



EYFS Nursery Curriculum

St John's Mead Primary School

Year A 2025-2026

Year B 2026-2027



The St. John's Mead Vision:

Our vision at St John's Mead is that every child should grow in wisdom, knowledge and skills so that they may flourish as unique human beings created in God's likeness, knowing that they are loved and valued with the potential to make a difference in the world.

We aim to make this vision a reality by:

Valuing Effort- *I am come that you may have life and have it to the full.* - John 10, 10

We recognise that God gives to each one of us gifts and talents and we aspire to learn, succeed and achieve in all areas of the curriculum offering our wisdom, knowledge and skills for the good of all. We aspire to develop a lifelong love of learning and an open and enquiring mind.

Valuing Others - *Love your neighbour as yourself*- Mark 12,31

Our values at St John's Mead School are Christian values based on Jesus' teaching and example. We are learning to recognise those values and practise them in our school life together. We encourage and support each other and seek to serve others with compassion, forgiveness and understanding in order to create a nurturing and sustaining community where all children develop socially, morally and spiritually and with an understanding of their own and other's culture. We are learning to be active local, national and global citizens with a sense of responsibility for our neighbours, near and far and a growing awareness of the challenges and opportunities to create a more just world and a healthy environment for all.

Valuing Self - *Love one another as I have loved you* - John 13, 34

We recognise that God values and loves each person as a unique individual and that Jesus taught us the measure of how we love others is how we love ourselves. St John's Mead is a place where children are learning to know, love and value themselves so that they may become seekers after truth and goodness. They are learning to be confident of their own identity and are learning about healthy lifestyle choices. Our culture of encouragement and involvement fosters hope and belief that they can make a difference in significant ways to serve the common good.

Our values help us to live out our vision:

Our core values (termly focus): Joyfulness, Perseverance, Hope and Humility, Wisdom, Service, Respect (these are discussed throughout the year with the children as and when they are displayed. The children are introduced to these values through other appropriate simple vocabulary)

British values: Democracy, Rule of Law, Respect & Tolerance, Individual Liberty

At St John's Mead CE VC Primary School it is our intent to provide a firm foundation on which all aspects of education are built. The Early Years Foundation Stage (EYFS) provides a broad, balanced curriculum which is wide ranging in approach where the learning environment is motivating, exciting and caring in order to promote children's positive self-esteem and to foster a love of learning. We work in partnership with parents so children develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We believe all children deserve to be valued as individuals and are passionate in allowing all children to achieve their full, unique potential.

At St John's Mead CE VC Primary School we carefully develop our EYFS Curriculum considering unique needs and each stage of development. Our curriculum for the Foundation Stage is based on Prime and Specific areas of learning. The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the characteristics of effective learning. We strive to develop these key principles of "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development.

Four guiding principles are:

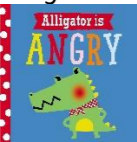


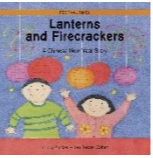
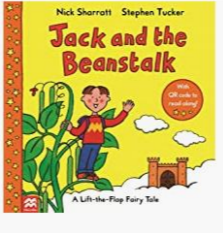

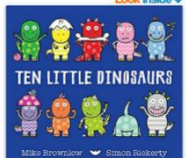

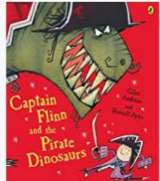
- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- children benefit from a **strong partnership** between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

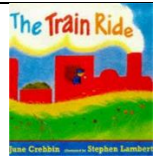
Characteristics of Effective Learning

- **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

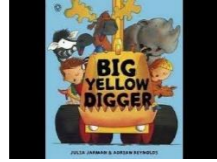
In The Moment Planning (ITMP) in Nursery

In Nursery, staff plan based on the children's interests and knowledge of their current ability and next steps. This is reflected on daily through observations of children and discussions between staff and these interactions inform fortnightly topic plans which are chosen accordingly. Plans are a guide for staff to develop the children's learning, however these are regularly adapted to suit the children's changing interests and needs.

<p>Possible themes / interests / Lines of Enquiry</p>	<p>(Settling In) Who is in our family? The wider world- (<i>where do you live? Where is school? Where have you been on holiday? Where does your wider family live?</i>) Harvest- including 'Apple week' Autumn</p>	<p>Celebrations: Bonfire Night Diwali Christmas <i>Introduce 'theatre time' (Helicopter Stories)</i></p>	<p>Winter Lunar New Year Local area and People who help us- emergency services and dentist (oral health visit in April)</p>	<p>Spring Easter Growing and lifecycles (T4-5) Traditional Tales (Litter picking/ tidying garden- looking after our environment)</p>	<p>Animals: Dinosaurs Minibeasts and butterfly lifecycle (<i>Growing continued</i>) Pets</p>	<p>Year A Pirates- inc. water play and maps/ Holiday travel- <i>links to wider world/ countries</i> Year B Under the Sea- sea creatures</p> <p>Memories/ Transition to Reception</p>
<p>Termly Value Year B</p>	<p>Thankfulness</p>	<p>Perseverance</p>	<p>Peace</p>	<p>Truthfulness</p>	<p>Responsibility</p>	<p>Service</p>
<p>Termly Value Year A</p>	<p>Hope & Humility</p>	<p>Compassion</p>	<p>Courage</p>	<p>Justice</p>	<p>Trust</p>	<p>Respect</p>
<p>Possible texts (Poetry Basket/ Helicopter Stories weekly) (Note Year A/ B against texts used)</p>	<p>Alligator is Angry  We're going on a Bear Hunt  The Train Ride</p>	<p>*Introduce Scribble Club* Pumpkin soup by Helen Cooper  Doing the Animal Bop By Jan Ormerod and Lindsey Gardiner </p>	<p>*Introduce Helicopter Stories* Dear Earth by Isobel Otter (Year A)  Lanterns and firecrackers  Stickman by Julia Donaldson</p>	<p>(Non-fiction- books about occupations) Topsy and Tim go to the Doctors, Topsy and Tim on the Farm Jack and the Beanstalk by Nick Sharatt </p>	<p>Harry and the Dinosaurs By Ian Whybrow Year B  10 little dinosaurs By Mike Brownlow </p>	<p>Year A Pirates The Night Pirates By Peter Harris  Captain Flinn and the Pirate Dinosaurs By Giles Andreae </p>



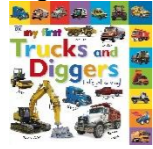
Big Yellow Digger



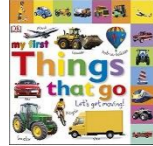
Big Blue Train



My First Trucks and Diggers



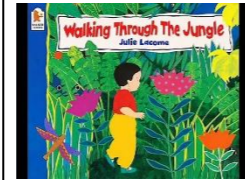
My First Things That go by DK



Book Basket to include:
The Leaf Thief by Alice Hemming



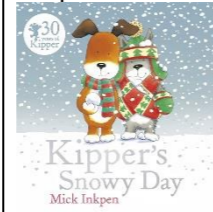
Walking through the jungle By Julie Lacombe



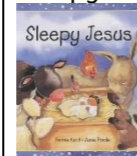
The Nativity Story

Christmas Stories Advent calendar

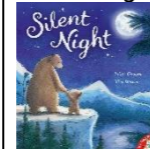
Kippers snowy day By Mick Inkpen



Sleepy Jesus



Silent night

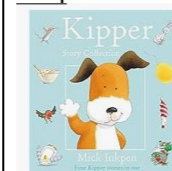


The First Christmas

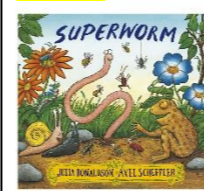


(Non-fiction- books about our world/ atlas/ local town/ past)

Book Basket to include:
Kipper collection by Mick Inkpen



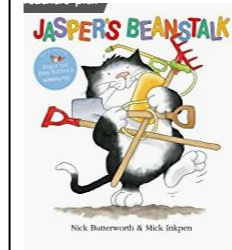
Superworm by Julia Donaldson
Year A



Supertato by Sue Hendra
Year B



Jasper's Beanstalk by Nick Butterworth



The Enormous Turnip **Year A**
The 3 little Pigs (**Year B**)

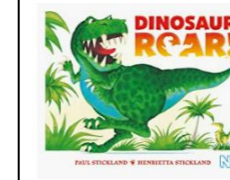
The Children's Bible – The story of Easter, Non fiction books about chicks, ducklings, springtime

Easter songs – Boom-chick-a-boom, Spring Chicken (just chorus), Hippety Hop, Miss Bunny

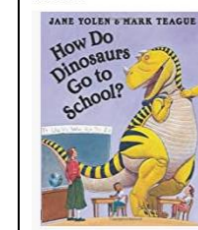
Book Basket to include:
Walking Through the Jungle By Julie Lacombe



Dinosaur Roar! By Henrietta Stickland and Paul Stickland



'How does a dinosaur go to School?' By Jane Yolen and Mark Teague



(also....'How does a dinosaur go to bed?'
How does a dinosaur go to the doctors?') (**Year A**)

Eric Carle books The Hungry Caterpillar, Polar Bear Polar Bear What Can You Hear? Brown Bear Brown Bear What Can You see?)



(Non-fiction texts about Dinosaurs and Minibeasts e.g. The Big Book Of Bugs by Yuval Zimmer)

Mad about Minibeasts By Giles Andreae and David Wojtowycz

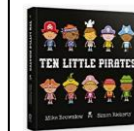


Giraffes Can't dance By Giles Andreae and Guy Parker-Rees

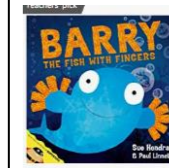
K is for kissing a cool kangaroo By Giles Andreae and Guy Parker-Rees

Tanka-Tanka-Skunk By Steve Webb

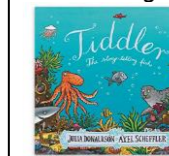
Ten Little Pirates By Mike Brownlow and Simon Rickerty



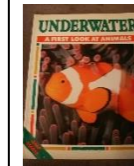
Year B Under the Sea Barry the Fish with Fingers By Sue Hendra and Paul Linnet



Tiddler By Julia Donaldson



Underwater A first look at Animals (non fiction)



Year A and B
Book Basket to include:
Knight School By Jane Clarke and Jane Massy

Harry and The Dinosaurs go to School By Ian Whybrow and Adrian Reynolds

Topsy and Tim Start School By Jean Adamson and Belinda Worsley

Mae's First Day of School By Kate Berube

					Book Basket to include: Monkey Puzzle Julia Donaldson Bee: Nature's Tiny Miracle	
Nursery rhymes with Makaton actions (Mr Tumble and Sing and Sign)						
Fab 3 <i>(texts to be read regularly and changed termly)</i>	1. The colour monster by Anna Llenas (First intro to 'Zones of Regulation') 2. Chalk by Bill Thomson 3. (Traditional Nursery Rhymes)	1. Sweep by Louise Greig 2. Float by David Miyares 3. (Traditional Nursery Rhymes)	1. Mixed by Arree Chung 2. Flashlight by Liz Boyd 3. (Traditional Nursery Rhymes)	1. Clean up by Nathan Byron 2. Journey by Aaron Becker 3. (Traditional Nursery Rhymes)	1. The Hungry Caterpillar Eric Carle 2. Quest by Aaron Becker 3. (Traditional Nursery Rhymes)	1. The Colour Monster goes to School by Anna Llenas 2. Return by Aaron Becker 3. (Traditional Nursery Rhymes and adapting the lyrics)
WOW moments	Nursery Rhyme Challenge	Fire pit and marshmallows Nativity	Lunar New Year dance and food Sponsored Ride On (raising money for the class toy fund)	Easter Egg hunt World Book Day 6 th March British Science Week 7-16 th March https://www.britishecienceweek.org/the-theme-for-2025-is-change-and-adapt/ Red Nose Day 21 st March World Oral Health Day 20 th March- (Boots 'Ask for Jesse' scheme) World Poetry Day 21 st March World Water Day 22 nd March World Health Day 7 th April	Dentist visit	Sports Day Moving Up Day
Cultural Capital	Apple Week (wk 3)- harvesting/ sim/diff-change Weekly forest school/ cooking	Weekly forest school/ cooking Snow Mouse Theatre Production (Yate library) Church Visit	Weekly forest school/ cooking Fire Box (from local fire station) Year B: beg. Jan	Weekly forest school/ cooking Frogs Spawn Road Safety Box (from Council- emailing us in Jan)	Weekly forest school/ cooking Butterfly hatching Petting Zoo? Science visit in school? Year B: 'My Dentist' visit focusing on importance of oral health	Weekly forest school/ cooking
Notable People	Each term we look at artists based on the children's interests e.g. shape artists- Escher, Paul Klee, Bridget Riley etc. and try to get parents in based on the children's interests/ current cohort's parents' jobs.					
Parental engagement opportunities <i>(Tapestry ongoing/ termly jigsaw home learning suggestions)</i>	Parent consultations (Oct) Nursery Rhyme Challenge	Nativity diorama share and story session at the church Nativity Yate Library theatre visit	Parent consultations (March) Funky Fingers slides/ videos released on Tapestry.	Easter celebration (Easter Egg Hunt) Mother's Day 15.03.25 (story session)	Literacy Parent workshop (prev. 5.25)	Parents consultations/reports End of Year Celebration Father's Day (21.06.25) Sports Day

		Maths Stay and Play	Story parent workshop	Sponsored event (ride on obstacle course) to raise funds for nursery		Summer Party- (stay and play outdoors)
Vocabulary for themes In Nursery	<ul style="list-style-type: none"> Family, friends, brother, sister, grandparents names. Sad, angry, scared, happy, emotions, calm, love, fearful. Where? School, home Autumn: change, harvest, , vegetables, colours, fallen, crunchy, crisp, thank you Weather: clouds, sunshine, rain, foggy, windy, wet, cold 	<ul style="list-style-type: none"> Theatre, visit, act, movement, slither, crawl, jump, bounce Celebration, Diwali, diva, fireworks, Christmas, Jesus, nativity (and associated language), past, before 	<ul style="list-style-type: none"> Winter, frosty, dead, snow, ice, cold Weather related words: clouds, sunshine, rain, snow, ice <ul style="list-style-type: none"> compost China, celebration, dragon, lion, emperor, Chinese food related words Help, save, rescue Occupation names like doctor, nurse, vet, dentist, firefighter, police officer 	<ul style="list-style-type: none"> Spring: bud, blossom, bloom, growth, roots, shoots, new life. Weather related words: clouds, sunshine, rain etc <ul style="list-style-type: none"> Easter: belief (some people), new life, Jesus, cross, forgiveness, Bible 	<ul style="list-style-type: none"> Life cycles: frog, tadpole, frogspawn, froglet, butterfly, caterpillar, egg, chrysalis, cocoon, change Dinosaurs- triceratops, t-rex, spinosaurus, pterodactyl (other dinosaurs) Mini beasts: worm, spider, woodlice, earwigs, centipede, legs, body, head, antennae, 	<ul style="list-style-type: none"> Moving on, growing up, change, Reception class, memories Fish, whale, shark, octopus, seal, squid, sea creatures, ship, sail, ocean, journey, holiday, visit, sea, land, beach, sea-side <ul style="list-style-type: none"> Summer, warm, sunny, showers, hot, temperature Yate, Chipping Sodbury, Bristol, England, United Kingdom, map
Vocabulary for themes In Reception	<ul style="list-style-type: none"> Family, friends, brother, sister, community, grandparents, home, park, library, museum, police, firefighter, nurse. Sad, angry, scared, happy, emotions, calm, love, fearful. Autumn: change, harvest, crops, vegetables, giving thanks, colours, fallen, hibernation, crunchy, crisp Weather: clouds, sunshine, rain, foggy, windy, wet, cold Position, under, over, around, through, next to, beside, behind. 	<ul style="list-style-type: none"> belief, tradition, Remembrance, poppy. Non fiction, poetry, rhyming, onset 	<ul style="list-style-type: none"> Winter: bare, nature. Recycle, reduce, reuse, protect, environment, decay, landfill, rot, decompose. Countryside, city, town, Europe. 	<ul style="list-style-type: none"> Balanced diet, fruit, vegetables, 5 a day, well-being, physical and mental health, exercise, healthy, screen time. Toothbrush, toothpaste, gums, dentist, brushing. <ul style="list-style-type: none"> Occupations, architect, engineer, scientist, police (other titles for jobs/ professions) Easter: reborn, disciples. 	<ul style="list-style-type: none"> thorax,, habitat, cycle herbivore, carnivore, omnivore 	<ul style="list-style-type: none"> Moving-on, older, transition, reflect, memories, change. Sea, beach, seaside, shore, sea bed, coral, tide, waves, (various sea creature names)
Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>➤ 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, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>					
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Enjoy listening to longer stories and can remember much of what happens. ➤ Can find it difficult to pay attention to more than one thing at a time. ➤ Use a wider range of vocabulary. 					
	<ul style="list-style-type: none"> ➤ Sing a large repertoire of songs. ➤ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ➤ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. ➤ May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 					

	<ul style="list-style-type: none"> ➤ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ➤ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ➤ Use longer sentences of four to six words. ➤ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ➤ Can start a conversation with an adult or a friend and continue it for many turns. <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>				
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ➤ 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 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. 				
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Develop their sense of responsibility and membership of a community. ➤ Show more confidence in new social situations. ➤ Play with one or more other children, extending and elaborating play ideas. ➤ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas. ➤ Talk with others to solve conflicts. ➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ➤ Increasingly follow rules, understanding why they are important. ➤ Do not always need an adult to remind them of a rule. ➤ Become more outgoing with unfamiliar people, in the safe context of their setting. ➤ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry,’ or ‘worried’. ➤ Begin to understand how others might be feeling. ➤ Develop appropriate ways of being assertive 				
Physical Development	<ul style="list-style-type: none"> ➤ Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. 				
	<p>Ongoing</p> <p><i>(children regularly spoken to about hand washing/ germs/ how to be healthy with exercise and making healthy food choices)</i></p> <ul style="list-style-type: none"> ➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ➤ Go up steps and stairs, or climb up apparatus, using alternate feet. ➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ➤ Use large-muscle movements to wave flags and streamers, paint and make marks. ➤ Start taking part in some group activities which they make up for themselves, or in teams. ➤ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ➤ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks ➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. ➤ Use a comfortable grip with good control when holding pens and pencils. ➤ Start to eat independently and learning how to use a knife and fork. ➤ Show a preference for a dominant hand. 				
Literacy	<ul style="list-style-type: none"> ➤ 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) 				
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom ➤ Engage in extended conversations about stories, learning vocabulary. ➤ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word ➤ - recognise words with the same initial sound, such as money and mother ➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. ➤ Write some or all of their name. ➤ Write some letters accurately. 				
Phonics (Read Write Inc)	L+S Phase 1	L+S Phase 1	L+S Phase 1	L+S Phase 1	RWI Set 1 recognition

Mathematics	<p>➤ 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.</p>				
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). ➤ Recite numbers past 5. ➤ Say one number for each item in order: 1,2,3,4,5. ➤ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ➤ Show 'finger numbers' up to 5. ➤ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ➤ Experiment with their own symbols and marks as well as numerals. ➤ Solve real world mathematical problems with numbers up to 5. ➤ Compare quantities using language: 'more than', 'fewer than'. ➤ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <ul style="list-style-type: none"> ➤ Understand position through words alone – for example, "The bag is under the table," – with no pointing. ➤ Describe a familiar route. ➤ Discuss routes and locations, using words like 'in front of' and 'behind'. ➤ Make comparisons between objects relating to size, length, weight and capacity. ➤ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ➤ Combine shapes to make new ones – an arch, a bigger triangle etc. ➤ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. ➤ Extend and create ABAB patterns – stick, leaf, stick, leaf. ➤ Notice and correct an error in a repeating pattern. ➤ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 				
Understanding the World	<p>➤ 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.</p>				
			<ul style="list-style-type: none"> ➤ Show interest in different occupations 	<ul style="list-style-type: none"> ➤ Plant seeds and care for growing plants. ➤ Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> ➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Continue to develop positive attitudes about the differences between people. ➤ Use all their senses in hands-on exploration of natural materials. ➤ Explore collections of materials with similar and/or different properties. ➤ Talk about what they see, using a wide vocabulary. <ul style="list-style-type: none"> ➤ Explore how things work. ➤ Begin to understand the need to respect and care for the natural environment and all living things. ➤ Explore and talk about different forces they can feel. ➤ Talk about the differences between materials and changes they notice. ➤ Begin to make sense of their own life-story and family's history. 				
Expressive Art and Design	<p>➤ 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.</p>				
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Take part in simple pretend play, using an object to represent something else even though they are not similar. ➤ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ➤ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ➤ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ➤ Develop their own ideas and then decide which materials to use to express them. <ul style="list-style-type: none"> ➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ➤ Explore colour and colour-mixing. ➤ Listen with increased attention to sounds. ➤ Respond to what they have heard, expressing their thoughts and feelings. ➤ Remember and sing entire songs. ➤ Sing the pitch of a tone sung by another person ('pitch match'). ➤ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ➤ Create their own songs, or improvise a song around one they know. 				

- Join different materials and explore different textures.
 - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
 - Draw with increasing complexity and detail, such as representing a face with a circle and including details.
 - Use drawing to represent ideas like movement or loud noises.
- Play instruments with increasing control to express their feelings and ideas.