

Sutton On Sea Primary School



Year Group Curriculum Map – EYFS

Our Vision and Values Statement

To ensure every child is safe, resilient and achieves their potential by creating an environment in which everyone is challenged and supported to be the best version of themselves.

We believe everyone can achieve

We have carefully planned learning in our EYFS class to reflect our whole school vision and values. We have high expectations for every child and have mapped our curriculum to offer motivating learning experiences and to set out clear milestones. We have high aspirations for all children, believing that all can reach the Early Learning Goals by the end of the year and be ready for Year 1 and their onward learning journey.

Our curriculum and provision in EYFS is shaped by the four overarching principles outlined in the EYFS Statutory Framework (most recently updated for September 2025). These are:

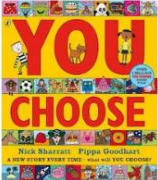
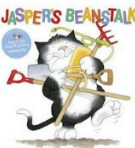
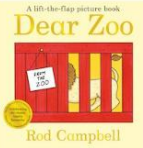
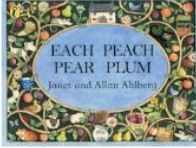
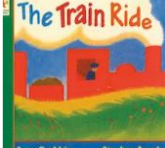
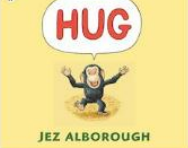
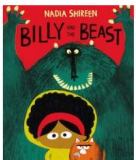
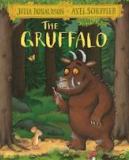
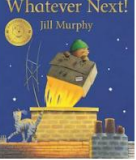
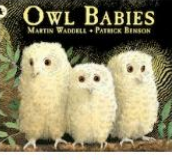
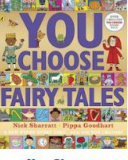
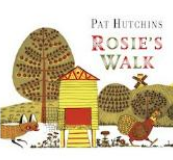
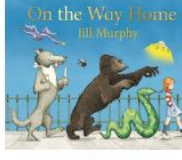
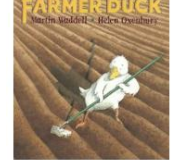
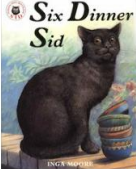
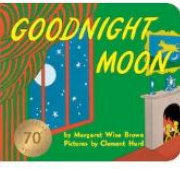
- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In planning our curriculum, we have reflected on the three characteristics of effective teaching and learning as set out in the EYFS Statutory Framework:

- Playing and exploring - children investigate and experience things, and ‘have a go’.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our Curriculum

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Outside/Inside	Knowing Yourself	Talents and Powers	Sowing a Seed	Celebrating Self	Family and Friends
Possible Events/themes	Settling in, Autumn, Halloween, Diwali, Roald Dahl Day, Dot Day, Mental Health Day	Autumn, Harvest, Bonfire Night, Remembrance Day, Nursery Rhyme Week, Children in Need, Christmas, Anti Bullying week, Odd Socks day	New Year, Chinese New Year, National Story Telling Week, Children's Mental Health week, Safer Internet Day, Spring, World Poetry Day	Spring, World Book Day, British Science Week, Easter, St George's Day, NSPCC Number Day, Comic Relief	Summer, VE Day, sports day, Fathers Day	Summer, Solstice, Insect week, Children's Art week.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment/Cultural Capital	Autumn Wellie Walk Trip to Sutton library Vet Visit Pet Visit Trip to Lincolnshire Wildlife Park Halloween Harvest Festival National Poetry Day Visit from a pet	Bonfire Night Remembrance Day Christmas Visit to church Pantomime visit EYFS Nativity Play World Nursery Rhyme Week Anti-Bullying Week Children in Need.	Chinese New Year Safer Internet Day Mental Health Week NSPCC Number Day National Story Telling Week Spring Walk Visits from local heroes: fireman, policeman, doctor, dentist, farmer.	Pancake Day World Book Day Easter Egg Hunt Mother's Day Celebration Visit to a garden centre Visit from local gardeners Visit from local florist	Summer walk Sports Day VE day celebration street party Father's Day celebration	Visit to Farmer Brown Local artist visit. Beach trip
Reading Spine	 The Very Hungry Caterpillar  YOU CHOOSE  We're Going on a Bear Hunt  Jasper's Beanstalk  Dear Zoo  Each Peach Pear Plum  Hairy Maclary from Donaldson's Dairy  The Train Ride  HUG					
Reading Spine	 Billy and the Beast  The Gruffalo  Clean Up!  Whatever Next!  Owl Babies  You Choose Fairy Tales  Oi Frog!  Rosie's Walk  On the Way Home  Farmer Duck  Handa's Surprise  Six Dinner Sid  Mr Gumpy's Outing  Rain Before Rainbows  Goodnight Moon  Mrs Armitage on Wheels  Gruffalo's Child 20th Anniversary Edition  Take Off Your Brave: Poems Just for You  Shhh!					
Parental Engagement	Phonics Workshop Reading Workshop Maths Workshop Parent/child challenge workshop Read with me Parents evening Termly curriculum information Topic Home learning menu	Phonics Workshop Reading Workshop Maths Workshop Nativity Parent/child Christmas workshop Read with me Parents evening Termly curriculum information Topic Home learning menu	Phonics Workshop Reading Workshop Maths Workshop Parent/child challenge workshop Read with me Parents evening Termly curriculum information Topic Home learning menu	Phonics Workshop Reading Workshop Maths Workshop Parent/child Easter workshop Read with me Parents evening Termly curriculum information Topic Home learning menu	Phonics Workshop Reading Workshop Maths Workshop Parent/child challenge workshop Read with me Parents evening Termly curriculum information Topic Home learning menu	Phonics Workshop Reading Workshop Maths Workshop Parent/child challenge workshop Read with me Parents evening Termly curriculum information Topic Home learning menu

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning in EYFS	When learning across all areas of the EYFS curriculum, we provide opportunities for children to develop and display the following learning characteristics and behaviours: Playing and Exploring: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active Learning: Children concentrate and keep trying if they experience difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners, they are required to take ownership, accept challenges and learn to be persistent. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which helps them to solve problems and reach conclusions.					
Communication and Language 	Early Learning Goals ELG: Listening, Attention and Understanding Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Communication and Language 	Building Foundations of Communication Focus: Establishing basic conversations skills, listening and responding. Key Skills: Begin to take turns in conversations with peers and adults, Start to use simple phrases to express needs, ideas and feelings. Respond to simple prompts and questions from adults. Begin to use some new vocabulary in familiar contexts. Begin listening to and join in with familiar stories, rhymes and songs.	Expanding Vocabulary and Sentence Structures Focus: Enhancing vocabulary and sentence complexity. Key Skills: Begin to use more varied vocabulary in daily conversations Use sentences with two or more clauses to express ideas (e.g. I went to the park and saw a dog) Begin to engage in role play with peers, demonstrating an understanding of simple scenarios. Ask and answer questions to explore ideas and clarify understanding.	Expanding Vocabulary and Sentence Structures Focus: Enhancing vocabulary and sentence complexity. Key Skills: Begin to engage in role play with peers, demonstrating an understanding of simple scenarios. Ask and answer questions to explore ideas and clarify understanding. Connect one idea or action to another, using a wider range of connectives. Ask questions to find out more and check they understand what has been said to them. Listen and talk about stories to build familiarity and understanding.	Building Confidence in self-expression Focus: Encouraging children to express opinions, thoughts and ideas more freely. Key Skills: Express personal preferences and reasons (e.g. I like this book because...) Engage in back and forth conversations where children explain or elaborate on their ideas. Use language to describe events and activities in greater detail. Ask more detailed questions to clarify understanding and encourage others to share. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.	Increasing Complexity in Conversation Focus: Developing the ability to engage in extended conversations. Key Skills: Engage in longer conversations with adults and peers. Begin to use conditional language (e.g. if we go outside, we can play with the ball) Use a broader range of vocabulary to describe abstract concepts and express feelings. Contribute towards group discussions and share ideas within a group setting. Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use talk to help to work out problems and organise thinking and activities and to explain how things work and why they might happen	Mastery and Independent Communication Focus: Independent use of language and understanding of communication. Key Skills: Use language independently to organize thoughts and share ideas with others. Engage confidently in a variety of conversations including with unfamiliar adults and children. Begin to use language to explain and justify opinions and ideas. Show an understanding of a range of vocabulary and language structures, using them fluently in context.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy 	Early Learning Goals ELG: Comprehension Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play ELG: Word Reading Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Little Wandle 	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go). Word Reading: 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 a few common exception words matched to the school's phonic programme.	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC. Word Reading: 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 a few common exception words matched to the school's phonic programme.	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for i, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng. Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi. Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out, what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy 	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Write more graphemes from memory and write a simple sentence using phonic knowledge	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Re-read what they have written to check that it makes sense
Handwriting	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly.					
Maths 	Early Learning Goals ELG: Number Children at the expected level of development will: • 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 aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally					

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 	Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Number 10 and beyond—subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships
Mastering Number	Pupils will build upon previous experiences of number from home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: - Identify when a set can be subitised and when counting is needed. - Subitise different arrangements, both structured and unstructured, including the Hungarian number frame. - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. - Spot smaller numbers 'hiding' in larger numbers. - connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers - understand that two equal groups can be called a double and connect this to finger patterns. - Sort odd and even numbers according to their shape. - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. - Order numbers and play track games. - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. - Explore a range of representations of numbers, including the 10 frame, and see how doubles can be arranged in a 10-frame. - Compare quantities and numbers including sets of objects which have different attributes. - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2 but that 4 is only a little bit more than 2. - Begin to generalise about 'one more than' and 'one less than' numbers within ten. - Continue to identify when sets can be subitised and when counting is necessary. - Develop conceptual subitising skills including when using a rekenrek.	

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing throughout the year.	Link the number symbol with its cardinal value, count beyond ten, compare numbers, select, rotate and manipulate shapes to develop spatial reasoning skills, compose and decompose shapes so that children realise that a shape can have other shapes within it, just as numbers can, understand the 'one more/one less than' relationship between consecutive numbers, continue, copy and create repeating patterns, compare length, weight and capacity.					
Physical Development 	Early Learning Goals ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.					
Physical Development 	Autumn 1: Settling in and Baseline Gross Motor: Begin to explore space safely in and outdoors. Copy simple movements; stretching, jumping, tiptoeing. Move freely with confidence and control (e.g. walking, climbing) Introduction to spatial awareness and negotiating space. Begin to learn basic personal hygiene (e.g. handwashing after physical activity). Fine Motor: Introduce pencil grip (tripod grip awareness). Explore mark-making tools (crayons, pencils, chalk). Begin simple hand-eye coordination activities (threading, peg boards). Develop independence in dressing (coats, zips). Use scissors with support.	Autumn 2: Strengthening Foundations Gross Motor: Participate in simple movement games and action songs Start to show awareness of others when moving. Climb with more control (using outdoor equipment) Develop balance through stepping stone, beams and obstacle courses. Throw and catch large soft balls with support. Fine Motor: Strengthen finger muscles (playdough, tweezers, finger rhymes) Trace lines and shapes with increasing control. Improve use of tools (glue sticks, paint brushes) Refine scissor skills, cutting along straight and curved lines. Begin name writing (forming letters with correct grip and orientation).	Spring 1: Building Skills and Control Gross Motor: Using equipment to develop core strength (balance bikes, climbing frames) Explore a wider range of movement (skipping, hopping, galloping) Participate in team movement games (relay style activities). Improve coordination through yoga/stretching activities. Fine Motor: Form recognisable letters using correct pencil grip. Begin independent fastening of clothes – buttons/zips. Develop accuracy in tasks like threading beads and lacing. Introduce early handwriting practise (patterns, name, cvc words). Use smaller tools (pipettes, tweezers) for precision tasks.	Spring 2: Building Skills and Control Gross Motor: Demonstrate increasing stamina in outdoor play (running, jumping) Navigate obstacle courses with control and balance Throw and catch with more accuracy Start simple ball games, rolling, bouncing, aiming. Join in with simple dance routines and move to rhythm. Fine Motor: Maintain consistent pencil grip during tasks. Use scissors to cut around complex shapes. Strengthen control using drawing and writing tools with accuracy. Introduce handwriting lines and begin letter formation in line. Build muscle memory through fine motor challenges (e.e. lego, locks/latches)	Summer 1: Refining Skills for Independence. Gross Motor: Show confidence and control when moving in different ways (climbing, running, hopping). Participate in organised physical activities (sports day, practise, races). Begin to lead own physical games and make up movement sequences. Understand how exercise impacts their body (feeling, heart rate, tiredness). Fine Motor: Write short captions and sentences with control. Use cutlery effectively (knife/fork) Demonstrate increasing independence in dressing/undressing Manipulate tools and materials for purpose (models, creative work).	Summer 2: Mastery and Transition Ready Gross Motor: Move confidently and competently in all directions. Show agility and coordination in movement challenges. Work as a team in physical games and sports day. Self-regulate physical needs. (rest, hydrate). Use equipment with safety and awareness of others. Fine Motor: Write clearly with legible letter formation Demonstrate secure pencil grip and control Complete independent tasks requiring fine motor coordination. Confidently use a range of tools with safety and purpose. Prepare for year 1 expectations (regular writing tasks, tool use).

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social, Emotional Development 	Early Learning Goals ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.					
Personal, Social, Emotional Development 	JIGSAW: Being Me in My World Self-Regulation: Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms e.g. happy and sad and give reasons if upset. Managing Self: Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. Building Relationships: Makes new friends in the class and talks to adults to share news or part of an activity.	JIGSAW: Celebrating Difference Self-Regulation: Can focus attention in a whole class group for a teaching session e.g. phonics. Can become engrossed in an activity and find it difficult to switch attention to another task. Managing Self: Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Building Relationships: Can play with other children as part of a game or activity without adult support. Can take turns and share sometimes with adult support.	JIGSAW: Dreams and Goals Self-Regulation: Is willing to keep trying if something is difficult or challenging. Can identify a wider range of feelings e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Managing Self: Identifies how others feel and responds appropriately. Perseveres with fastenings on coats and follows instructions to dress and undress from PE. Washes hands without reminders. Building Relationships: Is aware of the needs of others but can find it hard to let others take the lead.	JIGSAW: Healthy Me Self-Regulation: Can label and talk about other's emotions. Responds well to more complex instructions in smaller groups but can need visual reminders in larger groups. Managing Self: Follows school and class rules and can talk about their importance. Building Relationships: Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately.	JIGSAW: Relationships Self-Regulation: Completes set tasks/challenges independently. Is able to talk about ways in which skills can be improved and to demonstrate pride in achievements. Managing Self: More confident to tackle new challenges and with encouragement will keep going. Knows some ways to keep healthy. Building Relationships: Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.	JIGSAW: Changing Me Self Regulation: Shows an understanding of their own feelings and begins to regulate behaviours accordingly. Sets and works towards simple goals, being able to wait for what they want and to control immediate impulses when appropriate. Gives focussed attention to what the teacher says, responding appropriately even when engaged in an activity and shows an ability to follow instructions involving several ideas or actions. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs. Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and relationships with peers. Show sensitivity to their own and others' needs.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge and Understanding of the World 	Early Learning Goals ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge and Understanding of the World 	RE: Special and Sacred Which people, stories and events are special to me? Past and Present: Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby. People, Cultures and Communities: Talks about the world around and the people and places that are familiar. The Natural World: Explores the natural world and talks about things that are noticed. Can describe what is happening.	RE: Special and Sacred Which people, stories and events are special to me? Past and Present: Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events. (E.g. Remembrance Day, Bonfire Night). People, Cultures and Communities: Knows about some celebrations and is able to talk about how they might be celebrated. (E.G. Christmas and Diwali, Halloween, Bonfire Night, Remembrance Day). The Natural World: Describes some features of plants and animals and identifies when things are the same and different.	RE: Special and Sacred What do I know about Easter and Holi? Past and Present: Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events. (E.G. New Year, Chinese New Year) People, Cultures and Communities: Listens carefully to stories about different places and is beginning to recognise that different places have different features. The Natural World: Notices, observes and talks about seasonal changes.	RE: Special and Sacred What do I know about Easter and Holi? Past and Present: Talks about significant historical events and how things were different in the past. People, Cultures and Communities: Looks at and makes maps of the local environment. Describes a journey within the local environment. The Natural World: Has a good general knowledge about living things and the natural environment and can describe features of different plants and animals, recognising when they are the same and different.	RE: Special and Sacred Why are some places and objects special or sacred? Past and Present: Talks about significant historical events and how things were different in the past. People, Cultures and Communities: Talks about the features of a church. Has a wider understanding of the wider world and draws comparisons between own local environment and other places. The Natural World: Understands and uses some language related to animals. E.G. Predator, camouflage.	RE: Special and Sacred Why are some places and objects special or sacred? Past and Present: Talks 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 own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Cultures and Communities: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on what has been read in class. Explain some similarities and differences between life in different countries, drawing on knowledge from stories, non-fiction and maps. The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments drawing on their own experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the seasons.
Creative Development 	Early Learning Goals ELG: Creating with Materials Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Development 	Settling in and Exploration Focus: Exploring materials freely and expressing first ideas Media and Materials: Begin exploring a variety of creative materials (paint, crayons, glue, collage, clay) Encourage free exploration with colour mixing, mark-making and texture. Introduce basic tools (scissors, glue sticks, brushes) and model safe handling. Imaginative and Expressive: Begin exploring a variety of creative materials (paint, crayons, glue, collage, clay) Encourage free exploration with colour mixing, mark-making and texture. Introduce basic tools (scissors, glue sticks, brushes) and model safe handling. Use movement and gesture in response to music.	Experimentation and Choice Focus: Making choices about tools and techniques Media and Materials: Introduce simple printing, rubbing and collage techniques Begin exploring 3D construction using junk modelling and blocks. Talk about colours, shapes and textures in their creations. Imaginative and Expressive: Extend role play areas with props and costumes. Introduce story maps and puppets for retelling. Encourage expressions of emotions through art and movement.	Combining and Representing Ideas Focus: Combining media to represent real or imagined experiences. Media and Materials: Combine drawing, painting and collage to represent objects or people. Use different materials to create texture in artwork. Begin using tools with greater control (cutting along lines, choosing brushes). Imaginative and Expressive: Plan and act out stories in small groups. Create simple dances or movements sequences to music. Sing with increasing rhythm and pitch awareness.	Refinement and Planning Focus: Planning what to create and trying new ways to achieve it. Media and Materials: Plan simple creative projects (E.G. 'I want to create a rocket'). Explore joining techniques (e.g glue, tape, split pins) Start to mix paints purposefully for desired colours Imaginative and Expressive: Use narrative in role play based on familiar and original stories. Perform songs and dances in small groups. Explore sounds using musical instruments to create mood or rhythm.	Independence and Confidence Focus: Creating with more purpose and confidence. Media and Materials: Children select their own tools and media for a task. Using skills in drawing, painting and modelling with increased control. Introduce basic evaluation (what went well, what would you change?) Imaginative and Expressive: Take on role confidently and sustain play with others. Create original dance or performances. Compose simple musical patterns using percussion instruments.	Mastery and Performance Focus: Creating collaboratively and performing with pride. Use a range of media confidently and effectively to communicate ideas. Complete sustained, creative projects from start to finish. Begin to understand the creative process (plan, create, reflect). Imaginative and Expressive: Engage in extended role play with developed characters and plots. Rehearse and perform group productions (songs, stories, dances). Discuss creative intentions and outcomes.