














Key dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Back to School (5 th Sep) Rosh Hashanah (15 th - 17 th Sep) Ganesh Chaturthi (19 th Sep) Yom Kippur (24 th - 25 th Sep) Grandparent's Day (1 st Oct) National Poetry Day (5 th Oct) Teacher's Day (5 th Oct) Sukkot (29 th Sept - 6 th Oct) Black History Month (Oct) Harvest Festival (1 st Oct) Halloween (31 st Oct)	All Saint's Day (1 st Nov) Outdoor Classroom Day (2 nd Nov) Bonfire Night (5 th Nov) Remembrance Day (11 th Nov) Diwali (12 th Nov) World Nursery Rhyme Week (13 th - 17 th Nov) Anti-Bullying Week (13 th - 17 th Nov) Children in Need (17 th Nov) Road Safety Week (19 th -25 th Nov) St. Andrew's Day (30 th Nov) Bonfire Night (5 th) Hanukkah (7 th - 15 th Dec) Christmas Day (25 th Dec) New Year's Eve (31 st Dec)	Burns Night (25 th Jan) National Storytelling Week (29 th Jan - 5 th Feb) LGBT+ History Month (Feb) Children's Mental Health Week (5 th - 11 th Feb) Safer Internet Day (6 th Feb) Chinese New Year/Lunar New Year (10 th Feb) Random Acts of Kindness Week 12 th -18 th Feb) Shrove Tuesday (13 th Feb) Valentine's Day (14 th Feb) Ash Wednesday (14 th Feb)	St. David's Day (1 st Mar) World Book Day (7 th Mar) International Women's Day (8 th Mar) British Science Week (8 th -17 th Mar) Mother's Day (10 th Mar) Ramadan (10 th Mar - 9 th Apr) Red Nose Day (17 th Mar) St. Patrick's Day (17 th Mar) Holi (24 th - 25 th Mar) Palm Sunday (24 th Mar) Maundy Thursday (28 th Mar) Good Friday (29 th Mar) Easter Sunday (31 st Mar)	Eid-Al-Fitr (9 th - 10 th Apr) First Day of Passover (22 nd Apr) St. George's Day (23 rd Apr) Ascension Day (9 th May) Mental Health Week (13 th - 20 th May) Pentecost (19 th May) Walk to School Week (20 th - 25 th May) Vesak (23 rd May)	King Charles' Birthday / Trooping the Colours (8 th Jun) Father's Day (16 th Jun) Eid-Al-Adha (17 th Jun) Armed Forces Day (29 th Jun) International Day of Friendship (30 th Jul)


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topics	'Super Me, Super You' & 'Superheroes'	'Colours, Colours Everywhere' & 'Let's Celebrate!'	'Traditional Tales'	'All Creatures Great and Small'	'Our Wonderful World'	'Seaside Adventures'
Nursery Key Texts	Super Duper You! Family and Me!  Supertato Real Superheroes 	How do you Make a Rainbow? The Colour Monster  Jesus' Christmas Party Kipper's Christmas Eve 	The Gingerbread Man Little Red Riding Hood The Great Fairy Tale Disaster  	Rumble in the Jungle Stomp, Dinosaur, Stomp What the Ladybird Heard  	Rosa Explores Life Cycles Jaspers Beanstalk My World, Your World  	Sharing a Shell Look What I Found at the Seaside The Rainbow Fish Clean Up! 
Rhymes / Poems	Finger Family Head, Shoulders, Knees & Toes If you are Happy & You Know it	I Can Sing a Rainbow Twinkle Twinkle Little Star The Twelve Days of Christmas	Jack and Jill Miss Polly had a Dolly When Goldilocks Went to the...	Down in the Jungle Five Little Monkeys Old MacDonald Had a Farm	Incy Wincey Spider Five Little Speckled Frogs Five Little Ducks	The Wheels on the Bus A Sailor Went to Sea Sea Sea When I was One...
Reception Topics	'This is Me!'	'We're Going on a Bear Hunt...'	'Out of This World...'	'People Who Help Us'	'New Life!'	'Once Upon a Time...'
Reception Key Texts	Can I Build Another Me? A Handful of Buttons Kipper's Birthday Peace at Last 	We're Going on a Bear Hunt A Wiggly Nativity 	Aliens Love Underpants Whatever Next! The Dinosaur that Pooped a Planet! 	People Who Help Us (Non-Fiction focus)  	The Very Hungry Caterpillar Jack and the Beanstalk 	The Three Little Pigs Goldilocks and the Three Bears The Cautious Caterpillar 
Rhymes / Poems	Harvest Time is Here Again	We're Going on a Bear Hunt - Michael Rosen	Zim, Zam, Zoom - James Carter	The Sound Collector - Roger McGough	Caterpillar, Caterpillar - C Richard Miles	Goldilocks and the Three Bears Rap

Key Curricular Goals – What do we want children to achieve by the end of each academic year?				
Communication and Language	Nursery Communication and Language Development <ul style="list-style-type: none"> • Speak in full and complete sentences • Ask a question confidently • Follow 2/3 step instructions accurately • Actively listen to a story (being able to comment on what they have heard) 		Reception Communication and Language Development <ul style="list-style-type: none"> • Converse in a back and forth exchange with friends and teachers • Express ideas with confidence and feeling • Ask a relevant question and make relevant comments in return 	
	Autumn		Spring	
Curriculum Coverage	Autumn		Spring	
 Nursery	<p>Generally, focus on an activity of their own choice. Understand a question or instruction that has one part e.g. 'Who is jumping?', 'Where is your hat?', 'Please put your coat on'. Listen with interest to others but easily distracted. Listen to simple stories and understand what is happening with the help of pictures. Begin to use a wider range of vocabulary. Know some familiar rhymes that have been taught. Develop communication but may have problems with irregular tenses and plurals. Start to combine 2-3 words together to communicate need. Begin to retell a simple past event. Begin to join in conversations with adults or peers. Developing pretend play putting baby to sleep, driving a car to the shops using words to describe what they are doing spontaneously or when asked.</p>	<p>Begin to try and pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts. Understand 'why' questions and sometimes respond appropriately. Enjoy listening to longer stories and can remember much of what happens. Know many rhymes and be able to tell a long story. Use a wider range of vocabulary (that which has been taught) Sing taught songs. Develop communication but may still struggle with tenses. Use longer sentences of 4-6 words. Start a conversation with a friend or adult continue it for many turns. Begin to express own point of view.</p>	<p>To pay attention to more than one thing at a time and for longer periods of time. Understand a question or instruction that has two-three parts. Understand 'why' questions and often respond appropriately. Know many rhymes and be able to talk about familiar stories with confidence. Use a wider range of vocabulary (that which has been taught and more). Sing a large repertoire of songs. Speak in clear sentences using joined up words such as 'because' or 'and'. Develop pronunciation but may have problems saying: r j th ch sh / multisyllabic words. Use talk to organise themselves e.g. Let's go on a bus, you sit here, I'll be the driver'. Begin to be able to debate and express a point of view using words and actions. Use past and future tenses.</p>	
 Reception	<p>Understand a question or instruction that has two-three parts. Understand 'why' questions and often respond appropriately. To engage in story times and listen carefully. Know many rhymes and be able to talk about familiar stories with confidence. Use a wider range of vocabulary (that which has been taught and more) Sing a large repertoire of songs. Have a good solid pronunciation of all sounds. Speak in clear sentences using joined up words such as 'because' or 'and'. Describe events in some detail. To be able to talk in groups and in front of the whole class. Be able to debate and express a point of view using words and actions. Use past and future tenses. Develop social phrases.</p>	<p>Understands how to listen carefully and why listening is important. Learn new vocabulary quickly and show application of it throughout the day. Engage in story times (choosing books, creating displays, sharing books with parents, showing preference for books) Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes, songs and paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop understanding and new knowledge / vocabulary. Ask questions to find out more and to check understanding of what has been said to them. Articulates their idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Use new vocabulary in a range of contexts. Retell the story, some exact repetition and some in their own words applying appropriate vocabulary. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
Key Curricular Goals – What do we want children to achieve by the end of each academic year?				
Personal, Social and Emotional Development	Nursery Personal, Social and Emotional Development <ul style="list-style-type: none"> • Be kind to others • Use manners • Follow routines with confidence • Give new experiences a try 		Reception Personal, Social and Emotional Development <ul style="list-style-type: none"> • Show empathy to others • Show resilience and determination • Understand own feelings and be able to increasingly manage emotions in a variety of situations 	
	Autumn		Spring	
Curriculum Coverage	Autumn		Spring	
	<p>Find ways of managing transitions e.g. from their parent to their key person. Find ways to calm themselves, through being calmed and comforted by their key person.</p>	<p>Come to setting happily without need for intervention. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Settle at activities for a while.</p>	<p>Express their feelings. Sustained longer focus at chosen and directed activities. To begin to bounce back from challenges more quickly with support. Talk with others to solve conflicts.</p>	

 <p>Nursery</p>	<p>Be increasingly able to talk about and manage their emotions. Talk about their feelings in more elaborated ways, I am sad because...</p> <p>To access different areas of the provision indoors and out with support.</p> <p>Select and use activities and resources with help when needed.</p> <p>To begin to understand why we have classroom and school rules.</p> <p>Learn to use the toilet with help and then independently.</p> <p>Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>To enjoy the company of other children and choose to play alongside others.</p> <p>Develop friendships with other children.</p>	<p>Select and use activities and resources independently.</p> <p>Be increasingly independent in meeting own care needs e.g. using the toilet, washing and drying own hands.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Understanding gradually how others might be feeling.</p> <p>Sometimes be able to share and take turns.</p>	<p>Find solutions to conflicts and rivalries and begin to recognise the impact of their choices, behaviours and actions on others with support.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Manage their own personal hygiene.</p> <p>Remember rules without needing an adult to remind them (most of the time).</p> <p>To enjoy playing with others building on and developing stronger friendships.</p> <p>Develop appropriate ways of being assertive.</p> <p>Be able to share and take turns with minimal adult intervention.</p>
 <p>Reception</p>	<p>To recognise their own emotions and express their feelings. To be aware of others' feelings and be considerate of them.</p> <p>To explore all areas of provision, both indoors and out.</p> <p>Demonstrate sustained longer focus at chosen and directed activities.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Manage their own personal hygiene.</p> <p>Remember rules without needing an adult to remind them (most of the time)</p> <p>Develop and explore new friendships.</p> <p>Seek support of new adults when needed.</p> <p>Be able to share and take turns with minimal adult intervention.</p> <p>Talk with others to find solutions to conflicts and rivalries.</p>	<p>See themselves as valued individuals.</p> <p>Identify and moderate their own feelings socially and emotional.</p> <p>Consider the feelings of others.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>To be more independent when dressing and undressing.</p> <p>To begin to understand and talk about the different factors that support overall health and wellbeing.</p> <p>Remember and follow the classroom and school rules.</p> <p>Build constructive and respectful relationships with peers and adults.</p> <p>To independently use taught strategies to support turn taking.</p> <p>Develop a sense of responsibility and membership of the school community.</p> <p>Express own feeling and think about the perspectives of others.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>


Key Curricular Goals – What do we want children to achieve by the end of each academic year?	
<p>Physical Development</p> <p>Nursery</p> <p>Physical Development</p> <ul style="list-style-type: none"> Put on and zip up a coat Put on and take off a jumper/cardigan Identify a dominant hand and hold a pencil in a correct grip Develop gross motor movements, balancing, riding and ball skills 	<p>Reception</p> <p>Physical Development</p> <ul style="list-style-type: none"> Use cutlery with confidence Hold a pencil effectively and form all letters correctly Use scissors effectively Develop overall body strength, coordination, balance and agility.

Curriculum Coverage	Autumn	Spring	Summer
 <p>Nursery</p>	<p>Sit on a push along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use gross and fine motor skills to do things independently, e.g. manage poppers and zips and pour drinks.</p> <p>Start eating independently and begin to use a knife and fork.</p> <p>Catch a large ball.</p> <p>Sit comfortably on a chair.</p> <p>Use large muscle movement to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Build towers using small bricks.</p> <p>Pass things to other people with control.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps, and stairs or climb apparatus using alternate feet.</p> <p>Use a knife and fork.</p> <p>Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan e.g. spade for digging a large hole.</p> <p>Collaborate with others to manage large items.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, e.g. coats and zips.</p> <p>Begin to hold scissors correctly with support and make snips in paper.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> Rolling Crawling Walking Jumping Running Hopping Skipping Climbing <p>Use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.</p> <p>Use scissors in correct grip and begin to make more than a snip.</p>

 <p>Reception</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.</p> <p>Further develop the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes.</p> <p>Hold a pencil in a dominant hand and use it to write their name.</p> <p>Use scissors in correct grip and begin to make more than a snip.</p>	<p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines such as dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently:</p> <ul style="list-style-type: none"> • Scissors • Pencils • Paintbrushes • Knives • Forks • Spoons <p>Develop the foundations of a handwriting style which is fast accurate and efficient.</p>	<p>Further develop and refine a range of ball skills:</p> <ul style="list-style-type: none"> • Kicking • Throwing • Catching • Passing • Batting and aiming <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy when drawing.</p>
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<p>Literacy</p>	<p>Key Curricular Goals – What do we want children to achieve by the end of each academic year?</p>	
	<p>Nursery</p> <p>Literacy</p> <ul style="list-style-type: none"> • Enjoys stories and joins in with familiar phrases • Sing identified familiar nursery rhymes off by heart • Recognise initial sound in name • Correctly copy own name / beginning to write name independently 	<p>Reception</p> <p>Literacy</p> <ul style="list-style-type: none"> • Retell a familiar story through role play • Read simple sentences and books containing Phase 2 & 3 sounds • Write simple sentences that can be read by others • Hear and give rhymes when listening to rhyming stories


<p>Curriculum Coverage</p>	<p>Autumn</p> <p>Enjoy sharing books with adults.</p> <p>Have favourite books and seek them out to share with an adult, another child or to look at alone.</p> <p>Pay attention to stories and engage in conversations about them.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Notice some print such as the first letter of their name, a bus or door number or a familiar logo.</p> <p>Ask questions about a book, make comments and share ideas.</p> <p>Begin to develop play around favourite stories using props.</p> <p>Enjoy drawing freely.</p> <p>Begin to give meaning to some marks that they make e.g. 'That says Mummy'.</p>	<p>Spring</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print has different purposes • We read in English from left to right, and from top to bottom • The names of parts of a book • Page sequencing <p>Begin to develop their phonological awareness so that they can:</p> <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 <p>Recognise their name with some support or picture prompt.</p> <p>Begin to build their name using letter cards.</p> <p>Engage in conversations about stories learning new vocabulary.</p> <p>Enjoys mark making and gives meaning to the marks they make.</p> <p>Makes marks on their pictures to stand for their name and begin to see some recognisable shapes /letters for those in their name.</p>	<p>Summer</p> <p>Engage in extended conversations about stories learning new vocabulary.</p> <p>Develop play around favourite stories using props.</p> <p>Develop their phonological awareness so that they can independently:</p> <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 <p>Recognise their name independently or without a picture prompt.</p> <p>To begin to orally blend and segment spoken words.</p> <p>Enjoys mark making and gives meaning to the marks they make.</p> <p>Copy their own name using visual aids.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
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 <p>Reception</p>	<p>Enjoy an increasing range of books including fiction, non-fiction and rhymes.</p> <p>Engage in extended conversations about stories learning new vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend some sounds into words so that they can read short words made up of known letter sound correspondences.</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page, writing m for Mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them (digraphs)</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words.</p> <p>Re-read books to build confidence in word reading fluency and understanding and enjoyment.</p> <p>Form lower case and some capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate where appropriate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Write recognisable letters most of which are correctly formed.</p>
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		Begin to write short sentences with words with known sound letter correspondences, sometimes using a full stop.	Spell words identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Re-read what they have written to check it makes sense.
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Mathematics	Key Curricular Goals – What do we want children to achieve by the end of each academic year?		
	Nursery	Reception	
	Mathematics	Mathematics	
	<ul style="list-style-type: none"> Understand in depth numbers to 5, including some number bonds to 5 Recognise and name colours and shapes Use the language of measure and time Recognise and make patterns 	<ul style="list-style-type: none"> Understand in depth numbers to 10, including number bonds to 10 Recognise the pattern of the counting system Compare quantities and amounts in different contexts Recognise and name 2D and 3D shapes and their properties 	


Curriculum Coverage	Autumn	Spring	Summer
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Nursery 	<p>Recite numbers 1, 2, 3, 4, 5. Take part in number rhymes and finger rhymes to 5. React to changes in quantity of a group of up to three objects. Compare amounts saying lots, more and same. Talk about and explore 2D shapes using informal mathematical language. Begin to understand position language e.g. the bag is under the table. Talk about and identify patterns around them.</p>	<p>Develop fast recall of up to three objects without having to count them (subitising). Recite numbers to 5. Show finger numbers up to 5. Link numerals and amounts up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language of more than, fewer than. Talk about and explore some 3D shapes using informal mathematical language. Extend and recreate an ABAB pattern. Begin to use the language of measures correctly e.g. 'It's heavy', 'It's full', 'That's a long snake'. Begin to describe a sequence of events, real or fiction.</p>	<p>Recite numbers to 10. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes using informal mathematical language. Extend and create an ABAB pattern. Independently use the language of measures correctly e.g. 'It's heavy', 'It's full', 'That's a long snake'. Describe a familiar route. Discuss routes and locations, using words like in front of or behind.</p>
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Reception 	<p>Count objects actions and sounds up to 10. Compare numbers to 5. Recognise one more than / one less than relationships between consecutive numbers to 5. Explore the composition of numbers to 5. Solve mathematical problems with numbers to 5. Select shapes appropriately for purpose e.g. flat surfaces for building, a triangular prism for a roof. Combine shapes to make new ones e.g. an arch, a bigger triangle etc. Make comparisons between objects related to size, length, weight and capacity. Recognise and describe repeating patterns. Notice and correct an error in a repeating pattern.</p>	<p>To count confidently to 10 and beyond. Subitise. Link the numeral with its cardinal number value to 10. Automatically recall number bonds for 0-5 and some to 10. Compare numbers to 10. Recognise the one more than / one less than relationship between consecutive numbers to 10. Explore the composition of numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can. Compare length, weight and capacity and use mathematical language to describe.</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally.</p>
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Understanding the World	Key Curricular Goals – What do we want children to achieve by the end of each academic year?		
	Nursery	Reception	
	Understanding the World	Understanding the World	
	<ul style="list-style-type: none"> Name people in their immediate family of importance to them and talk about special times with their family that not everyone's family is the same Name features in our immediate environment and some in the local area Name animals and their young, and their habitats such as farm, jungle, ocean, garden Understand we need to care for our world Sequence events in their day 	<ul style="list-style-type: none"> Know their own family tree Appreciate different religions and cultural communities in their local area and around the world Understand plant and animal lifecycles Compare features in our local area to those in another part of the world Know the seasons and key features of each season Complete a simple programme on an iPad / laptop 	

Curriculum Coverage	Autumn	Spring	Summer
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Nursery 	<p>Name and describe people who are familiar to them. Make connections between the features of their family and other families. Notice differences between people. Show an interest in different occupations. Use all their senses in hands on exploration of natural materials.</p>	<p>Talk about members of their immediate family and community. Know where different animals live in the world and what their habitats are called. Be able to name baby animals. Begin to understand the need to care and respect for the natural environment and all living things.</p>	<p>Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Plant seeds and care for growing things. Begin to understand the key features of the life cycle of a plant and animal.</p>
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	Explore collections of materials with similar and/or different properties. Talk about what they see using a wide range of vocabulary. Explore how things work.	To begin to understand the seasons of the year and know different weathers types. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Begin to understand what living things need to survive and how we can look after them. Be able to describe what they see, hear and feel outside.
Reception 	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and know where we live. Understand that some places are special to members of their community. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel while outside.	Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read. Recognise environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations describing what they see, hear and feel outside.	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters, and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Curricular Goals – What do we want children to achieve by the end of each academic year?			
Expressive Arts and Designs	Nursery		Reception
	Expressive Arts and Design		Expressive Arts and Design
	<ul style="list-style-type: none"> • Draw a simple picture of themselves with identifiable features • Name colours • Use paint/crayons accurately to represent what they see • Name some common musical instruments and enjoy playing them • Role-play with friends 		<ul style="list-style-type: none"> • Add more detail to pieces of art work • Be able to tap out a simple beat • Be able to change the sound of instruments • Perform songs, stories, poems or rhymes to an audience • Express feelings in response to music or art

Curriculum Coverage	Autumn	Spring	Summer
Nursery 	Know some primary colours. Experiments with colour mixing but with no intention to mix a certain colour. Make simple models which express their ideas. Enjoy and take part in action songs. Enjoys banging, tapping and shaking instruments. Start to develop pretend play pretending that one object represents another.	Can name all primary colours and some secondary. Uses primary colours to mix secondary colours. Make imaginative and small worlds with blocks and construction kits. Explore and join different materials together to explore different textures and express themselves. Use drawing to represent ideas. Begin to develop complex stories using small world equipment like animals. Listen with increased attention to sounds. Remember and sing entire songs.	Know colours of the rainbow. Explores the properties of colours as they mix. Mixes colours for a desired purpose. Begin to draw with increasing detail. Develop complex stories using small world equipment like animals. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person. Sing the melodic shape if familiar songs.
Reception 	Knows colours of the rainbow. Names primary and secondary colours. Experiments with different tones and shades. Make choices about what colours they will mix. Draw with increasing complexity and details. Show different emotions in their drawings and paintings. Develop storylines in their pretend play alongside others. Sing the pitch of a tone sung by another person. Sing the melodic shape if familiar songs. Respond to what they have heard, expressing their thoughts and feelings. Begin to create their own songs or improvise a song around one they know.	Can order colours of the rainbow. Mixes an intended colour for an intended purpose. 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. Play instruments with increasing control to express feelings. Listen attentively, move to and talk about music expressing their feeling and responses. Watch and talk about dance and performance art expressing their feelings and responses. Sing in a group or on their own matching pitch and melody. Continue to develop storylines in pretend play alongside others.	Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and move in time to music.