

EYFS – Reception Yearly Overview 2025-2026

Curriculum Aims

Here at St John’s we are a family where each and every child is valued. Our Early Years setting is warm and inviting and our children feel safe. They learn to be resilient, inquisitive, polite, and articulate which in turn enables them to meet their full potential. We invest time in developing excited, happy pupils who are enabled to explore their own interests and access learning in playful but purposeful manner that suits their individuality. By nurturing a growth mindset, our pupils leave Early Years with a sense of achievement and self-worth.

In our setting we prioritise good wellbeing for all. We work in partnership with the children, their parents, and other professionals. Fostering close relationships help us all to achieve the best outcomes for each child. Any additional pupil needs are identified early, and targeted support is given. Some children have a bespoke timetable to support their learning, such as taking part in active maths and learning through additional play opportunities.

Our structured curriculum plans are adaptable to meet the next steps unique to each child. Whilst some of the curriculum is taught directly, particularly phonics, maths and literacy, elements are explored through child-led play. Our pupils are provided with stimulating resources so that they deepen their learning through embracing challenge. Our core focus is on developing our pupil’s communication and language skills, independence, and their physical development. These underpin all areas of the curriculum. We have a high staff to pupil ratio to support communication and language development and experienced staff who spend time talking and thinking alongside the children. We have a language rich environment, where resources are chosen carefully to promote talk, to maximise quantity and quality of conversation. We explicitly teach new vocabulary through guided sessions, through stories and songs, and during play. Through fostering a love of story time, we aim for children to gain a life-long love of literacy.

The Nursery curriculum leads seamlessly into Reception, where children are encouraged to develop their learning further. Discrete maths lessons are delivered through ‘small steps’, with White Rose Maths underpinning the structure of the learning. We aim to equip the children with a wide mathematical vocabulary and number competency through providing real world reasoning opportunities. Our intention is to give all pupils the opportunity to become articulate and confident mathematicians.

The rigorous and structured approach of our phonics programme allows the reception children to progress at their own pace. After an initial settling in period, reception children are taught in small groups. We find that this approach supports our children to read automatically and accurately. In addition, it allows our pupils to leave Reception ready to access the Year 1 curriculum, providing the foundations for them to spell and write with confidence.

Throughout all areas of the curriculum, we want to show pupils the possibilities outside of their ‘inner world’ and expand their understanding of who they are. We provide learning through drama, encouraging pupils to take on varied roles for example, becoming an explorer, an astronaut, or a scientist. The children’s prior experiences and differing cultures are treasured and shared within the setting. They also have access to a large and well-resourced outdoor space with opportunities to choose from learning outside or inside.

Impact

The children will be proud of their achievements and have developed the skills and knowledge ready for Year 1 and beyond. We see, feel and celebrate the positive impact of our curriculum in our children’s communication, self-esteem, and the pupil’s drive to learn. Individual pupil’s learning is shared formally at regular points of the year with parents during assertive mentoring meetings and informally through regular online updates and face to face conversations.

Reception Overview	Autumn 1 Getting to know you	Autumn 2 Helping others.	Spring 1 Don't Look Up – Space	Spring 2 Dinosaurs	Summer 1 Growth	Summer 2 Fantasy Land.
Key themes	Own self – looks, likes, dislikes, families, friends. Being healthy. Human growth. Dentist.	Superheroes Girl and boy role models. Celebrations Christmas	Looking at the globe. Space. Travel.	Comparing environments. Caring for nature. Earthquakes and volcanoes. Ancient and modern animals.	Minibeasts and habitats.	Pirates, mermaids and dragons.
Global goals.	2. Zero hunger 3. Good health and wellbeing	5. Gender equality 16. Peace, justice and strong institutions. 11. Sustainable cities and communities.	9. Industry, innovation and infrastructure. 5. Gender equality 13. Climate action 7. Affordable and clean energy	14. Life on water 15. Life on land. 13. Climate action.	15. Life on land. 12 Responsible consumption/production	5. Gender equality 6. Clean water 14. Life on water 15. Life on land.
Key texts	The Paper Dolls, The Tiger Who Came to Tea, Starting School, We Are All Wonders, What Makes Me Happy, Simon's Sock, My family and Me.	Stick Man, The Nativity Story, Supersloth, A Superhero Like You, Super Daisy, What's My Superpower?	Beegu, Goodnight Moon, There's an Alien in My Underpants, Whatever Next, How to Catch a Star, Draw Me a Star, The Way Back Home.	Gruffalo, The Moon Rabbit. Dinosaurs and All That Rubbish, The Worrysaurus, The Girl and The Dinosaurs, The Hugasaurus, Cave Baby.	Superworm, The Selfish Giant, The Little Sunflower, I Am Growing, The Tiny Seed, The Growing Story, Erol's Garden, The Girl Who Planted Trees, Spinderella	My Mother is a Pirate, Night Pirates, Pirates Love Underpants, The Singing Mermaid, Never Mess with a Pirate Princess.
Significant people	Artist- David Hockney.	Scientist- Mary Seacoal.	Explorer- Helen Sharman.	Historical/Scientist figures – Mary Anning.	Environmentalist- Greta Thunberg.	Historical figure - St George
Celebrations /festivals.	Seasons - Autumn	Advent Christmas, Diwali Halloween Bonfire night	Seasons – Winter Pancake day Chinese New Year Valentine's day	Mother's Day (Art link) Easter Holi Ramdan/Eid	Seasons – Spring	Seasons – Summer Father's day
Potential local points of interest/visitors.	Church, Hindu temple, gallery/museum. Christmas production at theatre. Regular Forest School sessions.		Centre for life, planetarium (in or out of school), Hancock. Regular Forest School sessions.		Zoo or farm visit, John Marley centre, beach, Rising Sun Country Park, Seven stories. Regular Forest School sessions.	

Spine books	Spine rhymes and songs
<p>Owl Babies – Martin Waddell The Gruffalo – Julia Donaldson Handa’s Surprise – Eileen Browne Mr Gumpy’s Outing – John Burningham Rosie’s Walk – Pat Hutchinson Six Dinner Sid – Inga Moore Mrs Armitage on Wheels – Quentin Blake Whatever Next – Jill Murphy On The Way Home – Jill Murphy Farmer Duck – Martine Waddell Goodnight Moon – Margaret Wise Brown Shhhh! Sally Grindley</p>	<p>Washer Woman Spiderman She’ll Be Coming Round the Mountain Wiggly Woo Skidermarink Jump Jim Joe I Am the Music Man Bo Bo Ski Watten Totten Colours of the Rainbow Milkshake Song Drunken Sailor A Drop of Nelson’s Blood When You’re Feeling Sad and Blue If You’re Happy and You Know It Down by the Bay</p>

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<p>Communication and Language</p> <p>Developing communication and language is our key priority in Early Years and underpins all the other areas. Every element of our interactions on a daily basis with our pupils promotes the acquisition of the following skills.</p>	<p>Understand the basic rules of how to listen carefully. Learn new vocabulary daily. Begin to articulate their thoughts in well-formed sentences. Learn connectives to orally join sentences together. Learn how to use elements of past tense vocabulary. Use talk to explain their thinking and activities, and to explore how things work. Listen with attention to a full story being read by an adult. Retell key phrases from a familiar story. With support, use new vocabulary in different contexts. Listen to and enjoy rhymes and songs. Learn rhymes, poems and songs. Engage in non-fiction books. Develop social phrases to greet people, ask for help, and use phrases to join others in their play and negotiate sharing resources (sometimes with support).</p>		<p>Be able to listen carefully and understand why listening is important. Learn new vocabulary and use it in the correct context. Know how to ask relevant questions. Be able to articulate their ideas and thoughts in well-formed sentences most of the time. Speak in longer sentences that include connectives. Be able to describe past events. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Recall parts of a story in the correct order. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Begin to develop a wider range of social phrases to greet people, ask for help, joining in with play and sharing. Be able to communicate wants and needs, showing kindness and good manners and, in turn, develop relationships with others.</p>		<p>Listen attentively and respond to what they hear with relevant questions, comments and actions. Know a wide range of new vocabulary to be able to express themselves clearly. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use social phrases to greet people, ask for help, join in with play and share. Be able to communicate wants and needs, showing kindness and good manners. Engage in story times, responding with empathy for characters and beginning to make predictions about what might happen next. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use a wide range of new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	

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	Autumn 1 Getting to know you	Autumn 2 Helping others.	Spring 1 Don't Look Up – Space	Spring 2 Dinosaurs	Summer 1 Growth	Summer 2 Fantasy Land.
Personal, Social, and Emotional Development	Recap the zones of regulation. Settle into routines and build strong relationships. Know how to have appropriate interactions and follow classroom rules. Learning to get along and share. Learn PANTS rules and respect for privacy.	Appreciate people who help us in school, show gratitude. Learn about staying safe, stranger danger, e-safety, road safety and fire safety (bonfire night). Recognise and talk about diverse cultures and celebrations. Show compassion and empathy for others.	Caring for the environment and looking after the whole planet. Air miles, responsible travel, and impact of pollution. Challenging traditional male and female roles in society.	Continued caring for the environment. Solving conflicts and negotiating with friends. Working as a team towards achieving a goal.	Studying nocturnal animals and hibernation. Sharing resources within our community. Healthy eating. Oral hygiene. Caring for animals.	Having respect for others. Empathise with characters from familiar texts. Gender fluidity (to an extent). Developing self-confidence. Looking after the planet.
	Self-regulation Begin to identify and moderate their own feelings socially and emotionally, sometimes with support. Managing self Express their feelings appropriately. Know the importance of personal hygiene Begin to explore the varied factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.) Building relationships. Begin to build constructive and respectful relationships.		Self-regulation Identify and moderate their own feelings socially and emotionally. Managing self Express their feelings and consider the feelings of others. Building relationships. Build constructive and respectful relationships with a wider range of children.		Self-regulation Show resilience and perseverance in the face of challenge. Managing self Know and talk about the varied factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. Building relationships. Think about the perspectives of others.	

Physical Development	Autumn 1 Getting to know you	Autumn 2 Helping others.	Spring 1 Don't Look Up – Space	Spring 2 Dinosaurs	Summer 1 Growth	Summer 2 Fantasy Land.
	Celebrating how we can move. Building confidence and taking measured risks. Celebrating what we can do.	Ball skills- Rolling, throwing, and catching, kicking, stopping, passing, balls of varied sizes. Height and aiming for accuracy.	Move and balance Several types of balance. Travelling on mats and benches. Skipping. Space race through balloons.	Dance- Shape movements. Side Steps and galloping. Following instructions. Moving in diverse ways.	Gymnastics - Balancing on left foot and right foot. Jumping forward backward and side to side. Hop on right foot Hop on left foot	Team games – Using large scale equipment. Ball games. PSHE linked movement. Make big boats with the wooden blocks and pallets
Gross motor skills	Revise the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). Engage in physical activities that involve a ball.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Take part in activities designed to develop overall body strength, co-ordination, balance, and agility.	Progress towards a more fluent style of moving, with developing control and grace. Further develop the overall body strength, co-ordination, balance, and agility with increasing independence. Combine stationary movements in a sequence, aiming to develop fluency between movements.	Be able to move with fluency, control and grace. Combine different movements with ease and fluency. Use core muscles to sit upright on a chair or on the floor for a period of time.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility needed to engage successfully with future physical education sessions including dance, gymnastics, sport, and swimming.	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully: Know how to line up and queue
Fine motor skills	Explore using a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use a tripod grip. Have developed a	Develop their small motor skills using a range of tools. Use their core muscle strength for good posture when sitting at a table or on the floor.	Practice using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor for handwriting.	Develop their small motor skills so that they can use a wider range of tools competently, safely, and confidently. Begin to develop control in their handwriting so	Be able to use a wide range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor for a	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor for a sustained period of time whilst working or listening attentively to a story. Be able to sit

	preference for left or right hand.	Tripod grip and strength when writing.		letters are small and a similar size.	sustained period of time whilst working.	without fidgeting or wriggling.
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<p>Maths</p> <p>We follow the White Rose scheme for maths.</p>	<p>Transition and consolidation.</p> <p>Revise positional language and daily routines.</p> <p>Match and sort, compare amounts</p> <p>Compare size, mass, capacity, exploring pattern.</p>	<p>Represent and compare the composition of 1,2,3.</p> <p>Name circles and triangles and use positional language.</p> <p>Represent numbers to 5,</p> <p>Be able to say one more and one less,</p> <p>Know and name shapes with 4 sides.</p> <p>Explore concept of time.</p>	<p>Understand the concept of number zero.</p> <p>Be able to compare numbers to 5</p> <p>Know the composition and formation of 4, 5.</p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p> <p>Explore the numbers 6,7,8</p> <p>Be able to combine two amounts (e.g. 2+1)</p> <p>Make pairs.</p> <p>Understand length and height</p> <p>Understand simple concepts about time (2)</p>	<p>Be able to reliably count objects to 9 and 10.</p> <p>Compare numbers to ten</p> <p>Know some number bonds to ten.</p> <p>Name 3D shapes</p> <p>Develop spatial awareness,</p> <p>Be able to create patterns with increasing complexity.</p> <p>Consolidation time.</p>	<p>Count to twenty and beyond</p> <p>Be able to build and count numbers beyond ten.</p> <p>patterns beyond ten, Spatial reasoning (scheme 1)</p> <p>Match, rotate, manipulate.</p> <p>Adding more, taking away</p> <p>Spatial reasoning (2)</p> <p>Compose and decompose.</p>	<p>Understand doubling numbers</p> <p>Sharing and grouping. (Venn diagrams)</p> <p>Even and odd.</p> <p>Partial reasoning (3)</p> <p>Visualise and build.</p> <p>Deepening understanding of patterns and relationships.</p> <p>Spatial reasoning (4)</p> <p>Mapping.</p>
Problem solving	<p>6 bricks lego – positional language</p> <p>"How many red bricks are there?" and "How many blue bricks are there?" to encourage counting and comparison</p>	<p>Christmas wrapping paper</p> <p>Repeating patterns look at 2d shapes, predict</p> <p>Rectify incorrect patterns</p>	<p>Alien underpants</p> <p>Find matching pairs</p> <p>Launch paper rockets, see which goes furthest, measure length</p> <p>How will we reach the planet?</p> <p>Mass – make moon cookies</p>	<p>Harry and the dinosaurs – variety of problems, linked to the picnic and missing dinosaurs.</p>	<p>Monitor plant growth</p> <p>Order smallest to tallest</p> <p>Leaf printing to make rotating patterns</p>	<p>Sharing snacks real life problems</p> <p>How can we share....</p>

<p>Core vocabulary</p>	<p>Height Long Short Weight Capacity Heavy/light Heavier than Lighter than Full/empty More than Less than Half/half full Over Under Between Around Through On Into Next to Behind Beneath Order Repeat Patterns On top of Number None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer)</p>	<p>2d shapes Rectangle Square Circle Triangle Characteristics 3d shapes Cuboids Cubes Cone Spheres Curved Straight Flat Number None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer)</p>	<p>Measure Wider Narrow Compare Longer Shorter length Number Height Long Short Weight Capacity Heavy/light Heavier than Lighter than Full/empty More than Less than Half/half full None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer)</p>	<p>Seasons Time Quicker Slower Earlier Later Before After First Next Today Yesterday Tomorrow Morning Afternoon Evening Day Week Hour Minutes Number 2d shapes Rectangle Square Circle Triangle Characteristics 3d shapes Cuboids Cubes Cone Spheres Curved Straight Flat None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer)</p>	<p>Number None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer) Add Plus Altogether Total Take away/minus Number bonds Part Whole Digit</p>	<p>Double Half Twice as many Equal Unequal Share Group Odd Even Number None After Count Subitise Order Compare Forwards Backwards Numerals Digit One more One less Many Equal to/same as More than Less than (Fewer) Add Plus Altogether Total Take away/minus Number bonds Part Whole Digit</p>
<p>End of year expectations (daily practice objectives).</p>	<p>Rote counting to 10 then 20 Counting forwards and backwards within 20, from any given number (not just 0/1) Correct number formation 0-9 1 more/1 less than within 10 Compare quantities (more/less) Doubles to 5 Missing numbers on a number track</p>					

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<p>Literacy</p> <p>Reception follow the Success for Phonics FFT programme and provide additional literacy learning through magic link handwriting, enjoying stories and literacy challenges in the environment.</p>	<p>Set 1 sounds. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases. (frogs leg fingers- magic link handwriting).</p>	<p>Set 1 sounds Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Form lower-case and capital letters correctly. *Introduce Magic link handwriting</p>	<p>Introduce double sounds (ll), (ss). Alien words, 1.6-1.7 words Ditties 1-20. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. *continue with Magic link handwriting.</p>	<p>Double sounds Multisyllabic, Alien words Red words Red story books. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences. * continue with Magic link handwriting.</p>	<p>Green ditties Multisyllabic Green books. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * continue with Magic link handwriting.</p>	<p>Multisyllabic Purple books. Re-read what they have written to check that it makes sense. * continue with Magic link handwriting. TFW?</p>
<p>Core skills practice.</p>	<p>Daily At least one story read per day. Comprehension discussed as stories are read. Modelled writing (lists, stories, captions etc) happens daily. Common exception word practice (red words) happens daily. Daily dictation, look-cover-write of CVC words, building to sentences.</p> <p>Weekly Large scale books shared where the teacher models reading print at least once per week. Children are heard 1:1 reading at least once per week in addition to phonics sessions. Reading and writing (at the child’s phonics level) homework weekly.</p>					

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Knowledge and Understanding of the World	Autumn 1 Getting to know you	Autumn 2 Helping others.	Spring 1 Don't Look Up – Space	Spring 2 Dinosaurs	Summer 1 Growth	Summer 2 Fantasy Land.
	<p>Settling in phase. Timeline of their life. What makes our families special. Friendships and building relationships. What makes us unique. Draw pictures of where we live. Maps of where we are from.</p>	<p>Selection of visitors in school. Our school family, who helps us in school. Looking at different careers. Places of worship. Special celebrations (Christmas, Divali).</p>	<p>Recognise some environments that are different from where they live. Same and different comparisons. Hot and cold planets. Forces. Making rockets and paper aeroplanes. moving via heat source. Stars: explore light and dark. Materials- building rockets or moon buggies and comparing materials. Travel and construction (trains, rockets,) Near and far- using telescopes and binoculars. New and old technology. Command station with the iPads.</p>	<p>What the world looked like then and now, inc urbanisation. Desert environments. Looking at maps, make moving maps Following a trail. Experimenting with land and water. Fossils and uncovering history, digging for fossils. Volcanoes and earthquakes, recreating them. Listening to animal sounds. Naming dinosaurs. Life cycles. Where animals come from, matching babies to adult. animals. Refer to timelines. Make with string.</p>	<p>Observational drawings, planting seeds, measuring growth of plants, taking photos. Trips to farm/beach/woods. Leaf art. Measuring seed growth in different conditions. The importance of pollination. Life cycle of a plant. Drawing story maps. Compare and contrast different fictional settings. Hot and cold environments. Making specific links to difference at forest school. Study and build appropriate habitats for minibeasts. Soundscapes in the environment.</p>	<p>History focus- St George and the dragon. Compare past and present settings characters and events. Where do you find pirates and mermaids. Comparing land and sea. Describing environments, contrasting between different countries. Nursery rhymes and touch on traditional tales. Songs and singing. Following/designing a trail or a simple map.</p>
	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear, and feel whilst outside. Understand the effect of changing</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in diverse ways. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p>	<p>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p>	<p>Comment on images of familiar situations in the past. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p>	<p>Explore the natural world around them. Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear, and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p>

	seasons on the natural world around them.	Understand that some places are special to members of their community.	Understand the effect of changing seasons on the natural world around them.	Describe what they see, hear, and feel whilst outside.		
Science skills"	Seasons <i>Spotting Patterns- Scavenger hunt.</i> Living Things Water, ice, and snow- Frozen balloons	Living things Explore the natural world- Taste tests	Predictions, Changes of State Explore the natural world around them	Animals Including Humans Life Cycles Rocks	Living things Compare climates and habitats for animals	Earth Environmental changes Materials Talk about what they see- Incy spider shelter test.
Core vocabulary	Observe Change Season hibernate, migrate, snowflake	Compare World (Natural) Environment Local float, sink, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, further, wind, air, water, blow, bounce	City Town Village ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back, planet, sky, day, night, space, round, bounce, float, sunrise, sunset, astronaut.	Past Present Yesterday Today Tomorrow Long ago.... sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar	Measure Observe Minibeast Compare Contrast live, on land, in water, jungle, desert, North Pole, South Pole, sea, snow, ice , small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, relatives (aunty, uncle etc.) boy, girl, man, woman plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead.	Memory Once upon a time... flower, vegetable, herb, weed, animal, names of plants and animals they see,

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Expressive Arts and Design	Collage, self-portraits. Painting faces. Magazine cuttings of faces. Make photo frames presents (DT) Mixed up photos. Healthy eating.	Singing focus, superhero songs. Christmas songs and practice for Nativity. Make thank you gifts. Christmas crafts, cards, and calendars. Pumpkin carving. Diva lamps. Food tech- thank you cards and biscuits. Making soup.	Junk modelling- Design and make individual moon buggies and rockets. using 2d shapes collaborative working on large scale projects. Painting star pictures using chalk or wax resist, use scratchy boards. (examining light and dark). Starry night, examining colours of Van Gogh. DT- make pancakes. Mother's Day cards.	Drawing, Foot printing using the small world toys. Painting in response to stories: Emotion paintings from the Worrysaurus. Cave baby painting. Associating colours with emotions. Make papier-Mache dinosaur relics Easter bonnets, chocolate nests, cookery across.	Painting and Drawing Observational drawings of plants and flowers. Rubbings of leaves, pressing flowers. Making colours from flower pressings. Sticky back plastic to collect findings outside. Make bug hotels Paint bottles to be bugs. Hanging butterfly feeders, bird feeders.	Painting and animal prints. Looking at and imitating patterns. Stamping paint into a pattern. Examining shiny mermaid dragon, and fish scales. Working on a small and large scale. Printing a pirate flag. Potatoes and apples. Marbling and bubble print. Wax resist. Retelling tales with props and costumes. Make pirate puppets using varied materials. Make storytelling stones.

EAD objectives	Create collaboratively, sharing ideas, resources, and skills. Return to and build on previous learning, refining ideas and developing their ability to represent them.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. Develop storylines in their pretend play.	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. Develop storylines in their pretend play.	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.	Create collaboratively, sharing ideas, resources, and skills.
Pop-up role play or small world- (This may be in place to support mantle, always access to a home corner)	Indoor: House, fireplace, and real equipment. Multicultural where possible, Outdoor: Road safety role play.	Indoor: Superhero Headquarters/ Christmas workshop. Outdoor Builders merchant.	Indoor: Space station or rocket with command control. Outdoor: Reading snug with tent.	Indoor: Archaeologists dig centre. Outside: T-Pee volcano and dinosaur nursery.	Indoor: Bug lab Outdoor: Gardening shed.	Indoor: Pirate island. Outdoor: Castle.
Music *see above for Spine rhymes and songs.	Sing Familiar songs Listening to music – identifying songs like/dislike Listen attentively, move expressively to show their feelings and responses to music.	Christmas Play Performance Listen attentively, move to, and talk about music, expressing their feelings and responses. Explore and engage in music making and dance.	Improvisation with found materials. Playing Instruments Watch and talk about dance and performance art, expressing their feelings and responses.	Dinosaur songs, playing instruments. Animal carnival. Explore and engage in music making and dance, performing solo or in groups.	Sound growth (volume and pitch) and sounds in nature. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Traditional nursery rhymes. Pirate songs and mythical songs. Explore and engage in music making and dance, performing solo or in groups to an audience.
Core EAD vocabulary	Observe Line Collage	Press Knead Mould	Modelling Materials	Lighten Darken	Carve Crush Texture	Twist Rip Repeat

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