



EYFS Curriculum Map

Living and Learning in the Love of God



Mappleborough Green EYFS Curriculum Rationale

"Small in Size, Enormous in Heart"

Our Curriculum Intent at Mappleborough Green

Our curriculum is our **DNA**—it is the heart of Mappleborough Green. It is the vehicle through which we maximise the potential of every child within a distinctively Christian context. We aim to provide a happy, secure, and engaging learning environment where children feel safe to "have a go", recognising that childhood is a precious time for exploration and discovery. Our child-centred approach ensures children develop holistically, at their own pace, beginning their lifelong learning journey with a love of enquiry and a positive attitude to school.

Central to this approach is the development of the **Characteristics of Effective Learning** (playing and exploring, active learning, creating and thinking critically), which underpin all experiences and interactions.

Cultivating Learning Behaviours and Well-being

We nurture essential skills and positive attitudes through:

- **THINK Learning Behaviours:** Encouraging children to **Think Hard, Help Others, Imagine, Never Give Up, and Keep Improving.**
- **Protective Behaviours:** Our paramount intent is to empower children to keep themselves safe, fostering an understanding of personal safety and boundaries.
- **Zones of Regulation:** Utilising the Zones of Regulation framework to help children develop emotional literacy and self-regulation strategies.

A Focus on Nature, Literacy, and Community

Our EYFS curriculum is carefully planned around our core Christian Values—including Truthfulness, Perseverance, Courage, Friendship, and Trust—to enable children to be:

- **Competent and Creative Learners:** Who are curious about the world around them, from our local community to our unique on-site **woodland**. Our focus on nature is apparent in daily learning, with regular exploration of our outdoor environment as a key context for discovery.
- **Secure and Confident:** Who enjoy coming to school to learn new skills, building on the "Power of Yet" in a respectful and inclusive environment.
- **Skilful Communicators:** Who connect with others through language and play in a vocabulary-rich setting, supported by systematic oracy and explicit teaching. Books and stories are very important to us, with a strong emphasis on **reading for enjoyment** as a gateway to imagination and knowledge.

Partnership with Parents

We believe that parents are integral to their child's education. We are committed to ensuring that parents are well-informed and included in their child's learning journey, fostering a strong home-school partnership that supports holistic development.

Our Implementation: The "Beating Heart" of Our Setting

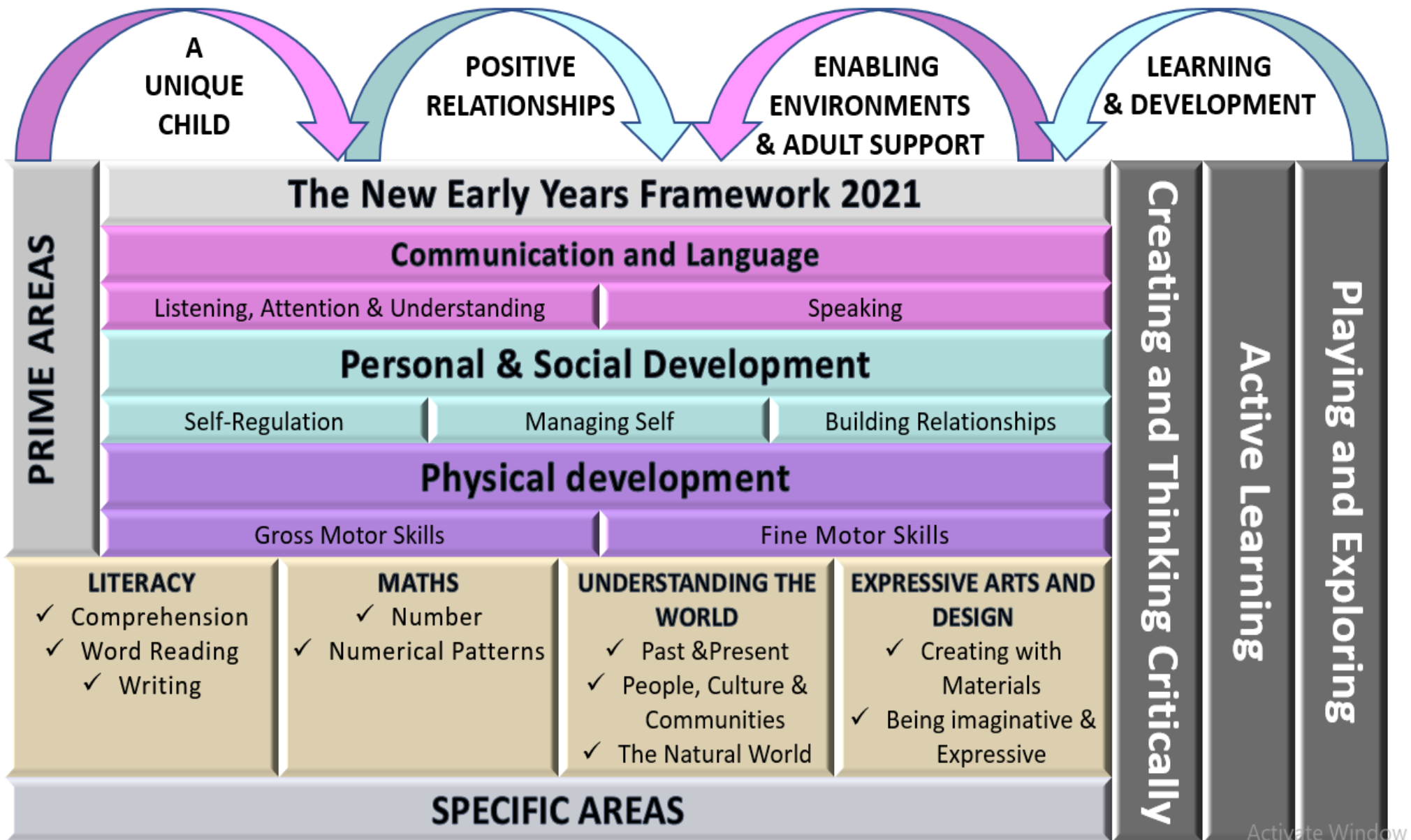
- **High-Quality Texts & Language:** Literacy and books are the core of our curriculum. We use vocabulary-rich texts and "Helicopter Stories" to immerse children in a love of language, systematically exposing them to ambitious words.
- **The Natural World & Woodland Learning:** We use our amazing local environment and woodland area to inspire awe and wonder. Captivated by deer and squirrels, our children grow into well-rounded individuals with a deep connection to nature.
- **Living Our Values:** Our 17 Christian values guide our daily interactions. From **Forgiveness** in the playground to **Thankfulness** in our sharing circles, children learn how to live these values out in modern Britain.
- **Memorable Experiences:** We enrich our pupils' time with immersive "launch days" and trips that provide the cultural capital needed to appreciate human creativity.
- **A Safe & Inclusive Environment:** Guided by the "Protective Behaviours Programme," we teach children they have the right to feel safe and can talk about anything, ensuring no limits to their ambitions.

The Impact: Preparing for Life Beyond Reception

Our curriculum is founded on the principle of **inclusive practice** and a steadfast commitment to **equity** for every child. We actively identify and **reduce barriers to learning** and participation, ensuring all pupils—regardless of background, starting points, or challenges—can access a broad, balanced, and ambitious education.

Through high-quality teaching and professional interactions, we provide the **right support, in the right place, at the right time** for every individual. This tailored, whole-class approach supports disadvantaged pupils, those with Special Educational Needs and Disabilities (SEND), and any child facing barriers to their learning or wellbeing.

Our ultimate goal is for every child to feel valued, safe, and part of a strong community, enabling them to thrive academically, socially, and emotionally. They leave EYFS as well-rounded, inquisitive citizens who embody the values of Peace and Hope, equipped with a robust 'toolkit' of social skills and fully prepared for the next stage of their education and life in an ever-changing world.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEME/FOCUS	RE/people and communities	RE/people and communities	(PAST AND PRESENT)	(GEOGRAPHY + ECO FOCUS)	ANIMALS AND PLANTS (THE NATURAL WORLD)	
FESTIVALS AND 'SPECIAL EVENTS'	October – Black History Month	Christmas Performance Anti bullying Week	Safer Internet Day World Book Day Mother's Day	Easter Celebrations	Father's Day	
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data	Pupil progress meetings Check In 1: On track/not on track Phonics assessments Key word assessments Parents evening	Phonics assessments Key word assessments	Pupil progress meetings – Check In 2: On track/not on track Parents evening	Phonics assessments Key word assessments	Check In 3 - EOY data Reports
Assemblies / Sharing Circles These will mirror the principles and Christian values of our school We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

CHARACTERISTICS OF LEARNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Focus Characteristic	Playing & Exploring (Finding out & exploring)	Playing & Exploring (Playing with what they know)	Active Learning (Being involved & concentrating)	Active Learning (Enjoying achieving)	Creating & Thinking Critically (Having own ideas)	Creating & Thinking Critically (Making links)
Key Behaviours (What we model & expect)	Curiosity & Engagement: Using senses to explore new environments; showing a "can-do" attitude during baseline.	Representing Experiences: Acting out familiar routines in role-play; joining in with songs and rhymes.	Persistence: Maintaining focus for longer periods; keeping on trying when a task is tricky (e.g., zipping up coats for outdoors).	Motivation: Taking pride in accomplishments for their own sake; reflecting on what they have learned.	Problem Solving: Finding new ways to do things; talking about their plans before starting	Metacognition: Making links between ideas; choosing different ways to solve a problem
Possible activities	Motivation: Taking pride in accomplishments for their own sake; reflecting on what they have learned.	Christmas Performance: Rehearsing and repeating songs to build confidence and "have a go" in front of an audience.	Woodland Challenges: Building "Turnip Towers" or shelters. Adults model perseverance when things fall down	Sharing Circles: Children share "I can..." moments. Focus on the <i>process</i> of learning, not just the finished craft.	Helicopter Stories: Children plan their own narratives and decide which resources they need to act them out.	Transition Projects: Predicting what Year 1 will be like and developing strategies to manage the change.

Our curriculum is underpinned by the conviction that *how* children learn is as fundamental as *what* they learn. We intentionally embed the **Characteristics of Effective Learning** as an evolving 'learning journey' across the foundation year. In the Autumn term, our focus is on **Engagement**, where we cultivate a 'can-do' attitude and the courage to explore new environments like our on-site woodland. As the year progresses into Spring, we transition toward **Active Learning**, systematically building children's resilience and stamina so they can maintain focus on increasingly complex challenges. By the Summer term, this culminates in a focus on **Critical Thinking**, where children are empowered to act as 'independent architects' of their learning—making sophisticated links between ideas, predicting outcomes, and reviewing their own strategies. This carefully sequenced approach ensures that these vital learning habits are not just observed, but are actively nurtured and deeply embedded, equipping our children with a robust cognitive toolkit for the next stage of their education.

COMMUNICATION AND LANGUAGE

Intent:

Our Communication and Language curriculum is the 'golden thread' that underpins all learning. We intend for every child, regardless of their starting point, to finish Foundation Stage as articulate, empathetic, and cognitively agile communicators.

Our curriculum is sequenced to ensure children acquire a vast and sophisticated repertoire of vocabulary, moving from concrete understanding to abstract reasoning. We empower children to be 'architects of their own talk,' ensuring they are not only clear in expressing needs and viewpoints but are also skilled in negotiation and collaborative thinking. By prioritising high-quality back-and-forth interactions, we ensure children listen with intent, respond with empathy, and use talk as a primary tool to connect complex ideas and interrogate the world around them through purposeful questioning. Central to our approach is a deep-rooted love of language; we foster an environment where children find genuine joy in stories, rhymes, and songs. Through daily immersive storytelling and shared reading experiences, we ignite children's imaginations, enabling them to internalise narrative structures and use talk to connect complex ideas and interrogate the world around them.

Implementation (How We Teach Communication and Language)

We integrate language-rich practices throughout our environment, topics, and routines to build strong foundations in communication and language. Key strategies include:

- **Language-Rich Environment:** Embedding opportunities for children to apply new vocabulary and listening skills in practical contexts, such as role play and investigation areas.
- **Engaging Texts:** Using vocabulary-rich texts to introduce new concepts, spark curiosity, and facilitate discussions.
- **Encouraging Participation:** Ensuring all pupils feel encouraged to ask questions and participate fully in class discussions.
- **Targeted Support:** Providing specific interventions for children needing additional help to build confidence and meet developmental milestones.
- **Adult Role Modelling:** Staff act as expert communicators, modelling best practices through daily interactions, active listening, asking effective questions, and extending children's sentences.
- **Empowering Parents:** providing termly story prompts and thematic vocabulary to ensure the language-rich culture continues at home.
- **Memorable Experiences:** Utilising immersive launch days and trips to provide memorable opportunities that embed new skills in context.
- **Responsive Planning:** Using observations and assessments to ensure that planning is reflective of each child's next steps and interests, ensuring developmentally appropriate experiences.

Impact: Through high-quality teaching and provision, we aim for every child to achieve the Early Learning Goals by the end of the Foundation Stage. Using an understanding of each child we extend their knowledge and skills through **purposeful interactions**, play, carefully selected resources, and collaborative group work. Our aim is to develop confident communicators capable of expressing themselves in diverse situations using an expansive and **sophisticated vocabulary**. They leave us with great **listening skills** and the ability to initiate, sustain, and extend meaningful conversations with others.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMMUNICATION AND LANGUAGE	EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Daily story time using high quality texts A list of topic specific vocabulary will be produced at the beginning of each theme and shared with staff to encourage children to use.	Settling in activities Making friends Children talking about experiences that are familiar to them. What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people. <i>Ensure special occasions cover the diverse backgrounds of your specific cohort.</i> Follow instructions (settling in, putting my things away) Develop vocabulary. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	Use language to support role play. Helicopter Stories - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	Can listen and then complete an activity. Uses different tenses. Extends vocabulary and uses new vocabulary in role play. Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. Describe events Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way. Learn and recite, poems and songs. Tell me a story - retelling stories: talk for writing Articulate a life cycle Listen to and engage in and talk about selected non-fiction Articulate my ideas and thoughts into well-formed sentences – encourage the use of conjunctions. Ask questions to find out more	Listens to stories and responds appropriately. Listens and responds to peers ideas Listen and respond to more complex instructions Able to express themselves being aware of the listener Describe events in some detail: farm trip, frog life cycle Responds appropriately to different situations Using tense correctly Create own narrative. Talk about similarities and differences between things in the past and now	Uses well-formed sentences. Talks in the correct tense but may continue to have problems with irregular tenses Begins to use modelled vocabulary during role play and small world. Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers Retells how the story started, the main happening, and how ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text Understands humour Takes turns in much longer conversations Openly listens to other points of view. Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
CONTINUOUS PROVISION	Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, characters and illustrations (books with rhythm and rhyme are particularly effective), show and tell, circle time which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, technology such as microphones, walkie talkies and video recorders, offering real life experiences both inside and outside.					
EARLY LEARNING GOAL	Listening, Attention and Understanding ELG Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking ELG Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Intent

Our aim is for children to leave the Foundation Stage with strong personal and social skills. They will be:

- **Confident and Independent:** Children will have a positive self-image and growing awareness of their own needs and identity.
- **Respectful and Empathetic:** They will show kindness and empathy towards others, learn to express their emotions appropriately, and understand the value of healthy relationships and mutual respect.
- **Cooperative and Communicative:** Pupils will have positive learning attitudes, work well with others, and express themselves effectively.
- **Resilient and Determined:** They will show perseverance in achieving goals and resilience when faced with challenges.
- **Aware of Right and Wrong:** Children will understand the importance of rules and that behaviour has consequences (both rewards and sanctions).
- **Healthy and Safe:** They will learn how their bodies work, what is needed to be healthy and safe, and how to meet those needs.

Implementation

Personal, Social and Emotional Development (PSED) is central to our daily school life. Our approach includes:

- **Structured Programmes:** We use a variety of schemes, including KAPOW and regular "Circle Times", to support progress towards the Early Learning Goals for PSED.
- **Targeted Weeks:** We observe specific themed weeks, such as "Show Racism the Red Card" and "Children's Mental Health Week", to deepen understanding of social issues and well-being.
- **Emotional Regulation Support:** We implement the "Zones of Regulation" framework to help children identify and manage their emotions and develop self-regulation skills.
- **Positive Adult Role Models:** Adults model respectful relationships and appropriate interactions throughout the day.
- **Health and Safety Education:** We regularly discuss health and well-being. We also teach "Protective Behaviours" to ensure children know they have a right to feel safe and can talk to a trusted adult about any concerns.

Impact:

By the end of the Foundation Stage our children have developed and demonstrated an understanding about how relationships work, and how we show respect for others, creatures and understand why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
The use of social stories, explicit modelling of turn-taking language, or specific conflict resolution language taught by adults.	Forming good relationships and including others in play, communicating to peers and listening to each other. Being kind to each other. Selecting own resources. Aware of routines and boundaries.	Explains their own knowledge and ask questions. Takes on responsibility. Confident in different social situations. Aware of others' feelings. Solving their own problems.	Finds compromise with peers. Confident to speak about their own needs/opinions. Understands their actions on others. Show resilience and perseverance in the face of challenge.	Taking turns. Expressing preference of activity with reasoning. Knowing that some behaviour is unacceptable. Show resilience and perseverance in the face of challenge.	Include others' ideas in their activity. Think about the perspectives of others - embracing and celebrating differences within the classroom. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.	Demonstrate sensitivity to other children and form positive relationships with other children.
To help children manage their feelings we will implement the Zones of Regulation framework. This system enables children to identify and name their emotions using a shared, colour-coded vocabulary, thereby developing an understanding of their own feelings and those of others. Through this process, children will build a 'toolbox' of strategies, modelled by adults, to moderate their feelings and begin to regulate their behaviour effectively.						
PSHE SRE THEMES (Kapow + Protective Behaviours)	Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on challenges Protective Behaviours	Self Regulation: Listening and Following instructions	Building relationships: My family and Friends	Managing Self: My Wellbeing
EARLY LEARNING GOAL	Self-Regulation ELG Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships ELG Children at the expected level of development will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.					

PHYSICAL DEVELOPMENT

Intent

Our intention is for children to leave the Foundation Stage having developed control and confidence over their bodies through a diverse range of physical activities and challenges. We aim for them to develop:

Gross Motor Skills: Confidence and skill in large movements such as running, jumping, and climbing.

Spatial Awareness and Coordination: An improved understanding of their physical space and how their body moves within it.

Fine Motor Skills: The necessary dexterity and control to use tools effectively and prepare for writing.

Holistic Development: Integrated physical skills that support their overall well-being and development.

Implementation

We provide ample opportunities, both inside and outside, for pupils to develop and practise control over their bodies, learn how to take measured risks, and enjoy being active.

Forest School - By navigating the uneven terrain and engaging in heavy lifting with natural materials within the woodland environment, children develop the core stability and upper body strength essential for maintaining a seated posture and achieving the fine motor control required for early literacy.

Regular Physical Activity: Engaging in two dedicated P.E. sessions each week and utilising resources like the large P.E. equipment, trim trail, Forest School, and field. Developing gross motor

Developing Fine Motor Skills: Using targeted activities such as "Playdough Disco" and "Pen Disco" as precursors to handwriting practice, encouraging the effective use of tools in the "Crafty Corner", and teaching proper cutlery use during meals.

Continuous Practice: Embedding fine motor skill development throughout day-to-day activities and continuous provisions, such as opening paint bottles and using small construction materials.

Cycling Skills Development: Providing instruction with balance and pedal bikes by a qualified "Learn to Ride" instructor to develop cycling skills.

Correct Grip and Instrument Use: Ensuring children are comfortable and confident with mark making and writing instruments, consistently demonstrating the correct pencil grip.

Impact: We aim for all children to achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PHYSICAL DEVELOPMENT	EYFS Statutory Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
FINE MOTOR SKILLS Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Core & Shoulder Stability: Large-scale mark-making (chalk on floor), Playdough Disco (large movements). Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements – PLAYDOUGH DISCO Hold pencil/paint brush beyond whole hand grasp Hole Punches and Staplers: Using manual pressure tools safely to join materials	Pincer Grip & Finger Isolation Use tools to effect changes to materials Show preference for dominant hand DRAWING CLUB structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation Fastenings: Independent use of zips, buttons, and buckles on clothing and bags "Crossing the Midline" Reach across the body with the dominant hand to complete a task on the opposite side	Wrist & Finger Strength PEN DISCO - handwriting sessions Begin to form letters correctly: Encourage children to draw freely- Can draw a continuous line from left to right without switching hands. Handle tools, objects, construction and malleable materials with increasing control (EAD) Cutting with Scissors progress from shoulder pivots (large marks) to elbow pivots (smaller marks) to wrist pivots (writing). Build things with smaller linking blocks, such as Duplo or Lego	Hand Strength & Malleable Control Begin handwriting session Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Vertical Surfaces: painting on a fence or drawing on a wall-mounted chalkboard to developing the wrist extension. use a spray bottle or tongs with one hand.	Precision & Tool Control Kitchen Tools: Using spoons for stirring, whisks, and safety graters Use one hand consistently for fine motor tasks Cut along a straight line with scissors /Start to cut along a curved line, like a circle Start to colour inside the lines of a picture Begin to use a mouse with control holding a stencil with one hand while drawing with the other.	Tool Proficiency Pencils: Holds pencil effectively using a tripod grip Scissors: When using scissors rotate the paper while the dominant hand cuts. Cutlery: Uses a knife and fork together to manage a meal. Demonstrates an understanding of how to transport and use tools without hurting themselves or others Can sit at a table with a "90-90-90" posture.
Transition through the four stages of pencil grip and control—moving from a Palmar Supinate (fisted) grasp using large markers on vertical surfaces, to a Digital Pronate (palm down) grip with chunky crayons, followed by a Static Tripod/Quadropod (wrist-led) movement, with the ultimate goal of achieving a Dynamic Tripod (finger-led) grasp. Throughout this progression, we will continuously monitor and refine children’s handwriting, providing targeted help with letter formation, directionality, and pencil grip to ensure every child develops a fluent and effective style.						

GROSS MOTOR SKILLS WEEKLY PE SESSION WEEKLY COSMIC YOGA SESSION	GYMNASTICS Core Strength & Balance: Move freely in a space; stop/start on command. walk along a wide bench. Crawl through tunnels Balance on a narrow beam; jump from a height and land safely (knees bent). Link 3+ movements (e.g., run, jump, roll) fluently in a sequence. Crawling and Rolling: Revising earlier skills to include slithering, creeping, and different types of rolls	MULTISKILLS Locomotion: Balance, different ways of moving, negotiate space, travelling with confidence Refining fundamental skills "negotiating space" and "changing direction at speed Follow the rules of a game	DANCE: Coordination & Rhythm: Focus on "bilateral integration" (using both sides of the body) and "sequencing" CYCLING Can 'walk' a balance bike, Can use feet to scoot a balance bike and maintain balance, Can maintain balance while manoeuvring around corners, Stops a bike effectively using brakes, Pedals and maintain balance for a few feet down a slight incline, Pedals and maintain balance for a few feet on a flat surface, Can brake at a specific point with control	GAMES Manipulation Skills: Roll a ball to a target; catch a large ball with two hands. throw/catch with smaller balls. Throw a beanbag underarm; kick a stationary ball with some accuracy., Follow the rules of a game	OUTDOOR GAMES/TENNIS SKILLS "hand-eye/foot-eye coordination," "tracking," and "spatial awareness". Sports day and physical activities that are included within this using a variety of equipment.
CONTINUOUS PROVISION PLAYTIMES	Obstacle course equipment, large scale building/ PE equipment, make courses and use/ move etc. different balls, beanbags, gym equipment, Threading, cutting, weaving, playdough, nuts/bolts and screw, using hands for buttons and zips, screw lids, water squirters, squeezing bottles, locks and keys, linking toys, elastic band boards, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support grip- consider left handers, posting into slots, building blocks, Lego, soft balls/stress balls, hole punches, stampers, different size paint brushes, split pins, tweezers	Outdoor provision, bikes, scooters, moving vehicles, large construction, Woodchip equipment, tyre park, skipping ropes Tearing paper, practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games A variety of card, paper, shapes, pictures and materials to cut. Cutlery of different size, playdough, within role play, cooking opportunities, encourage to use at lunch times		
EARLY LEARNING GOAL	Gross Motor Skills ELG Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills ELG Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.				

Literacy

Intent (Our Goals for Literacy)

Our intention is for children to leave the Foundation Stage as passionate and confident readers and writers. We aim for them to:

Develop a Passion for Reading: Enjoy spending time reading and discussing content and their own ideas around a text.

Become Confident Readers: Be confident in reading both decodable words and a large number of high-frequency words.

Write Comprehensibly: Write simple sentences that can be read by others, demonstrating secure phonics knowledge.

Show Independence in Writing: Independently seek resources (e.g., word/sound mats) to support their writing development.

Understand Purposes for Writing: Identify various reasons for writing, such as making cards, writing stories, or creating shopping lists.

Value and Improve Their Writing: Understand that their writing is highly valued and can always be improved through reflection on the process.

Implementation (How We Teach Literacy)

We actively promote the importance of reading and writing through a literature-rich environment and integrated practices across all areas of provision. Our implementation strategies include:

Literature-Rich Environment: Providing diverse opportunities for reading and writing indoors and outdoors, using stories, songs, poems, mark making, and various media for different purposes.

Skilled Adult Interaction: Utilising skilled adults who encourage literacy opportunities during children's play and add appropriate challenges focusing on children's next steps in learning.

Systematic Phonics Instruction: Teaching phonics daily using the "Monster Phonics" systematic synthetic phonics programme.

Home Reading Support: Providing every child with two books linked to their phonic phase, along with story books, weekly sounds sheets, and key words to practise at home. Take home books are 90%+ decodable for them (based on their taught phonics stage)

Regular Reading Practice: Ensuring children share reading books with adults in school at least once a week.

Exposure to Rich Texts: Exposing pupils to new and exciting texts brimming with rich language through our various topics and themes.

Targeted Support for Reading: Employing appropriate strategies to instil a love of books and provide support where required.

Impact: Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY	EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
READING COMPREHENSION	Show a preference for a book, song or rhyme.	Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes	Show interest and answer simple questions about the text Use words that I know to check my reading makes sense	Demonstrate understanding when talking about what I have read Repeat words or phrases to check my reading Say rhymes by heart	Notice if my reading makes sense and looks right Think about what I already know to help me with my reading Identify and correct blending errors using phonic knowledge.	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
WORD READING	Handle books correctly and follow print left to right, top to bottom Locate the title Segment and blend words orally	Link most sounds to individual letters Beginning to blend and segment in order to read vc and cvc words Beginning to match spoken word to written word across 2-3 lines of print Read some Phase 2 words including some tricky words	Locate and recall the title Read with 1-1 correspondence Blends CVC words independently. Recognises 10+ digraphs (e.g., sh, th, ch, ee).Link sounds to letters Read simple words by blending sounds and check what is read makes sense and sounds right	Read and understand simple sentences Use phonic knowledge to read and decode regular words, Read all Phase 2 words Read some of Phase 3 words Reads words with adjacent consonants (e.g., <i>tent, clap</i>). Reads with 1-1 correspondence.	Read phase 3 words (decodable and tricky) Say a sound for each letter in the alphabet and at least 10 digraphs and trigraphs Read words consistent with my phonic knowledge by sound blending Read words with consonant blends. Re-reads books to build confidence and expression . Reads taught "Tricky Words" on sight.	
PHONICS	We deliver daily phonics instruction through the Monster Phonics systematic synthetic programme, following the Monster Phonics Long Term Plan to ensure structured progression and consistency across the Foundation Stage.					

HANDWRITING	Focus on gross and fine motor skills to build the core and hand strength required for writing. Mark Making/Playdough Dicso	Introduce "fluency patterns" that mimic the strokes used in later letter formation. Pen Disco Vertical & Horizontal: Straight lines (down/across) used for letters like <i>l, t, i</i>. Continuous Curves: Waves and loops to prepare for <i>c, o, a</i>. Zig-zags: Sharp directional changes for <i>v, w, x, z</i> Capital Letters – <i>discreet lessons on Upper case letters</i> Long Ladders- <i>l, t, i, u, j, y</i> Curly Caterpillars- <i>c, a, o, d, g, q, e, s, f</i> One-Armed Robots - <i>r, n, m, h, b, p, k</i> Zig-Zag Monsters <i>v, w, x, z</i> Mastery & Application: Pencil Grip: Consistently using a comfortable tripod grip. Positioning: Sitting correctly with feet flat and the non-writing hand steadying the paper. Word Spacing: Introducing finger spaces as letters begin to form recognizable words. Refinement: Moving from plain paper to wide-lined paper to practice relative letter size (ascenders and descenders).				
WRITING	Mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing for a purpose in role play Oral Rehearsal say the sentence aloud before they attempt to write it.	Recount, Name writing, labelling, , story scribing. Retelling stories, letter writing Writing tricky words such as <i>I, me, my, like, to, the</i>. Writing CVC words, Labels using CVC, CVCC, CCVC words. Oral Rehearsal say the sentence aloud before they attempt to write it.	Writing simple captions; retelling stories via story maps; "I can..." sentences. Rhyming words/sentences Instructions Captions Writing recipes, lists.	Creating own story maps, writing captions and labels, writing simple sentences. beginning to use finger spaces. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions.	Writing for a purpose in role play using phonetically plausible attempts at words, Form lower-case and capital letters correctly. Rhyming words. Recounts, recipes, instructions Simple similes	Writing short narratives; non-fiction fact files (life cycles); independent letters/postcards Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and consistently using finger spaces Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description
EARLY LEARNING GOAL	Literacy Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					

Mathematics

Intent

Our intention is for children to leave the Foundation Stage with a deep understanding and love of mathematics. We aim for them to:

Develop Core Number Understanding: Understand number, including composition, number bonds, and subitising (instantly recognising the number of objects).

Recognise Numerical Patterns: Identify and work with patterns such as odds and evens, and doubling.

Explore Measurement, Shape, and Space: Learn about these concepts within broad contexts where they can explore, practise, and discuss their ideas.

Connect Numbers to Real Life: Understand and respond to number symbols and their meaning in everyday situations.

Solve Problems Enthusiastically: Understand the important role of shapes and numbers in problem-solving, fostering enjoyment in the process.

Implementation

Our teaching of mathematics is flexible and responsive to children's needs, creating a rich environment for mathematical exploration both inside and outside the classroom. Our strategies include:

White Rose Maths Framework: Using the White Rose Maths scheme as a planning tool, adapted to meet the specific needs of our children.

Reasoning and Explanation: Encouraging pupils to explore maths and use mathematical vocabulary to reason and explain their findings.

Making Sense of the World: Designing the curriculum to help children see patterns between mathematics and everyday life.

Structured Sessions: Participating in a quick ten-minute whole-class number activity each morning, followed by a longer afternoon session to explore concepts in more detail.

Talk for Maths: Creating an environment where discussion is a key learning tool for all pupils.

Skilled Adult Interaction: Utilising skilled adults who encourage mathematical opportunities during children's play and provide challenges to support a child's next step in learning.

Impact: All children are expected to great progress from their starting points. They are competent with the skills of subitizing and have developed number sense skills. Pupils can talk about number and explain what it is and isn't. They solve problems and make predictions about what might happen while using appropriate vocabulary. Our pupils apply their mathematical skills in a variety of contexts. They have a positive mind set about maths and making 'mistakes'.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHEMATICS	EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
Following the White Rose Schemes of Work	Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more Taking away	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding Patterns Consolidation
EARLY LEARNING GOAL	Number ELG Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

Understanding the World

Intent - Our intention is for children to leave the Foundation Stage with a strong knowledge of the world around them, respect for others, and skills to gather information. We aim for them to have:

- **Knowledge of the World:** An increased understanding of the physical world, their local community, and the wider world.
- **Respect for Diversity:** A respect for the world and others, celebrating similarities and differences, including various religious and cultural backgrounds.
- **A Sense of Self and Environment:** A greater awareness of themselves and the changing environment.
- **Information Gathering Skills:** Experience using a range of equipment and sources (including maps) to find out information and further their learning.
- **Exploratory Experience:** Opportunities to explore, observe, and learn about people, places, cultures, technology, and the environment through rich, first-hand experiences.

Implementation - We provide rich and meaningful first-hand experiences to help children develop their understanding of the world, making the most of our resources and the local community. Our implementation includes:

Child-Led Themes: Fostering curiosity by using themes and topics that are chosen based on the children's own interests.

Immersive Experiences: Organising visits, visitors, launch days, and "fantastic finales" (celebratory end events) to provide memorable learning opportunities.

Utilising School Grounds: Maximising the use of our natural environment, including dedicated "Forest Friday" sessions in our forest school area.

Integrating Religious Education: Introducing a wide range of cultures and world views through the Religious Education curriculum, starting with the children's own experiences.

Developing Key Skills: Focusing on developing specific skills within continuous provision and focused activities:

- Making initial observations and comparing them over time.
- Identifying similarities, differences, patterns, and changes (e.g., in people, cultures, living things, environments).
- Asking questions to further understanding.
- Using a range of resources (props, equipment, books, websites, maps, globes, photos) to research and find information.
- Interpreting various sources of information.
- Fostering respect for people, creatures, and the natural environment.

Impact: By the end of the Foundation Stage, our children will have developed a deep curiosity and a respectful appreciation for the world around them. The impact of our curriculum is evidenced by pupils who:

Are Curious and Analytical: Children confidently ask questions and make detailed observations about the natural and man-made world, identifying patterns and changes over time.

Demonstrate Global and Local Awareness: Pupils can articulate similarities and differences between themselves and others, showing a sophisticated understanding of diverse cultures, religions, and worldviews.

Are Competent Researchers: Children demonstrate the ability to use various tools—including maps, globes, and digital technology—to find information and solve problems independently.

Show Environmental and Social Responsibility: Our pupils exhibit a consistent respect for living creatures and the environment, understanding their role in looking after the world.

Apply Real-World Experiences: Having benefited from Forest Fridays, trips, and visitors, children draw upon a rich bank of first-hand memories to make sense of new concepts and complex environments.

Are Respectful Citizens: Through the integration of Religious Education and community visits, children leave the Foundation Stage with a strong sense of identity and a celebratory attitude toward the diversity of their community.

UNDERSTANDING THE WORLD	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
GENERAL FOCUS	RE/people and communities	RE/people and communities	(PAST AND PRESENT)	(GEOGRAPHY + ECO FOCUS)	ANIMALS AND PLANTS (THE NATURAL WORLD)	
<i>The themes of each half term are guided by the children's interests and maybe moved around to suit current events and to maximise opportunities.</i> <i>Weekly Forest School Sessions will support Learning about the Natural World including the Seasons</i>	Shows an interest in their lives and those of personal significance. Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Knows what makes them similar and unique They understand differences in different families	Recognise that people have different beliefs and celebrate special times in different ways Recognising that people have different beliefs Respecting difference Children know about similarities and differences in relation to materials. They answer 'how' and 'why' questions Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting. If they attend a place of worship, can they talk about when and why they go.-	Past and present events. They answer 'how' and 'why' questions Learn about the lives of significant individuals. Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars). Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then figures from the past beyond family (e.g., historical explorers or inventors) through stories. understand the past through "settings, characters and events encountered in books.	Similarities and differences between countries/environments Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? can explain why life in another country might be different Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know that the environment and living things are influenced by human activity. - Can briefly explain what the difference is between human and physical features- Identifies features on a simple map - Understands that signs and symbols can tell us about a place - Understands that we are in Mappleborough Green and that it is a small part of the country	Ask questions about aspects of my familiar world such as the place where I live or the natural world Talk about things I have observed such as animal Show care for living things (pets) Know what a plant needs to grow, understand the key features of the life cycle of a plant and animal - Talks about changes that happen in the natural environment during the year - Knows that the length of day and night changes depending on the season	Show care and concern for living things in the environment develop an understanding of growth, decay and changes over time talk about some of the things I have observed such as plants, animals, natural and found objects
SEASONS	Autumn		Winter	Spring	Summer	
	I understand the effects of changing seasons		I understand the effects of changing seasons- Talks about changes that happen in the natural environment during Autumn and Winter	I understand the effects of changing seasons - Knows there are seasons that repeat and go in order	I understand the effects of changing seasons - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)	
					- Knows there are 12 months in a year and the names and order of these.	

EYFS Discreet Science Tuesday Afternoons	Ourselves : senses, bodies, babies Can sequence family members by size and name (e.g. baby, child, adult) - Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown).	Materials Explores collections of materials, identifying similar and different properties - Can name their five senses Colour and Light Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc) - Can explain what the word 'nocturnal' means - Talks about how we can be safe in the dark - Looks at and discusses the features of hedgehogs and understands the word 'hibernation'.	Healthy Lifestyles Healthy eating/choices Teeth cleaning Exercise Sleep People Who Help Us Show an interest in different occupations and ways of life Knows to call 999 in an emergency I can talk about why things happen.	Let's Move (Forces) - Explores the natural environment around them - Can talk about how and why ice is formed - Observes and discusses natural processes such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water.	Animals- Knows names for baby animals and can match these to their adult. - Looks at animal key stages of development from birth to adult	Plants Discusses how to care for living things and their habitats - Uses vocabulary 'trunk', 'buds', 'evergreen', 'deciduous' - Can answer questions about what they have observed Knows most plants start growing from a seed or bulb - Knows plants need water, warmth and light to grow and survive - Knows how to find out information about nocturnal animals and can share this, demonstrating their understanding. - Looks carefully at plants, talking about what shapes and colours they can see.
RE: Warwickshire Agreed Syllabus and Understanding Christianity Units	CWAS F1 How can people show they belong together	UC F2 Why do Christians perform nativity plays at Christmas? <i>Incarnation</i>	CWAS F2 Who are the people in the sacred (special) stories and why might they still be important today?	UC F3 Why do Christians put a cross in an Easter garden? <i>Salvation</i>	CWAS F3 How do people know how to treat each other?	UC F1 Why is the word of "God" so important to Christians? <i>God / Creation</i>

EARLY LEARNING GOAL	Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; People Culture and Communities ELG: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Arts and Design

Our intention is for children to leave the Foundation Stage having experienced a wide variety of engaging activities within the Arts, developing creativity, self-expression, and a range of other skills. We aim for them to:

Experience Diverse Arts: Engage all their senses through varied experiences in **dance, music, art and design, as well as drama and role play**.

Develop Creativity and Originality: Foster creativity, expressiveness, and individuality in their artistic endeavours.

Gain Deeper Understanding: Revisit areas of interest through multiple media to gain different perspectives and a higher level of understanding.

Be Confident in Self-Expression: Confidently share their preferences and make choices about the different ways they can express themselves.

Develop Broader Skills: Improve skills such as language development and teamwork through collaborative and expressive activities.

Implementation:

We provide a vibrant environment where children are empowered to explore their own ideas and take creative risks. Our approach ensures that independence and original thinking are at the heart of the artistic process:

Process Over Product: We place primary value on the creative journey and experimentation rather than the final result, allowing children the freedom to explore without the fear of making mistakes.

Independent Exploration of Media: Our learning environment is designed to give children autonomous access to a wide range of materials and tools. They independently investigate colour, line, shape, space, form, texture, and pattern in both two and three dimensions.

Diverse Creative Experiences: Through our themed topics and the **Kapow** scheme, children have ample opportunity to observe and experiment with different techniques, from tactile painting and drawing to complex 3D constructions.

Music and Emotional Expression: Pupils use music as a tool to express feelings and emotions. They independently explore instruments and everyday objects to create sound, move rhythmically, and sometimes use ICT to record and enhance their original compositions.

Igniting Creativity: Direct adult-led sessions in **dance, art, music, and drama** act as a springboard, providing children with the foundational skills they need to then lead their own learning and play.

Purposeful Play and Reflection: We use practical enquiry and purposeful play to help children consolidate their skills. Through talk and reflection, pupils develop confidence and a sense of pride in their unique creative achievements.

Developing Sensory Awareness: We actively build children's visual, spatial, and tactile awareness, encouraging them to make their own choices about which media best represents their ideas and viewpoints

Impact: We believe all children will reach the Early Learning Goals in EAD by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EXPRESSIVE ARTS AND DESIGN	EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
MUSIC, SINGING AND DANCE <i>Invite musicians into school.</i> <i>Listen to music from different genres, eras, cultures</i>	Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical stories A unit based on traditional children’s tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	Transport Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
ART AND DESIGN	Drawing: Marvellous marks mark making through different drawing materials, draw from observation using faces and self-portraits as a stimulus. Cooking and nutrition: Soup explore the differences between fruits and vegetables using their senses developing a class-based vegetable soup recipe.	Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	Structures: Boats In this unit, children explore what is meant by ‘waterproof’, ‘floating’ and ‘sinking’, then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.	Craft and design: Let’s get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.	Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.
CONTINUOUS PROVISION	Free Access to creative materials – Crafty Corner, materials will be introduced and extended throughout the year in response to the children’s capabilities and interests. Maximise opportunities to celebrate achievements encourage explanations, discuss adaptations etc.					
EARLY LEARNING GOAL	Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music..					

TECHNOLOGY

Intent (Our Goals for Technology)

Our intention is for children to leave the Foundation Stage as confident, safe, and curious users of technology. We aim for them to:

Develop Digital Literacy: Become familiar with a range of hardware (such as tablets, PCs, and programmable toys) and navigate basic software interfaces.

Understand Technology in Context: Recognise that technology is a tool used for different purposes in their homes, schools, and the wider community.

Explore Creative Tools: Use technology to express their creativity, through digital drawing, music-making, and simple storytelling.

Build Computational Thinking: Develop early problem-solving skills, such as understanding sequences (algorithms) and cause and effect.

Prioritise Online Safety: Gain a foundational understanding of how to use technology safely and respectfully, knowing when to ask an adult for help.

Implementation (How We Teach Technology)

We integrate technology purposefully into our curriculum, using the **Purple Mash** scheme alongside continuous provision to ensure skills are developed through play and guided exploration. Our strategies include:

The Purple Mash Scheme: Utilising the Purple Mash EYFS curriculum (Mini Mash) to provide a safe, structured digital space where children can explore "2Count," "2Paint a Picture," and "2Go."

Guided Digital Sessions: Delivering short, focused sessions that introduce children to key skills, such as using a mouse, clicking, dragging, and navigating icons.

Unplugged Computing: Teaching the principles of coding and sequences through physical games, directional language, and the use of programmable robots (like Bee-Bots).

Technology in the Environment: Ensuring children have access to technology within their continuous provision—such as digital cameras to document their work or old keyboards and phones in role-play areas.

Integrated Learning: Using digital tools to enhance other areas of learning, such as recording a "news report" for Literacy or using interactive maps for Understanding the World.

Safe Practice Modelling: Consistently modelling safe and responsible technology use, including discussions about "screen time" and the Smartie the Penguin or Early Years Online Safety guidelines.

Impact : By the end of the Foundation Stage, our children are confident and responsible users of technology who can navigate digital interfaces like **Purple Mash** with independence. They demonstrate a clear understanding of cause and effect, using technology not only for play but as a functional tool to create digital art, record their ideas, and solve simple problems. Most importantly, our pupils possess a foundational awareness of online safety, showing the ability to recognise when to seek adult support and how to treat digital equipment with respect.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMPUTING	- are responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - think about the safe use of the internet before accessing online material and know who to turn to for help when needed - are able to confidently debug and solve problems					
<i>We subscribe to Kapow Computing Scheme of Work</i>	Computing through Continuous Provision	Using a Computer: Investigating the main parts of a computer and learning how the keyboard and mouse are used to control it. Pupils also practise how to log in, log out and navigate simple digital tasks independently.	All About Instructions Developing an understanding of how to receive and give instructions while learning why instructions need to be clear and precise.	Exploring Hardware Investigating different computer hardware parts and learning how to operate a camera.	BeeBots - Exploring simple programming by experimenting with a Bee-Bot or Blue-Bot and investigating how hardware responds to commands.	Data-Handling: Learning how to sort and categorise data and an introduction to branching databases and pictograms.
<i>Online Safety</i> •	Cross-over with PSHE curriculum: many of these aspects will be covered in PSHE sessions and can be extended to lay the foundations for online safety awareness. Introduces the idea of ownership and privacy. • How to recognise when you are not comfortable with something. • The concept of a helping hand of people to get support from. • The idea of how to say no to something. • Keeping healthy; link to screentime. • Being kind.					