



EYFS

Learning Journey

Literacy (Word Reading, Comprehension & Writing)

Mathematics (Number, Numerical Patterns)

Understanding the World

(Past & Present, People, Cultures & Communities, The Natural World)

Personal Social & Emotional Development

(Self-Regulation, Managing Self, Building Relationships)

Expressive Arts & Design (Creating with Materials, Being Imaginative & Expressive)

Physical Development (Gross Motor Skills, Fine Motor Skills)

Music

Phonics & Early Reading

Phase 2 LO: To understand and say the grapheme and phoneme for each letter sound						
<u>Autumn 1</u>			Letter sounds s / a / t / p	Letter sounds l, n / m / d /	Letter sounds g / o / c / k / ck /	Letter Sounds e / u / r / h
<u>Half Term</u>						
<u>Autumn 2</u>	Blending CV & CVC Tricky Words	Phase 3				
	/ b / f / ff Tricky words: I, the	Letter sounds j / w / x / y	Letter sounds z / zz / ch / sh	Letter sounds qu / th / ng / ee	Letter sounds ai / er / oa / oo / oo	Review sounds
<u>Christmas Holidays</u>						
<u>Spring 1</u>	Phase 3					Review phase 3
	ar / or / ur / ow / oi tricky words: he, we	oo / oo / oa / er / ur Tricky words:, she, me	Tricky words : be, you ow / oi / ee / ar	ai / or / igh / air Tricky words: all, her	ure / ear / diagraph review tricky words: are, was	
<u>Half Term</u>						
<u>Spring 2</u>	Review digraphs and trigraphs		High Frequency Words (HFW)			
			will, that, then, now, she, this	with, for, him, he, them, down, me	my, see, too, was, all, look	be, they, are
<u>Easter Holidays</u>						
<u>Summer 1</u>	Phase 4: Blends					
	st / nd / mp / nt Tricky words: are, all, they	nk / ft / sk / lt Tricky words: was, her, you	lp / lf / lk / pt Tricky words: said, have, so	xt / tr / dr / gr Tricky words: like, do	cr, br, fr, bl Tricky words: some, come	fl, gl, pl, cl Tricky words: little, one
<u>Half Term</u>						
<u>Summer 2</u>	Phase 4: Blends				Simple sentence review	
	sl / sp / st / tw Tricky words: were, they	sm / pr / sc / sk Tricky words: what, when	sn / nch / scr / shr Tricky words: out	thr / strReview digraphs words with -s -es -ed Tricky words:		
<u>End of the Year</u>						

Reception – Comprehension & Writing – Cycle 1

Book:	The colour monster goes to school		Everyone is Welcome		We're going on a bear hunt	We're going on a leaf hunt	Autumn and Harvest
<u>Autumn 1</u>	Talk about myself and my new school.	Making a list of tidying up.	Making a list of who is in my class.	Making a list about the local area.	Retelling story using drama and movement	Making a list of the local environment.	Labelling initial sounds.
<u>Half Term</u>							
Book:	Non-fiction: Light and Dark	Non-fiction: Owls	Owl babies	It was a cold, dark night	Non-Fiction: Nocturnal animals	Whatever Next	Christmas
<u>Autumn 2</u>	Initial sounds	Initial sounds	Sequencing, Storytelling, Missing poster	Sequencing	Writing about nocturnal animals	Lists of things to take to space	Instructions: Salt dough Xmas decorations
<u>Christmas Holidays</u>							
Book:	The three little pigs	The three little pigs	Jack and the Beanstalk	Chinese New Year: Traditional Chinese story	Goldilocks and the three bears	Recipes	
<u>Spring 1</u>	CVC/ Caption writing Story Map	Plan and label house design	Sequencing and caption writing.	Comprehension: comparing	Hot seating	Writing instructions for making porridge	
<u>Half Term</u>							
Book:	Zog and the flying doctors	My favourite Poem	Paula the vet	Non-Fiction: Informational text	Amelia Earhart	Visitor from local community	
<u>Spring 2</u>	Writing about a character	Listen to a poem: What is a poem?	Write a rhyming poem	Writing about someone's job	Writing about something old and something new	Writing a question for someone to answer	
<u>Easter Holidays</u>							
Book:	The very hungry caterpillar	The very hungry caterpillar	Super worm		What the ladybird heard		
<u>Summer 1</u>	Writing my own story	Writing in sentences	Writing a rhyming poem	Writing my own story	Writing instructions to make a mini-beast house	Writing instructions for a map	
<u>Half Term</u>							
Book:	Oliver's vegetables	Non-Fiction: Growing	Oliver's fruit salad	Non-Fiction: Food around the world	Ruby's Worry	Michele Recycle	Someone swallowed Stanley
<u>Summer 2</u>	To write a letter to a character	Grow a bean: Instruction writing	To write instructions for making a healthy meal	To write to compare things (different foods)	To write about growing up	Write about what materials we need to recycle	Informational poster

Reception – Comprehension & Writing – Cycle 2

Half Term							
Book:	The colour monster goes to school	Everyone is Welcome		We're going on a bear hunt	We're going on a leaf hunt	Autumn and Harvest	
<u>Autumn 1</u>	Talk about myself and my new school.	Making a list of tidying up.	Making a list of who is in my class.	Making a list about the local area.	Retelling story using drama and movement	Making a list of the local environment.	Labelling initial sounds
Half Term							
Book:	Handa's surprise	Non-fiction	Monkey puzzle	There's a tiger in the garden	It was a cold, dark night		Winter Non-fiction and Fiction
<u>Autumn 2</u>	Retell the story and make a story map.	Making a list of animal facts	Finishing a nursery rhyme	Writing own version of a story.	Writing about nocturnal animals	Write a list of instructions for making gingerbread	CVC words winter poster
Christmas Holidays							
Book:	Books about feelings Ravis Roar, Meesha make friends	The three Billy Goat Gruff	The three Billy Goat Gruff	Little Red Riding Hood	Little Red and the Hungry Lion	The Great Race	
<u>Spring 1</u>	List of the Zones of Regulation colours	Sequencing and labelling	Instruction writing	Character writing	Create own little red riding hood story	Postcard writing	
Half Term							
Book:	The hungry caterpillar	The Amazing life cycle of butterflies	All about me: Growing up	The Tiny Seed	The tiny tadpole	The Tiny seed	
<u>Spring 2</u>	Sequencing	Observational labelling	Past and present : How I've changed	How to plant a seed writing?	Observational sentence	Observation sentence writing (How the seed has grown?)	
Easter Holidays							
Book:	Mr Gumpy's outings	Local area	Visit from a local business	Old and new Transport Mr Gumpy Motorcar	London	Mary Anning	
<u>Summer 1</u>	Writing my own story	Map and label local community Before and now	Letter writing	How do we get to school?	Landmarks and people	Letter writing	
Half Term							
Book:	Oliver's vegetables	Snail and the Whale	Snail and the Whale	Shared reading: Got it!	Ruby's Worry	Someone swallowed Stanley	
<u>Summer 2</u>	To write a letter to a character	Story map	Rhyming	Comparing city and seaside	To write about growing up	Write about what materials we need to recycle	Letter writing
End of the Year							

Mathematics

Autumn 1	- Settling in to the year	- To match, sort and compare objects.	- To create sorting rules - To compare amounts	- To compare size - To compare mass - To compare capacity - To explore patterns	- To copy and explore patterns - To create patterns	- To find 1, 2 and 3 - To find 1, 2 and 4 - To subitise 1, 2 and 3
Half Term						
Autumn 2	- To find one more - To find one less - Finding the composites of 1, 2 and 3	- To identify the names shapes - To identify circles and triangles - To identify shapes in the environment - To describe the position of objects	- To find 1, 2, 3, 4 and 5 - To find 4 and 5 - To subitise 4 and 5	- To find one more than 4 and 5 - To find one less than 4 or 5	- Finding the composites of 4 - Finding the composites of 5 - Finding the composites of 4 and 5 - Finding the composites of 1, 2, 3, 4 and 5	- To identify and name shapes with 4 sides - To combine shapes with 4 sides - To find four-sided shapes in the environment
Christmas Holidays						
Spring 1	- To find different ways of making amounts to 5 - To find more or less of objects - To compare amounts up to 5	- To compare and order numbers - To subitise numbers (how many?)	- To compare mass and capacity through holding - To compare mass and capacity with scales	- Constructing numbers to 10 on a 10-frame - Counting beyond 5 on a 10-frame	- To recognise pairs of numbers to 10	- Make numbers to 10 by combining numbers of different representations.
Half Term						
Spring 2	- To represent numbers 9 and 10 - Sorting numbers 9 and 10 - Ordering numbers to 10	- To count back from 10 - To compare numbers within 10	- To recognise number bonds to 5 - To recognise subtraction facts from 5 - To recognise number bonds to 10	- To subitise numbers to 6 - To recognise 3D shapes - To continue a linear pattern - To make a new pattern - To make a number pattern	Assessment Consolidation from assessments	- Recognising the composition of numbers to 7 - - Recognising the composition of numbers to 8 - - Recognising the composition of numbers to 9
Easter Holidays						
Summer 1	- To explore 11 and 12 through different representations - To explore 13 and 14 using 10 frames - To explore 15 and 16 using 10 frames - To explore 17, 18, 19 and 20 through numbers and pictures	- To count patterns beyond 20 - To count from any number up to 20	- To develop special awareness, using shape - To explore shapes and patterns in art - To find the odd one out of a pattern - To find matching shapes - To continue a pattern using cubes	- To add using a part-whole model - To look at sequencing through first, then and now - To represent a number story - To subtract using a number line	- To combine shapes to form new shapes - To build shapes using triangles - To build shapes using squares - To break up shapes into smaller shapes	
Half Term						
Summer 2	- To count on beyond 20 - To explore making doubles using manipulatives - To explore making doubles using different representations	- To explore sharing and grouping	- To explore even and odd	- To explore special reasoning		
End of the Year						

Science – Understanding the World

<u>Autumn 1</u>							
	Seasons						
<u>Half Term</u>							
<u>Autumn 2</u>							
	Light and dark	Animals in different parts of the world	Nocturnal animals	Animals that hibernate	Changing matter	Winter	
<u>Christmas Holidays</u>							
<u>Spring 1</u>							
	Spring					Comparing environments	
<u>Half Term</u>							
<u>Spring 2</u>							
	Life-cycle of a butterfly	Life-cycle of a butterfly		Plants	Frogs	Plants	
<u>Easter Holidays</u>							
<u>Summer 1</u>							
	Comparing environments		Local environment	Local community			
<u>Half Term</u>							
<u>Summer 2</u>							
	Comparing environments		Habitats			Materials	
<u>End of the Year</u>							

Computing

Autumn 1							Keyboard Skills								
To find letters of the alphabet on a keyboard								To type numbers on a keyboard							
Half Term															
Autumn 2							Hardware Skills								
To understand why we need clean hands when handling technology.		To understand why it is not sensible to eat and drink when using technology.		To understand why I need to take care with electronic devices and their plugs and wires		To be able to carry a device to a safe location for it to be used.		To identify parts of a Ipad and what they are for.		To understand how to use devices with care.					
Christmas Holidays															
Spring 1							Expressive arts								
To draw a picture on a IPad		To make a character speak		To create a story inspired by the Three Little Pigs		To create their own story		To explore using different instruments .		To create and record a tune					
Half Term															
Spring 2							Robot skills								
To be able to describe the movement of a toy.		To be able to describe the route taken by a toy, using directions.		To follow directions to make a route for a toy.		To follow instructions for moving a toy.		To make a floor robot move.		To program a route for a floor robot to follow.					
Easter Holidays															
Summer 1							E- safety and Privacy Skills								
To be able to explain how work on a computer belongs to me and not to other people		To explain what it means for something to be private.		To be able to talk about how it feels when I am not comfortable with something.		To know who I can go to when I feel worried.		To know how I can be kind to others.		To be able to choose activities that can keep my body healthy.					
Half Term															
Summer 2							Logging into Purple Mash								
To identify parts of a computer and what they are for			To be able find the Purple Mash page on a device.			To log into Purple Mash using the shortcut icon.			To log into Purple Mash using my username and password.			To be able to find a 2Do that my teacher has set for me.			
End of the Year															

D-STEM

Autumn 1

Threading, weaving, collaging, junk modelling and baking.

Half Term

Autumn 2

Threading, weaving, collaging, junk modelling and baking.

Christmas Holidays

Spring 1

Building houses inspired by a book
Building transport inspired by UW

Half Term

Spring 2

Building bug hotels (linked to outdoor learning)

Easter Holidays

Summer 1

Textiles (linked to art curriculum)

Half Term

Summer 2

Making a healthy salad

End of the Year

Humanities - Understanding the World

Autumn 1: History

Me and my family

My school

Half term

Autumn 2: Geography

Cycle 1: My school
Cycle 2: Animals in Africa

Cycle 1: Animals in the UK
Cycle 2: Animals in the UK

Christmas

Spring 1: History

Cycle 1. Traditional tales
Cycle 2 Traditional tales

Half term

Spring 2: Geography

Cycle 1: Transport
Cycle 2: People in our community

Easter

Summer 1: History

Cycle 1 & 2: Old and New transport

Half term

Summer 2: Geography

Cycle 1: Food from around the world
Cycle 2: Map making

End of the Year

Religious Education - Understanding the World

Autumn 1			
Christianity – Why is the word ‘God’ so special to Christians?			
Autumn 1	What makes Earth so special?	Why does Grace think God is so special? How do people from other faiths think God is special?	How does Grace say thank you to God for being so special?
Half Term			
Autumn 2			
Christianity – Why do people celebrate special times of the year?			
Autumn 2	What times of the year do people celebrate?	Why do Christians celebrate Jesus’ birthday?	What do Christians do to celebrate Christmas?
Christmas Holidays			
Spring 1			
Humanism – Who do I love and who loves me?			
Spring 1	Who are the important people in our lives?	Who shows you love and care and how do they show this?	How do you show family members and friends that you love and care for them?
Half Term			
Spring 2			
Christianity – What can we find out about the Easter story? – Visit to local church			
Spring 2	What changes do you see between the Winter and Spring?	Why do Christians think the Easter story is so important?	How do Christians celebrate the Easter story?
Easter Holidays			
Summer 1			
Islam – How do we use water and why?			
Summer 1	What do we use water for in our everyday lives?	Why is it important for Muslims to wash themselves before praying?	Is water important for people from other religions?
Half Term			
Summer 2			
Judaism – What do we eat and why?			
Summer 2	What foods do we all eat and why do we eat them?	Which foods do Jewish people eat and which do they not eat?	Are there other foods which people do not eat because of their faith?
End of the Year			

PSHE-RHE - Nursery

Autumn 1 <u>Being Me in My World</u> EQ: How can I be kind to others?	To know our differences and similarities	To know how happiness and sadness are expressed	To work together and consider people's feelings	To use gentle hands and to know how to be kind to people	To know I have the right to learn and play	To know what being responsible means	Assessment: How can I be kind to others?
Half Term							
Autumn 2 <u>Celebrating Difference</u> EQ: What makes me special and a good friend?	To know what am I good at?	To understand that I'm special	To know that all families are different	To know there are lots of different types of houses and homes	To know how to make a friend	To know how to stand up for myself	Assessment: What makes special?
Christmas Holidays							
Spring 1 <u>Dreams and Goals</u> EQ: What goal can I achieve?	To understand what a challenge is	To keep trying until I can do something	To set a goal and work towards it	To use kind words to show encouragement	To think of what job I would like to do	To feel proud to achieve a goal	Assessment: What goal can I achieve?
Half Term							
Spring 2 <u>Healthy Me</u> EQ: How can I keep myself healthy?	To know the names of some parts of the body	To know some ways to stay healthy	To know some types of healthy food	To know that some food is healthier than others	To know why it is important I wash my hands to stay healthy	To know what to do if I get lost or meet a stranger	EQ: How can I keep myself healthy?
Easter							
Summer 1 <u>Relationships</u> EQ: How can I be a good friend, and who is a good friend to me?	To be able to tell someone about my family	To understand how to make friends if I feel lonely	To say some of the things I like about my friends	To know what to say if someone is mean to me	To be able to manage my feelings	To work together and enjoy being with my friends	EQ: How can I be a good friend, and who is a good friend to me?
Half Term							
Summer 2 <u>Changing Me</u> EQ: How have I changed this year?	To name the parts of my body (not genitals)	To tell you some of the things I can do and explain what foods keep you healthy	To understand we all start as babies and grow into children and adults	To know I will grow and change	To explain my feelings about moving into Reception	To remember some of the fun things I did in Nursery	Assessment: How have I changed this year?
End of the Year							

Art- Expressive Arts and Design

Autumn 1

Drawing & Mark Making

Half Term

Autumn 2

Painting

Christmas

Spring 1

Collage

Half Term

Spring 2

Printing

Easter

Summer 1

Textiles

Half Term

Summer 2

3D Sculpture

End of the Year

Physical Education

<u>Autumn 1</u>	Introduction to PE & Large Ball Skills & Agility (Tag Rugby)
	Throwing & Catching (Handball)
<u>Half Term</u>	
<u>Autumn 2</u>	Object Control (Hockey)
	Attack & Control (Football)
<u>Christmas</u>	
<u>Spring 1</u>	Gymnastics – Jumping & Balancing (Gymnastics)
	Movement Patterns (Dance)
<u>Half Term</u>	
<u>Spring 2</u>	Agility & Coordination (Tennis)
	Running, Agility & Coordination (Health & Fitness)
<u>Easter</u>	
<u>Summer 1</u>	Athletics – linked to Sports Day
	Throwing & Catching (Rounders)
<u>Half Term</u>	
<u>Summer 2</u>	Throwing & Catching (Cricket)
	Multi Sports (Recap)
<u>End of the Year</u>	

Music - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Focus Areas	Moving and Clapping	Recalling Patterns, Actions and Rhythms	Pitch-Matching	Rhymes, Songs and Stories	Playing and Responding	Singing, Listening and Playing Together
Nursery	Move to the Music: Stopping and Starting	Follow the Leader: Copy Me	Singing Skills 1: Find your Voice	Telling Stories Through Music	Feeling the Music	Exploring Musical Sounds

Overview

In Nursery, we provide a playful and interactive introduction to the world of music. Our curriculum focuses on developing essential skills and igniting a love for music. Children explore rhythm by moving and clapping to music, enhancing their coordination and sense of pulse. They also engage in activities that encourage them to remember patterns, actions, and rhythms, supporting memory and cognitive development.

Pitch-matching becomes an exciting part of their musical journey as children explore their singing skills. They learn to find their voices and match them with various pitches, opening the door to musical expression. Rhymes, songs, and stories play a central role, enhancing language development and sparking creativity. Playing and responding to music are emphasised, helping children connect emotionally with the art form.

Through these activities, Nursery children build a repertoire of songs and rhymes, fostering future reading and comprehension skills. Our music curriculum ensures that children have a joyful introduction to music, nurturing their love for sound and rhythm.

Expected Standard

Movement and Rhythm Awareness	Pitch and Melodic Awareness	Singing Familiar Songs	Collaborative Music and Group Participation	Creative Expression
<ul style="list-style-type: none"> Children can clap and move to the beat of songs or music, showcasing coordination and an internal sense of rhythm. 	<ul style="list-style-type: none"> They can sing pitches in a suitable range for their age that match another person, showing the beginnings of pitch awareness and imitation skills. 	<ul style="list-style-type: none"> Children can remember and sing entire nursery rhymes and songs, demonstrating an ability to recall and reproduce familiar tunes. 	<ul style="list-style-type: none"> They can create their own songs or improvise around familiar tunes, demonstrating early creativity in music. 	<ul style="list-style-type: none"> Children can identify and imitate melodic shapes in familiar songs, such as recognising when a melody moves up and down.

Music - Nursery

Move to the Music: Stopping and Starting (Autumn 1)

In our first unit, "Move to the Music: Stopping and Starting," Nursery children embark on a journey of exploration through movement and rhythm. Children are encouraged to develop coordination and rhythm by engaging in activities that involve stopping and starting in time with the music. Through playful movements like clapping and pausing, they begin to understand the concept of rhythm and timing.

Follow the Leader: Copy Me (Autumn 2)

In the second unit, "Follow the Leader: Copy Me," we delve into the realm of memory and imitation. Building on recalling patterns, actions, and rhythms, Nursery children develop their cognitive skills by mimicking actions and rhythms set by their peers or the leader. Through this playful imitation, they enhance their memory and coordination while exploring the joy of creating rhythms together.

Singing Skills 1: Find your Voice (Spring 1)

As we progress into the spring term, Nursery children start their journey of discovering their singing voices in "Singing Skills 1: Find your Voice." With a focus on pitch-matching, children explore different pitches and tones in a fun and engaging way. They begin to grasp the concept of matching their voices with various pitches, laying the foundation for future musical expression.

Telling Stories Through Music (Spring 2)

In the "Telling Stories Through Music" unit, Nursery children continue their exploration of language and creativity. With emphasis on rhymes, songs, nursery rhymes and stories, children engage in activities that involve storytelling through music. They learn to connect words, melodies, and emotions, enhancing their language skills and imaginative thinking.

Feeling the Music (Summer 1)

As the summer term approaches, Nursery children delve into the world of playing and responding to music in the "Feeling the Music" unit, exploring how music makes them feel. They learn to notice patterns within music and describe their emotions, fostering a deeper connection to the art form.

Exploring Musical Sounds (Summer 2)

In the final unit of the year, "Exploring Musical Sounds," Nursery children continue their musical journey by exploring various sounds and instruments. Focussing on listening and playing together, children engage in group activities that encourage them to listen, play, and sing in harmony. They discover the joy of creating music as a collective, setting the stage for future musical collaboration and exploration.

Listening

- Classical
- Romantic
- Jazz
- Musical theatre
- Pop
- English Folk
- Soca
- Rossini
- Brahms
- Rodgers & Hammerstein
- Rimsky-Korsakov