Summary Goals **Fine Motor Skills** - Control - Dexterity - Flexibility	Begins to make marks and shapes using simple equipment.	Uses a wider range of equipment to make more-refined shapes and marks, models and construction.	Adds more detail to shapes and objects created as control increases.	Shows increased control to use a range of tools to create more-complex shapes, objects and writing.	Early Learning Goal	

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Fine Motor Core Knowledge	Mark-making basics — lines, circles, dots. Grip awareness — tripod, pincer, whole-hand. Tool safety — scissors, pencils, glue sticks.	Tool names and uses — screwdrivers, nuts/bolts, rollers. Material properties — hard, soft, bendy, stiff.	Shape formation — squares, triangles, spirals. Tool purpose — scissors cut, pencils draw, rollers print.	Lifecycle-linked fine motor actions — planting, threading, sorting. Descriptive tool vocabulary — smooth, sharp, rough.	Pattern vocabulary — stripes, spots, scales. Classification-linked fine motor tasks — sorting, grouping, matching.	Map-linked fine motor skills — drawing routes, symbols. Environmental textures — wave, sand, shell, rock.
Fine Motor Core Skills	Make simple marks Use simple equipment — crayons, dough tools, tweezers. Develop early dexterity — threading, pegging, squeezing.	Use wider range of tools Make more refined shapes Join materials — tape, glue, clips.	Add detail to shapes Cut with increasing accuracy Use tools with control	Add detail to drawings Manipulate small objects precisely Use tools for specific purposes	Add detail to models Use tools to create textures Draw animals with increasing accuracy	Use tools for complex shapes Write with increasing fluency Create detailed drawings and models
Fine Motor Core Activities	Dough disco — hand strength and dexterity. Large-scale mark making — chalk, paint rollers, water brushes. Threading beads — early control and dexterity. Peg boards — pincer grip development. Tweezers and pom-poms — early precision.	Nuts and bolts station — twisting, turning, strengthening. Construction kits — Mobilo, Duplo, stickle bricks. Tool exploration — screwdrivers, rollers, stamps. Cutting simple shapes — straight lines, curves. Material joining — tape, glue, clips.	Shape drawing practice — squares, triangles, spirals. Cutting along lines — zig-zag, wavy, straight. Printing with rollers — control + pressure. Small-scale construction — Lego, small blocks. Detail drawing from objects — old toys, artefacts.	Seed sorting — pincer grip + precision. Tweezers for planting — dexterity + control. Drawing plants in detail — stems, leaves, roots. Threading natural materials — pasta, beads, petals. Tool use for purposeful tasks — scissors, hole punches, staplers.	Animal pattern drawing — stripes, spots, scales. Clay modelling — pinch, roll, squeeze. Texture creation tools — forks, sticks, rollers. Sorting animal figures — classification + dexterity. Detailed observational drawing — pets, minibeasts.	Map drawing — routes, symbols, landmarks. Shell and stone sorting — precision + classification. Complex shape creation — stencils, templates. Extended writing tasks — captions, labels, simple sentences. Detailed model building — boats, landscapes, habitats.
Literacy Summary Goals - Word Reading	Beginning to link graphemes and phonemes.	Links phonemes to every letter of the alphabet and beginning to blend them in words. Count or clap syllables in a word. Recognise words with the same initial	Develop their phonological awareness to: Complete a rhyming string. Use sound buttons to segment and read words. Recognise all taught	Beginning to apply knowledge of long vowels in their reading of sentences.	Reads HFW from Phase 3 letters and sounds. Develop their phonological awareness to: Recognise and use rhyme in daily conversation.	Early Learning Goal

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		sound. Begin to use sound buttons to identify how many sounds are in a word. Begin to read individual letters by saying the sounds for them. Blend CVC words verbally.	set 1 – set 5 sounds including some digraphs. Blend and read CVC words. Read phase 2 tricky words.		Can identify word containing the same digraph or trigraph e.g. ay- may, day, play. Read sentences consistent with their phonic knowledge. Read with fluency – minimal segmenting and blending. Beginning to sight read HFW.	
Literacy Reading Core Knowledge	Set 1–2 GPCs — s, a, t, p, i, n, m, d, g, o. Set 3–4 GPCs — c, k, ck, e, u, r, h, b, f, l. Early tricky words — is, I, the. Syllables — clapping parts of words. Initial sounds — words starting with the same sound. Sound buttons basics — how many sounds in a word.	Double letters — ff, ll, ss. Consonant GPCs — j, v, w, x, y, z, zz, qu. Digraphs — ch, sh, th, ng, nk. Phase 2 tricky words — full list below. Rhyming strings — cat, hat, mat.	Long vowel digraphs — ai, ee, igh, oa, oo. R-controlled digraphs — ar, or, ur. Phase 3 tricky words Trigraphs — ear, air. Sentence structure — capital letter, spaces, full stop.	Phase 3 revision — secure digraphs/trigraphs. Longer words — picnic, sunset, farmyard. Words ending in -ing Plural endings — -s, -es. Compound words — farmyard, lunchbox.	Root word endings — -ing, -ed, -est. Phase 4 tricky words Complex digraphs — ow, oi, ar, or, ur. Sentence fluency	Full digraph/trigraph set Sight words — automatic recall. Sentence expression Reading for meaning
Literacy Reading Core Skills	Say sounds for individual letters Blend orally (no print) — c-a-t → cat. Recognise initial sounds Clap/count syllables Use sound buttons for CVC words	Blend and read CVC words Segment with sound buttons Recognise digraphs in words Read Phase 2 tricky words Complete rhyming	Apply long vowels in reading Identify digraphs/trigraphs in words Read Phase 3 tricky words Read simple decodable sentences	Read longer decodable words Use digraph families — ay: day, play, may. Read sentences with fluency Sight-read some HFW	Read sentences independently Read HFW with automaticity Blend longer words fluently Identify digraphs in any word	Read decodable sentences fluently Sight-read HFW confidently Read with expression Use phonics knowledge independently

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		strings				
Literacy Reading Core Activities	Grapheme hunts — find letters around the room. Syllable clapping games — names, objects. Initial-sound sorting — s-objects, a-objects. Oral blending games — "What's in the box?" Sound-button mats — tap each phoneme.	Robot segmenting — "c-a-t" in robot voice. Digraph discovery — sh, ch, th. Tricky-word treasure hunt Rhyme baskets CVC blending cards	Long-vowel word building Digraph spotting Sentence reading strips Tricky-word bingo Story sentence reading — Gingerbread Man, Enormous Turnip.	Compound-word matching Plural sorting — -s vs -es. Fluency strips Digraph family sorting Sentence reading in Drawing Club — Jasper's Beanstalk, Tiny Seed.	Animal-themed sentence reading HFW speed-read Digraph/trigraph reading cards Sentence comprehension tasks Story-linked reading — Monkey Puzzle, Handa's Hen.	Sentence fluency ladders HFW sight-read games Decodable book reading Journey-themed reading — Snail and the Whale. Comprehension talk prompts
Phonics **Little Wandle**	s/a/t/p/i/n/m/d/g/o/c/k/ck/ e/u/r/h/b/f/l Tricky words: is, I, the	Ff/ll/ss/j/v/w/x/y/z/zz/qu /ch/sh/th/ng/nk Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he of, we, me, be	ai/ee/igh/oo/ar/or/ur/ow/ oi/ear/air/er Tricky words: was, you, they, my, by, all, are, sure, pure.	Revise phase 3 Longer words Words ending in -ing Compound words Words ending in -s Words ending in -es	Root words ending in: -ing, -ed, -est Tricky words: said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Early Learning Goal
Literacy Summary Goals - Handwriting - Composition - Comprehension - Writing	Shows an interest in reading often choosing a book to look at themselves or with friends. Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. Children mark make consistently as part of their play and can talk about the meaning of their marks.	Can answer questions about the content of a book and shows an interest in reading by themselves. Sentence structure starts to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class. Composes a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident.	Can answer more-complex questions about books and stories. Writes recognisable letters and words and reads back what has been written.	Early Learning Goal
Literacy Writing Core Knowledge	Curly letter family — c, a, d, g, o, q. Basic handwriting	Long letter family — l, t, h, k, b. Bouncy letter family	Zig-zag letter family — v, w, x, z. Digraphs in writing —	Capital letters — start of sentences, names. Longer words —	Digraph/trigraph handwriting — sh, ch,	Full digraph/trigraph set Sight words — automatic recall.

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	patterns — waves, loops, lines. Story structure basics — characters, events. Meaning of marks — marks represent ideas.	— n, m, r. Oral rehearsal — say the sentence before writing. Simple sentence structure — who + doing.	ai, ee, igh, oo. Story comprehension — answer questions about events. Sentence building — capital letter + finger spaces + full stop.	sunset, farmyard. Word endings — -ing, -s, -es. Compound words — lunchbox, farmyard.	th, ng, nk, ai, ee, igh. Past tense endings — -ed. Comparative endings — -est. Phase 4 tricky words — said, so, have, like…	Sentence fluency Writing for meaning
Literacy Writing Core Skills	Mark-make confidently Use tools with increasing control Talk about their marks Give simple details about stories	Mark-make with meaning Use long/bouncy letters correctly Orally rehearse sentences Show early phonic awareness in writing	Write simple sentences Use digraphs in words Answer questions about stories Orally rehearse with more detail	Compose sentences with structure Use capital letters correctly Write longer decodable words Add detail to writing	Write recognisable words Read back what they have written Use digraphs/trigraphs confidently Write simple sentences independently	Write sentences independently Use phonics knowledge consistently Write recognisable letters + words Answer complex comprehension questions
Literacy Writing Core Activities	Pattern practice sheets — loops, waves, curls. Curly-letter formation — c, a, d, g. Mark-making in play — menus, maps, labels. Story talk circles — retell one detail. Name writing practice — initial letter focus.	Long-letter formation — l, t, h. Bouncy-letter formation — n, m, r. Robot talk writing — segment orally then write. Sentence oral rehearsal games Mark-making in role-play — robot repair notes, labels.	Zig-zag letter formation — v, w, x, z. Digraph word writing — rain, feet, night. Sentence building strips Story mapping — Gingerbread Man, Enormous Turnip. Drawing Club writing — simple sentences.	Capital-letter practice Compound-word writing Sentence expansion — add adjectives. Plant diary writing — linked to Jasper's Beanstalk. Label + caption writing — roots, stem, leaf.	Animal fact writing — jungle, farm, woodland. Digraph/trigraph handwriting practice Sentence writing prompts Story writing — Monkey Puzzle, Handa's Hen. Caption + label writing — habitats, animals.	Journey writing — linked to Snail and the Whale. Sentence fluency ladders Decodable sentence writing Story retell writing End-of-year writing book — independent writing samples.

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Handwriting – Little Wandle	Unit 1: Practising Patterns Unit 2: Curly Letter Family	Unit 3: Long letter family Unit 4: Bouncy letter family Unit 5: zig zag letter family	Unit 6: Capital letters	Unit 6: Capital letters	Unit 7: Digraphs and Trigraphs	Unit 7: Digraphs and Trigraphs
Maths Summary Goals linked to Mastering Number - Number - Numerical Pattern	Subitising within 3 Focusing on counting skills Explore how all numbers are made of 1's Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'fiveness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets 2 equal.	Focus on the 'staircase' pattern and ordering numbers. Focus on ordering of numbers to 8 Use language of less than Focus on 7 Double – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – 5 and a bit Composition – of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
Maths Core Knowledge	Subitising within 3 — recognise 1, 2, 3 without counting. Counting principles — stable order, one-to-one, cardinality. Numbers are made of ones — 2 = 1 and 1; 3 =	Fiveness of 5 — one hand pattern, die pattern. Matching sets — compare by pairing. Whole and part — early part-whole model.	Subitising within 5 — structured and random patterns. Ordinality — position in a sequence. Staircase pattern — numbers grow by 1.	Ordering numbers to 8 Less than — early inequality language. Doubles — numbers made of two equal parts. Odd and even — early	Counting larger sets — careful, organised counting. Counting things not seen — sounds, hidden objects. Subitising to 6 —	Rekenrek structure — 5 and 5. Bonds to 5 — automatic recall. Composition to 10 Number patterns —

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	1 and 1 and 1. Comparison vocabulary — more than, fewer than. Composition of 3 and 4 — early part-whole awareness.	Composition of 3, 4, 5 Numerals to 10 — recognition and matching.	5 as a benchmark 6 and 7 as 5 and a bit	sorting. 7 as a key number — composition and comparison.	structured arrangements. Composition of 10 — 5 and 5, 6 and 4, etc. Ordinality in track games	odd/even, doubles, staircase. Counting beyond 20
Maths Core Skills	Subitise small sets — dots, objects, fingers. Count objects accurately — slow, careful, touch-count. Compare sets "just by looking" Build numbers from ones Compose and decompose 3 and 4	Count with accuracy — careful touch-counting. Match numerals to quantities Compare sets by matching Compose 3–5 in different ways Verbal counting beyond 20	Match numerals to quantities within 5 See "one more" relationships Compare sets using all comparison language Make unequal sets equal	Order numbers accurately Use "less than" confidently Build doubles Sort numbers by attributes	Count larger sets accurately Subitise structured patterns to 6 Compose numbers to 10 Compare sets using ordinality	Use the rekenrek Recall bonds to 5 Compose numbers to 10 fluently Identify number patterns Count confidently beyond 20
Maths Core Activities	Dot flash cards — instant recognition of 1–3. Counting collections — shells, cubes, conkers. Part-whole trays — build 3 and 4 in different ways. Comparison games — "Which has more?" Sound subitising — claps, taps, drum beats.	Five-frame work — build 5 in different ways. Die pattern games — instant recognition of 5. Matching sets — socks, cubes, counters. Part-whole circles — explore whole/part. Counting trails — count objects outdoors.	Five-frame subitising — instant recognition. Staircase building — cubes, counters. One-more games — "Give me one more." Equalising sets — "Make them the same." Story counting — Enormous Turnip, Gingerbread Man.	Number line building — 1–8. Double-making — counters, cubes, fingers. Odd/even sorting trays Less-than games — "Which is less?" Composition of 7 — explore all partitions.	Track games — dice, movement, ordinality. Ten-frame work — build 10 in many ways. Hidden counting — sounds, covered objects. Structured subitising — arrays, dice, dominoes. Animal counting — classify and count.	Rekenrek sessions — 5 and 5 structure. Bond-to-5 games — rapid recall. Ten-frame composition — build 10 in many ways. Pattern spotting — doubles, odd/even. Journey counting — count steps, jumps, stops.
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

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Understanding the World Summary Goals • Family and Community • Past and Present • Religious and cultural communities • The Natural World	Can talk about their own family and the people around them describing features about them. Knows features of their own environment. Notices features of the immediate environment.	Starts to talk about the passage of time and understands significant events in their own timeline. Knows some features of a different environment and what makes it different. Starts to talk about changes like the weather.	Starts to understand events outside their own timeline. Understands 'different'. Knows there are locations beyond their own and that these are represented in different ways. Starts to show curiosity and wonder when involved in investigations.	Talks about events of personal significance. Starts to understand 'similarity'. Knows that there are different and significant celebrations. Shows some understanding of difference.	Identifies some features of personal significance and some features that others find significant. Starts to talk about the passage of time in relation to changes. Sequences events using time-specific vocabulary.	Early Learning Goal
Understanding the World Core Knowledge	Family and community — who is in my family; roles of familiar adults. Features of immediate environment — classroom, school, playground. Autumn seasonal changes — leaves changing, colder weather. Harvest traditions — food, sharing, community.	Passage of time — day/night, yesterday/today. Different environments — garage, workshop, space. Weather changes — wind, rain, frost. Bonfire Night safety Remembrance traditions — poppies, respect.	Events outside own timeline — "long ago", old toys, old homes. Understanding 'different' — past vs present. Locations beyond own environment — maps, globes. Curiosity and investigation Lunar New Year traditions — dragons, lanterns.	Personal significance — birthdays, growth. Similarity — plants, animals, people. Spring celebrations — Easter, Holi, Ramadan. Lifecycles — seed → plant → flower. Care for living things	Features of personal significance — pets, favourite animals. Features others find significant — cultural animal stories. Habitats — woodland, jungle, ocean, farm. Animal diversity — similarities/differences. Eid traditions — celebration, community.	Passage of time in relation to changes — seasons, weather. Sequencing events — journeys, maps. Coastal environments — beach, waves, cliffs. Weather patterns — sun, wind, storms. Pride Month — families, belonging, acceptance.
Understanding the World Core Skills	Talk about own family Notice features of environment Describe seasonal changes Show awareness of cultural celebrations	Talk about significant events Compare environments Notice weather changes Show curiosity in	Compare past and present Use time vocabulary — before, after, long ago. Show curiosity in investigations Identify differences between places	Talk about personal events Identify similarities Describe lifecycles Show care for plants/animals	Identify features of animals Compare habitats Talk about significance Show curiosity in animal investigations	Sequence events using time vocabulary Describe weather and seasonal change Identify features of different environments Talk about journeys

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		investigations				
Understanding the World Core Activities	Family photo gallery — talk about people who matter. Autumn nature walk — collect leaves, describe changes. Harvest tasting table — apples, bread, vegetables. Diwali light exploration — lamps, patterns, colours. Community helper visits — cook, caretaker, office staff.	Weather station — measure rain, wind, temperature. Garage role-play — tools, machines, materials. Bonfire Night art + safety talk Remembrance poppy making Hanukkah light exploration — candles, menorah.	Toy museum role-play — old vs new toys. Timeline walk — baby → toddler → nursery → now. Map exploration — simple world map. Lunar New Year dragon dance Ice investigations — melting, freezing.	Bean growing lab — Jasper's Beanstalk link. Spring nature walk — buds, shoots, blossom. Easter traditions exploration — eggs, new life. Holi colour play — powder paint outdoors. Ramadan kindness jar — good deeds.	Minibeast hunt — classify and describe. Habitat building — bug hotels, wormeries. Pet day — talk about animals that matter to them. Eid celebration table — food, clothes, stories. Animal investigation lab — magnifiers, sorting trays.	Beach school day — sand, shells, water. Weather lab — wind socks, rain gauges. Journey mapping — home → school → park. Pride family celebration — diverse families. Water investigation stations — floating, sinking, pouring.
Person of interest	Dr Ranj Singh A children's doctor who explains feelings, health and wellbeing in simple, accessible ways.	Mae Jemison The first Black woman in space — inspiring curiosity, engineering and exploration.	Mary Anning A pioneering fossil hunter who made important discoveries.	Erin the Gardener A modern, child-friendly gardening influencer who teaches planting, growing and caring for nature.	Steve Backshall A wildlife expert who presents animals in exciting, child-friendly ways.	Ellen MacArthur A record-breaking sailor from the UK who travelled the world by sea.
Expressive Arts and Design Summary Goals -Being Imaginative and Expressive - Creating with Materials	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. Begins to understand colour, shape and space. Knows how to put things together in a basic way.		Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of. Pupils are clearly representational and outcomes have a more easily identifiable purpose		Early Learning Goal	
Expressive Arts and Design Core Knowledge	Primary colours — red, blue, yellow. Basic shapes — squares, rectangles, lines. Simple composition — putting shapes together.	Materials vocabulary — metal, plastic, cardboard. Joining techniques — tape, glue, clips. Technology in art — robots, screens, lights.	Natural materials — leaves, stones, sticks. Pattern and arrangement — spirals, lines, circles. Art outdoors — land art, transient art.	Close-up observation — petals, stems, leaves. Colour mixing — tints, shades. Detail in art — texture, line, shape.	Jungle landscapes — plants, animals, layers. Pattern and texture — stripes, spots, scales. Foreground/background Imaginative storytelling	Wave patterns — curves, peaks, foam. Landscape composition — horizon, sky, sea. Movement in art — flowing, crashing, swirling.

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	Role-play basics — acting out familiar experiences.	Sound exploration — loud, quiet, fast, slow.	Storytelling through art	Representational drawing		Expressive mark-making
Expressive Arts and Design Core Skills	Use colour purposefully Create simple shapes and lines Explore mark-making tools Use imagination in role-play	Construct simple models Use tools safely Create imaginative robot role-play Explore sound creatively	Create natural sculptures Arrange materials purposefully Use art to retell stories Develop representational drawing	Observe and draw flowers closely Mix colours purposefully Add detail to drawings Create purposeful representations	Create jungle scenes Use pattern and texture Develop representational animal drawing Create imaginative role-play	Create wave patterns Represent landscapes Use expressive lines Create purposeful artwork
Expressive Arts and Design Core Activities	Mondrian colour blocks — tape + primary colours. Large-scale mark making — chalk, rollers, water brushes. Family role-play — home corner, baby care. Music exploration — simple rhythms, clapping patterns. Shape hunt — find squares/rectangles indoors/outdoors.	Robot junk modelling — inspired by Paik. Tool exploration station — rollers, stamps, screwdrivers. Sound machines — create robot soundscapes. Construction role-play — garage, workshop. Light and shadow play — torches, reflective materials.	Goldsworthy nature sculptures Outdoor pattern making — spirals, circles. Story scene building — Enormous Turnip, Gingerbread Man. Natural collage — leaves, petals, twigs. Clay imprinting — textures from nature.	O'Keeffe flower paintings Colour mixing station — pastels, watercolours. Plant observational drawing Petal collage Spring music exploration — soft, gentle, flowing sounds.	Rousseau jungle paintings Texture creation tools — forks, sticks, rollers. Animal pattern printing Habitat role-play — jungle, farm, woodland. Animal music — stomping, slithering, creeping sounds.	Hokusai wave painting Watercolour exploration — blending, flowing. Sand and shell collage Journey storytelling — Snail and the Whale. Ocean soundscapes — waves, wind, seagulls.
Role Play Areas	Home Corner — family routines, belonging, emotional vocabulary Feelings Clinic — inspired by The Colour Monster; children "help" toys with emotions	Robot Repair Shop — inspired by No-Bot; tools, parts, problem solving Garage / Mechanic Workshop — transport vocabulary, action words Construction Site — materials, building, teamwork	Toy Museum — inspired by Lost in the Toy Museum; past/present vocabulary Storytelling Theatre — retelling Gingerbread Man, Enormous Turnip, Little Red Hen Baking Shop — gingerbread baking, sequencing language	Garden Centre — inspired by Jasper's Beanstalk, Tiny Seed Planting Station — soil, seeds, watering, care routines Nature Investigation Lab — magnifiers, lifecycles, observation Egg Hatchery —	Pet Shop — inspired by Monkey Puzzle, Handa's Hen Minibeast Research Centre — magnifiers, classification, habitats Farm Role-Play — inspired by What the Ladybird Heard Vet Surgery — caring for animals, descriptive	Beach Café — inspired by Billy's Bucket, Snail and the Whale Ice Cream Parlour — counting, money, turn-taking Travel Agency — maps, journeys, tickets Weather Station —

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	Classroom Helpers Station — routines, independence, responsibility Baby Care Area — nurturing, turn-taking, language modelling	Space Command Centre — inspired by Snail in Space; imaginative missions	Old-Fashioned Home — compare "long ago" vs "now"	inspired by The Odd Egg	vocabulary	measuring, predicting, observing
Artist of interest	Piet Mondrian Bold shapes, primary colours, simple lines — perfect for early mark-making and emotional colour exploration.	Nam June Paik Known for robot sculptures and technology-based art.	Andy Goldsworthy Creates natural sculptures using leaves, stones, sticks and seasonal materials.	Georgia O'Keeffe Famous for close-up flower paintings.	Henri Rousseau Painted jungle scenes filled with animals and plants.	Hokusai Known for The Great Wave and landscape prints.