Standlake CE Primary School

Curriculum Handbook

EYFS

Play is the highest form of research.

Albert Einstein

Curriculum Statement

Intent – Our vision for EYFS

At Standlake CE Primary School, our Early Years Foundation Stage (EYFS) curriculum is designed to provide a strong, supportive, and inspiring start to every child's educational journey. We recognise that the early years are a crucial time for development and believe in creating a warm, inclusive environment where all children feel safe, valued, and motivated to learn.

Our intent is to nurture curious, confident, and independent learners through a carefully planned curriculum that is responsive to children's interests and developmental needs. Our curriculum is carefully planned to develop children's knowledge and skills in a progressive way, so that they know, can remember and do more. We aim to provide a rich balance of child-initiated play and adult-guided experiences that promote exploration, creativity, and critical thinking.

children:

- Develop strong communication and language skills to express themselves effectively.
- Build early literacy and mathematical understanding in meaningful, engaging contexts.
- Gain independence, resilience, and self-confidence as learners.
- Learn to manage emotions and build positive relationships with others.
- Explore and understand the world around them through hands-on, active learning.
- Enjoy creative opportunities to express themselves through music, movement, art, and imaginative play.

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are committed to providing the support and challenge each child needs to thrive. Our experienced staff work closely with families to understand each child's unique strengths and needs, creating a foundation for future success both in school and beyond.

At Standlake, we believe that a high-quality early years' experience is key to developing happy, well-rounded children who are eager to learn and ready for the next stage of their education.

Implementation

At Standlake CE Primary School, we implement a well-structured and progressive Early Years curriculum that begins with our youngest learners at age 2 and builds a secure foundation for future learning by the end of Reception. Our approach is rooted in high-quality care, strong relationships, and responsive teaching, ensuring that all children feel safe, valued, and supported to shine.

We recognise that development is not linear, and our curriculum is designed to meet children where they are, offering a balance of nurturing care and ambitious learning opportunities across every stage of the Early Years.

2-Year-Olds Onward:

- For our 2-year-olds, we prioritise emotional security, communication, and the development of early routines. Practitioners focus on building warm, trusting relationships and encouraging confidence through play, exploration, and meaningful interaction.
- Learning is centred around the three Prime Areas of the EYFS: Communication and Language, Physical Development, and Personal, Social and Emotional Development. These areas are interwoven throughout daily routines, child-led play, and adult-guided activities.

Nursery (3–4-Year-Olds):

- As children grow in confidence and independence, our skilled practitioners plan enhancements to the learning environment and intentional teaching moments help children develop language, thinking, and social skills.
- Practitioners model language, support self-regulation, and extend thinking through sustained shared conversations. Open-ended resources and invitations to play promote curiosity, creativity, and collaboration.

Reception:

- In Reception, children experience a more formalised curriculum while maintaining the play-based, exploratory approach. Daily phonics, maths, and topic sessions are delivered in a systematic and engaging way, ensuring children develop strong foundations in reading, writing, and number.
- Learning is sequenced to ensure readiness for Key Stage 1, while still maintaining a child-centred ethos and a focus on holistic development.

Across All Early Years Phases:

- **The Learning Environment**: Our indoor and outdoor spaces are designed to promote independence, problem-solving, and physical development. Resources are accessible, purposeful, and matched to developmental stages.
- **Adult Interaction**: Skilled practitioners engage with children through high-quality interactions, using questioning, modelling, and sustained conversation to deepen learning.
- **Assessment for Learning**: Staff continuously observe and assess children's progress, using this to plan next steps and personalise provision.

Key worker systems ensure that every child is known well and supported effectively.

- **Partnership with Families:** We build strong, collaborative relationships with parents and carers from the outset, recognising them as key partners in their child's learning. We communicate regularly, share progress openly, and encourage meaningful home-school connections that support each child's development.

Our Early Years provision is consistent, nurturing, and ambitious. Through a play-rich curriculum and skilful teaching, we help children develop the knowledge, skills, and characteristics they need to be happy, resilient, and ready for the next stage of their learning.

Inclusion/SEND

Our curriculum, both planned and unplanned, is designed to meet the needs of all children. Taking an inclusive, 'child-centred' approach, the curriculum is adapted in order to reduce the impact of any barriers to learning and / or participation a child may experience as a result of a special educational need and / or disability.

Each child's provision is underpinned by the Early Years Curriculum and the four broad areas of need set out by the Special Educational Needs and Disabilities Code of Practice (2015):

• Cognition and Learning

• Communication and Interaction

• Social, Emotional and Mental Health and Wellbeing

• Sensory and Physical

"High Quality teaching, differentiated for pupils, is the first step in responding to pupils who have or may have SEN"

Special Educational Needs and Disabilities Code of Practice, 2015

The vast majority of children will thrive through the adapted high quality first teaching available at a universal level for all children in our settings. A small number of children may require provision, known as 'SEND Support', that is additional or different to that usually available to children of the same age ('universal') in order to make progress.

Children with the most severe and complex special educational needs and disabilities may require provision above and beyond that offered at a 'SEND Support' level. These children will typically be assessed for an Education Health Care Plan (ECHP). The child's EHCP will detail any special educational needs and / or disabilities and the provision necessary to meet those needs.

The impact of a child's curriculum (provision) on their progress and attainment is reviewed through regular cycles of 'Assess, Plan, Do, Review (APDR) and changes are made to ensure the provision meets the child's needs.

Impact

At Standlake CE Primary School, the impact of our Early Years curriculum is seen in the confident, curious, and capable learners who leave the EYFS well-prepared for the next stage of their education. From age 2 through to the end of Reception, children make strong and sustained progress in all areas of learning because of our high-quality provision, skilled teaching, and nurturing relationships.

We know our curriculum is having the desired impact when:

- **Children are happy, settled, and eager to learn**, showing high levels of wellbeing, involvement, and resilience in their play and interactions.
- **Children make strong progress from their starting points**, including those with SEND or additional needs, and are well supported to achieve their next steps across the seven areas of learning.
- **Communication and language is a strength across all age groups**, with children able to express their needs, thoughts, and ideas clearly and confidently.
- **Children develop early literacy and mathematical understanding**, laying solid foundations for reading, writing, and number work in Key Stage 1.
- **Children demonstrate independence and self-regulation**, taking ownership of their learning, managing routines, and building positive relationships with others.
- **Assessment is used effectively**, with practitioners closely monitoring progress and adapting provision and teaching to meet individual needs.
- **Children transition smoothly into Year 1**, equipped with the knowledge, skills, and attitudes they need to succeed, including curiosity, confidence, and perseverance.

We track children's development through regular observations, high-quality interactions, and ongoing formative assessment, including the use of the **Statutory Progress Check at Age Two**, the **Reception Baseline Assessment**, and the **EYFS Profile** at the end of Reception. These assessments inform our understanding of each child and guide next steps in their learning journey.

Our close partnership with families also supports long-term impact. By working collaboratively with parents and carers, we ensure that learning is reinforced at home and that each child's progress is shared, celebrated, and supported.

Ultimately, the impact of our Early Years curriculum is that every child leaves our EYFS as a confident learner, ready for Key Stage 1 with a strong sense of self, a love of learning, and the ability to connect positively with others.

Spirituality – our school vision.

As a church school, our EYFS curriculum is underpinned by our school vision and drives everything we do. We are a community where every member is a light in the world-full of unique gifts, potential and purpose. We are committed to nurturing an environment where everyone is encouraged to shine brightly in who they are and what they do.

Light of the World Matthew 5 14-16

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone's house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in heaven.

Through our Shine curriculum, we aim high for all, offering both challenge and support so that every child can grow in confidence, character and capability. We believe that by recognizing and nurturing each child's individual strengths, they can achieve their full potential- academically, socially and spiritually.

We enable children to understand their place in the world, who they are and how they can serve others. We actively create opportunities for service to others, helping children understand the value of compassion, kindness, support and friendship-just as Jesus taught.

In the Early Years at Standlake CE Primary School, we believe every child carries a spark of potential. Through nurturing relationships, inspiring environments, and joyful learning, we help that light grow brighter—so each child can begin to confidently "let their light shine."

Our wider curriculum is designed to develop responsible and inclusive global citizens. We help children understand the wider world and their place in it, encouraging them to embrace difference, celebrate diversity, and act justly and wisely.

Together, we seek to be a school family where every light is seen, every voice is heard and every individual matters.

PSED

Standlake CE Primary School's Progression of Personal, Social & Emotional Development

At Standlake we ensure our children build strong, warm and supportive relationships with adults. This enables the children to learn an understanding of their own feelings and those of others. We support children to manage their emotions through our Zones of Regulation programme. By working on the importance of each child being a unique individual the children develop a positive sense of self, set themselves simple goals, have confidence in their abilities, and to persist and wait for what they want, directing their attention as necessary. Our circle times are based around the Jigsaw programme and cover themes of being unique, friendship and family life. The children have key workers in the Nursery and these adults work hard to build a relationship with the children. Key adults get to know each child as an individual and work to their interests as well as learning about their development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Jigsaw Unit	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
2 Year Olds	Gaining independence and having a go themselves. Making their own choices. Develops a relationship with their Key person Know who is in my family.	Expresses a range of emotions. Interested in what others are doing. With the support of an adult, they are able to calm down with a cuddle or item of comfort. Gains confidence to explore the environment.	Begins to join in with what others are doing. Selects and uses resources with help when needed. Develops relationships with all familiar adults in the setting. Toileting needs will be supported as individual children are ready	Begins to name some feelings. Gaining confidence in new social situations. Separates from parent/carer more independently.	Plays with increasing confidence on their own, and with others. Seeks out adults to interact with or ask for help. Can wait their turn. Can take turns with toys and not grab what they want from others.	Beginning to manage emotions. Beginning to talk about their emotions e.g. sad, happy, cross etc. Plays and interacts with other children and adults. Is beginning to put their own coat and wellingtons on.
3-4 Year Olds	Develop confidence and independence in the environment. Ask for help when needed. Name parts of the body. Seeks out other children and adults to play with.	Aware of classroom routines and expectations e.g. lining up, where to put their coat, tidy up time. Uses a selection of activities and resources independently.	Increasingly follows rules, understanding why they are important. Can put their coat on independently. Talks about their feelings using an increasing range	Does not need an adult to remind them of classroom rules. Takes part in pretend play. Plays with other children, extending and elaborating play ideas.	Beginning to show understanding of how others are feeling. Follows rules withing the setting. Reliably toilet trained.	Beginning to talk to others to solve conflicts. Beginning to negotiate solutions in their play with others. Confident to access the learning environment independently.

	Talks about their emotions using simple words.	Can wash their hands independently.	e.g. worried, angry, excited.	Can take turns and share.	Can focus attention in a group situation for a short period of time. Can follow a series of instructions.	
Reception	Talks about their feelings in simple terms. Shows some understanding about how others might feel. Talks about and follows rules. Begins to find solutions to conflicts in their play. Knows how to share and take turns, sometimes with support.	Identifies and can name a wider range of feelings e.g. excited, frustrated, worried. With encouragement, can keep trying if something is difficult or challenging. Interacts with other children and is building good relationships with adults and other children. Is confident to try new things.	Can name and talk about own and others' emotions. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Follows school and class rules and can talk about their importance. Takes turns in group activities. Set and work towards simple goals.	Knows some ways to keep healthy. Identifies how others feel and responds appropriately. Uses words to solve conflicts. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.	Work and play cooperatively and take turns with others. Show sensitivity to their own and others' needs. Forms positive attachments to adults and friendships with peers. Explain the reasons for rules, know right from wrong and try to behave accordingly. 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. Can talk about ways we keep ourselves healthy and understand the importance of healthy choices.

The Reception Year provides the foundation for many skills the children will build upon in Year one.

In year 1, children will focus on the following topics:

Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Communication and Language

Standlake CE Primary School's Progression of Communication and Language

At Standlake we understand the importance of quality interactions and the adults being the most important resource in supporting the children's language and communication development. Through our indoor and outdoor provision we understand that young children need lots of opportunities to have conversations with adults and to hear adults modelling language and introducing new words. We understand that children learn language better when they are engaged with things that fascinate, challenge and excite them and so ensure their play offers challenges and is purposeful. By commenting on what children are interested in or doing, and echoing back what they say, with new vocabulary added, practitioners will build children's language effectively. The children are emersed in stories, with whole class stories at least once a day, digging deeper into books in small groups and sharing books in continuous provision. This provides them with extensive opportunities to use and embed new words in a range of contexts. Through conversation, story-telling and role play, children share their ideas with support and modelling from their adults and sensitive open ended questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2 Year Olds	Understand simple questions and instructions. Can put two or three words together. Begin to listen to other people talk. Uses a range of gestures to support communication e.g. waves, points.	Uses some question words. Is able to point to a range of noun pictures/objects. Understands and responds to longer sentences like 'make teddy jump' or 'find your coat'. Listens to other people talk with interest but can be easily distracted by other things.	Frequently asks questions, such as the names of people and objects. Beginning to use some words when pretend playing: i.e. putting the baby to sleep and commenting "baby sleeping" or mixing the play kitchen and commenting "cooking dinner". Listens to simple stories either 1-1 or in a small group and understand what is happening, with the help of the pictures.	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Can follow an instruction with three key words like: "Can you wash dolly's face?" Use some descriptive words, words for time ('now' and 'later'), words for space ('over there') and function words (they can tell you a cup is for drinking!). Starting to link four words together.	Listens to simple stories and understands much of what is happening. Comments on pictures in stories. Can identify familiar objects and properties, for example: Can you show me the big boat? Can understand a range of simple instructions like 'wash your hands' or 'put it in your drawer'. Start to develop a conversation, jumping form topic to topic.	Can understand action words by pointing to the right picture in the book. For example: 'Who's jumping?' Can shift from one task to another if you get their attention. Start to say how they are feeling, using words as well as actions. Can use approx. 300 words Can use pronouns – 'me', 'him', 'she'. Can use prepositions – 'in', 'on', 'under'.

3-4 Year Olds	Listen to longer stories and can remember much of what happens. Starts to develop a conversation. Say how they are feeling using words as well as actions. Use pronouns and prepositions. Consistently uses sentences that link four words together.	Understands and follows a range of simple instructions. Can find it difficult to pay attention to more than one thing at a time. Begins to ask questions. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Enjoy listening to longer stories and can remember much of what happens and making relevant comments. Can understand simple questions about 'who', 'what' and 'where'. Use longer sentences of five to six words. Use a wider range of vocabulary.	Can find it difficult to pay attention to more than one thing at a time Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Uses plurals. Takes part in a conversation with an adult or a friend. Can ask questions.	Can sit to listen to stories and can remember much of what happens. Can use talk to organise themselves and their play. Can start a conversation with an adult or a friend and continue it for many turns. Can use sentences of six words. Understands 'why' questions.	Contributes relevant comments to discussions and conversations. Can use conjunctions in their sentences. Can correctly use the future and past tense: "I am going to the park" and "I went to the shop"? Can answer simple 'why' questions?
Reception	Listens to stories and can remember much of what happens. Understands a question or instruction that has two parts. Understands 'why' questions and can answer in simple terms. Contributes sensible comments to discussions and conversations. Can use talk to organise themselves and their play. Can use sentences of six words. Can use conjunctions in their sentences.	Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions. Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	Can switch attention from one task to another. Responds to discussion with comments. Is able to listen in a larger group and recall some of the themes and comments at a later stage. Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	Enjoys being part of conversations and discussions and uses new vocabulary in context. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in a larger group and can talk about what they heard. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	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.	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. 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

	Can correctly use the future and past tense. Engages in conversations with adults and peers that continue for many turns.					modelling and support from their teacher.

The Reception Year provides the foundation for many skills the children will build upon in Year one.

In Y1-6 children continue to build on the oral language skills developed in the Early Years Foundation Stage.

Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

National Curriculum, 2014

Physical Development

Standlake CE Primary School's Progression of Physical Development

At Standlake the children's gross motor movements are developed through outside learning where they have space and the opportunity to move and to ride balance bikes and scooters. They make obstacle courses to climb and balance, use ribbons and scarves to turn and make around movements, use bats, balls and beanbags to throw, catch and kick and explore the mud kitchen to dig, pour and scoop. Inside the children have weekly P.E lessons, developing skills of balance, control and space awareness. We understand that to be confident with movement children must develop both core strength and coordination which is supported through regular PE sessions and use of the outdoor provision. Through a range of fine motor activities such as threading, play dough, Dough Disco, fastening buttons and cutting, children have opportunities to develop fine motor coordination throughout the provision at all times.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Get Set PE Unit	**Fundamentals**	**Gymnastics**	**Ball Skills**	**Games**	**Dance**	**Athletics**
2 Year Olds	Runs avoiding obstacles. Jump with both feet off the ground. Kick a ball. Can feed themselves and drink from a cup. Uses a pincer grasp to pick up small objects.	Able to move over, under and through things. Moves between surfaces and levels showing an awareness and adjusting speed. Uses tools e.g. pouring from a jug, banging pegs in with hammer, threading large beads.	Manipulates dough and other sensory materials into a ball, a sausage and a pancake. Use large-muscle movements to wave flags and streamers, paint and make marks. Developing skill when using a range of tools.	Enjoys making marks on paper with pens and pencils. Can draw circles of different sizes and lines of different sizes. Developing confidence when climbing. Moves in different ways e.g. crawling, rolling, jumping, running	Can run confidently and safely. Can catch a large ball. Can pedal a tricycle. Develop manipulation and control, for example tearing paper, moulding playdough, using a paintbrush.	Starting to show more balance i.e. momentarily standing on one leg. Enjoys mark making and able to make purposeful marks on paper. Beginning to balance and climb with more independence.
3-4 Year Olds	Can run confidently and safely. Climbs up and down climbing equipment with more independence. Beginning to negotiate space safely. Catch a large ball. Developing control while manipulating e.g. dough, tearing paper, using a paintbrush. Make purposeful marks.	Developing movement skills when balancing and riding. Exploring a range of ball skills. Stand on one leg and hold a pose. Walk up stairs or apparatus using alternate feet. Begins to make snips with scissors. Hold pencils and pens in fingers when making marks.	Enjoys moving to music. Begins to remember sequences and patterns of movements. Start taking part in some group game activities, perhaps with others or in teams.	Hops on one leg for a short time. Shows confidence in their movement, balancing, riding (scooters, trikes and bikes) and ball skills. May show a preference for a dominant hand. Begins to use a tripod grip with increasing control when holding pens and pencils.	Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil. Uses one-handed tools and equipment, such as playdough rollers, paint brushes and scissors. Can use scissors to cut, holding scissors in one hand (thumb on top!).	Moves in a variety of ways e.g. crawl, walk, run, hop, climb. Has good coordination and balance when negotiating equipment and other people. Holds pencil in a comfortable tripod grasp. Shows a preference for a dominant hand. Uses drawing equipment with more control to draw a recognisable picture.
Reception	Moves in a variety of ways. Has good coordination and balance when negotiating equipment and other people. Uses trikes and scooters confidently.	Uses a range of ways to move appropriately. Can climb over, under and through obstacles. Uses large construction to build.	Able to balance on and off equipment. Can jump safely from a piece of equipment. Uses pens and pencils effectively to write and draw.	Holds a pencil in a tripod grip. Can use scissors with control to cut with increasing accuracy to cut around more complex shapes.	Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Begin to show accuracy and care when drawing.

	Uses one-handed tools and equipment. Can use scissors to cut, holding scissors correctly in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. May show a preference for a dominant hand. Uses drawing equipment to draw a figure.	Is beginning to throw, kick, pass and catch a large ball. Uses pens and pencils with increasing control when drawing. Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools.	Is able to use scissors to cut round a simple shape. Forms all letters of their name correctly.	Can throw, kick, pass and catch a large ball. Begins to form capital letters.	Use a range of small tools, including scissors, paint brushes and cutlery.	Demonstrate strength, balance and coordination when playing.

The Reception Year provides the foundation for many skills the children will build upon in Year One.

In PE in Year 1 children will: Travel in a variety of ways including running and jumping, begin to perform a range of throws, receive a ball with basic control, begin to develop hand-eye coordination, participate in simple games, copy and explore basic movements with some control and coordination, perform different body shapes, perform at different levels, perform 2 footed jump, use equipment safely, balance with some control, link 2-3 simple movements, copy and explores basic movements and body patterns, remember simple movements and dance steps, link movements to sounds and music, respond to a range of stimuli, run at different speeds, jump from a standing position, travel in a variety of ways including running and jumping.

Literacy

Standlake CE Primary's Progression of Literacy

Reading

Reading is at the heart of our curriculum and through a rich story based curriculum we encourage a love of reading right from the start. The children are exposed to a range of quality books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. Books are displayed throughout areas of provision, to tempt and interest children and so they can access them independently. Children are encouraged to read at home and take home both picture books and books from our phonics scheme.

Phonics

Children begin their phonics journey in Nursery and take part in a wide range of activities that develop their phonological awareness such as listening walks, initial sound games and oral blending.

In Reception, we use Read Write Inc. as our phonics scheme. We have chosen RWI Phonics because it is a fast-paced, rigorous and structured phonics programme which helps get every child reading whilst also giving teachers the confidence and skills to deliver high-quality teaching every day. We begin with the Starting Strong programme, teaching a new sound each day and building skills of blending and segmenting.

Writing

We teach writing through meaningful, play-based experiences that build on children's interests and development. We focus on developing strong foundations for writing by encouraging mark-making, fine motor skills, and early communication through play, stories, songs, and hands-on activities. Children are supported to express their ideas in a range of ways, with adults modelling writing, valuing all attempts, and helping each child develop confidence and enjoyment as early writers.

Comprehension

We develop comprehension through rich language experiences such as stories, rhymes, songs, and talk. Children are encouraged to listen, ask questions, make predictions, and talk about what they hear, helping them to understand meaning and build vocabulary through shared reading, storytelling, and play.

<table>
<tr><th></th><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th><th>Term 5</th><th>Term 6</th></tr>
<tr><td>2 Year Olds</td><td colspan="2">Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Enjoy songs and rhymes, tuning in and paying attention.

Enjoy sharing books with an adult one to one.

Enjoy drawing freely.</td><td colspan="2">Say some of the words in songs and rhymes.

Copy finger movements and other gestures.

Pay attention and respond to the pictures or the words.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.</td><td colspan="2">Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Enjoys sharing books in a small group.

Ask questions about the book. Make comments and shares their own ideas.

Repeat words and phrases from familiar stories.

Develop play around favourite stories using props.</td></tr>
<tr><td>3-4 Year Olds</td><td>Enjoys sharing books in a small group, and repeats words and phrases from familiar stories.

Joins in with singing songs and rhymes.

Begins to notice the first letter of their name.

Differentiate between different sounds e.g. a drum and a tambourine.</td><td>Name the characters from a familiar story.

Asks questions about a book.

Develop their phonological awareness (in line with Phase 1), so that they can: - differentiate between sounds (e.g. a drum and a tambourine, an aeroplane and a bike) - make a quiet sound, a loud sound and copy</td><td>Independently looks at books, turns the pages carefully.

Enjoys listening to a story in a group and comments on the events, characters.

Is able to recognise own name.</td><td>Can spot and suggest rhymes

Can count or clap syllables in a word.

Can recognise words with the same initial sound.

Begin to copy some or all of their name.</td><td>Can retell a simple story using story vocabulary using visual clues.

May have favourite stories.

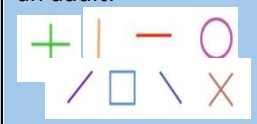
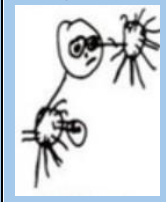
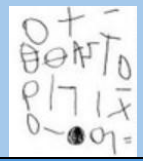
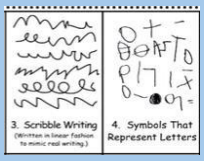
Listens carefully to rhymes and songs, paying attention to how they sound.

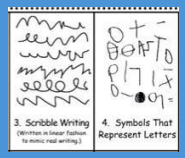
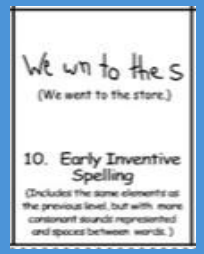
Shows a developing phonological awareness: has a developing ability to spot rhyming words, count or clap syllables in</td><td>May join in with familiar repeated refrains in well known stories.

Knows a large repertoire of rhymes/poems/songs.

Can orally blend some simple CVC words.

Can orally segment some CVC words and orally hears initial sounds in words.</td></tr>
</table>

	Making spontaneous scribbles in different directions using pencils, crayons, paint, chalk. 	sound patterns with their bodies. Forming marks and shapes demonstrated by an adult. 	Scribble writing from left to right. 	Creating pictures that convey a meaning or a story. 	a word, recognise words with the same initial sound. Name copying. Creating symbols that represent meaning or letters. 	Writes some or all of their first name. Writing random letters Scribble writing Drawing pictures 
Reception	Enjoys listening to stories. Can retell a simple story using story vocabulary using visual clues. Joins in with familiar rhymes and songs. May have favourite stories. May join in with familiar repeated refrains. Listens carefully to rhymes and songs, paying attention to how they sound. Knows a large repertoire of rhymes/poems/songs. Shows a developing phonological awareness: has a developing ability to spot rhyming words, counts or claps syllables in a word, recognises words with the same initial sound.	Joins in with discussions about stories. Has a love of stories and listens attentively to story time. Talks about the main events in the story and predict what might happen. Can act out or retell a story using role play or small world resources, using some story language. Can orally blend a word. Recognises most of the sounds in the alphabet. Writes CVC words, using phonic knowledge. Writes recognisable letters for most of the sounds taught, some are correctly formed. Writes their own name correctly.	Answers questions about stories they have listened to. Identifies non-fiction texts, remembering facts. Continues a rhyming string. Confidently reads CVC words. Recognises some digraphs. Reads a selection of “tricky words” (as specified in phonics scheme). Writes recognisable letters, many are correctly formed. Writes CVC words, labels and captions, using phonic knowledge.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. Can read a simple sentence using their phonic knowledge. Writes some upper case letters correctly. Reads their writing back to an adult. Is starting to write short sentences, using phonic knowledge. Begins to use finger spacing between words.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. 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.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 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

	Can orally blend some simple CVC words. Writes some initial sounds for words. 					

The Reception Year provides the foundation for many skills the children will build upon in Year One.

The Year 1 English National Curriculum focuses on developing pupils' spoken language, reading, and writing skills. Children learn to read common exception words and words containing taught phonics, read aloud with increasing fluency, and develop comprehension by discussing word meanings, making predictions, and talking about the main events in texts. In writing, pupils are taught to compose simple sentences orally before writing, sequence sentences to form short narratives, use capital letters, full stops, and question marks, and begin to apply basic grammar such as nouns, verbs, and adjectives. Handwriting, spelling, and phonics knowledge are developed alongside regular opportunities to speak, listen, and participate in discussions.

Mathematical Development

Standlake CE Primary's Progression of Maths

We recognise that developing a strong grounding in number is essential to ensure all children have the key building blocks to succeed mathematically. Through the White Rose and NCETM Mastering Number programmes, children are supported to count confidently and develop a deep understanding of numbers to 10, the relationships between them, and the patterns they form. Mathematics is an integral part of daily life at Standlake. Children recognise patterns by following a class timetable and explore meaningful opportunities to count throughout the day, such as counting lunch boxes, tracking numbers of people in school, and counting children within learning areas. During snack time, children use mathematical language related to capacity and fractions. In the outdoor area, children are encouraged to identify mathematical opportunities within the provision, including exploring patterns in the environment, using natural resources such as conkers, and working with large-scale equipment like Numicon to further develop their mathematical understanding.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2 Year Olds	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces. Begins to join in singing number rhymes. Gathers groups of objects.		Build with a range of resources. Complete inset puzzles. Begins to identify the bigger or smaller item with gestures. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Begins to compare sizes and weights using gestures. Joins in with finger rhymes. Compare amounts, saying 'lots', 'more' or 'same'. React to changes of amount in a group of up to three items.	

3-4 Year Olds	Joins in with counting songs using actions. Joins in with finger rhymes with numbers. Recites numbers to 5. Describe a familiar route. Name and match colours. Begin to sort objects by colour or type. Compare amounts, identifying the group with 'more' or 'fewer'. Notices patterns for example, stripes on clothes, designs on rugs and wallpaper.	Begins to recognise sets of up to 3 Explores and plays with 2D shapes – using some correct names. Says number names up to 10. Recognises some numerals of personal significance. Describes a sequence of events such as 'my day' or mealtimes. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Can put shapes and blocks in a position. Select shapes for a reason. Counts sets of objects up to 5, showing understanding of basic counting principles. Knows the last number in the count represents how many there are. Recognises groups of up to 3 dots. Recites numbers to 10. Adds to an existing repeating pattern.	Recognises numerals 1 to 5. Show finger numbers up to 5. Begins to use the language more and fewer when making comparing sets. Responds to positional language and beginning to use words like 'in front of' or 'behind'. Begins to link numerals and amounts. Copies and continues a repeating pattern. Compares lengths and weights.	Reads numerals to 5 and matches to an amount. Makes and compares collections using the language more and fewer. Knows the amount stays the same however objects are arranged. Subitises to 3 Explores 3D shapes, talking about some of their basic features. Corrects a mistake in a repeating pattern.	Solve real world mathematical problems with numbers up to 5. Shows 5 using a variety of resources. Recites numbers beyond 10. Sorts objects by different criteria. Creates own repeating patterns. Names basic 2D shapes. Experiment with their own symbols and marks as well as numerals.
Reception	Has a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10. Subitises to 3. Compares amounts using the language of 'more' 'fewer'. Reads numerals to 5 and matches to an amount.	Links numerals and amounts to 5. Can subitise to 5. Is beginning to talk about the different ways that amounts of 5 can be made. Counts objects accurately to 10. Can identify when objects have the same, less than or more than. Recognises numbers to 5 and puts them in order. Uses some shape names appropriately and	Developing sense of numbers beyond 5 and can subitise to 6. Links subtraction facts to composition of numbers to 5. Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Uses mathematical language to compare and talk about shape and size.	Confidently talks about the different ways that numbers can be made to 5 and is now to applying this knowledge to numbers to 10. Recalls some double facts to 10. Recognises patterns within number – odd/even. Uses mathematical language to compare and talk about shape and size.	Subitise up to 6. Automatically recall number bonds up to 5 (including subtraction facts) and begin to recall some bonds of numbers to 10. 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.	Have a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.

	Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and creates own patterns and arrangements	understands prepositional language. Creates a repeated pattern with colour and shape.			Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

The Reception Year provides the foundation for many skills the children will build upon in Year One.
In Year 1, the Mathematics National Curriculum focuses on developing pupils' confidence and fluency with whole numbers, counting, and basic calculation. Children learn to count forwards and backwards to 100, read and write numbers to 20 (and beyond), and understand place value within 10 and 20. They are taught to add and subtract using concrete objects, pictorial representations, and number lines, including solving simple one-step problems. Pupils also develop an understanding of measurement (length, mass, capacity, and time), recognise and name common 2D and 3D shapes, describe position and direction, and begin to explore simple fractions such as halves and quarters.

Understanding the World

Standlake CE Primary's Progression of Understanding the World
We guide children to make sense of their physical world and their community by ensuring their experiences are reflected in our provision and through carefully chosen books. Alongside this, we provide rich opportunities that give children 'windows' into the wider world through a thoughtfully planned curriculum and a broad range of personal experiences. We recognise that the frequency and range of these experiences have a significant impact on children's understanding of the world.
At Standlake, we place high value on the natural world and on giving children meaningful opportunities to make connections with it. All children attend Forest School, a child-centred, experiential approach to learning that supports holistic development. Sessions take place in our on-site woodland, where children explore the outdoors, take supported risks, and develop resilience, confidence, and self-esteem. Children learn to appreciate and respect the environment, fostering a lasting love of nature and the outdoors.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Discovery RE Unit	What makes people special?	What is Christmas?	Celebrations	What is Easter?	What can we learn from stories?	What makes places special?
2 Year Olds	With support, talk about the features of their family and other families. Notice differences between people.		Explore materials with different properties. Repeat actions that have an effect.		Explore natural materials, indoors and outside. Show curiosity about the natural world. Comment on what they see, hear, smell and feel.	
3-4 Year Olds	Talks about members of their family. Talk about how people are related to them.	Talk about the place where they live and landmarks they might notice.	Know there are different countries in the world and talk about the differences they have	Plant seeds and care for growing plants – sunflowers. Talk about growth and change	Explore and talk about different forces they can feel – floating and sinking.	Understand the key features of the life cycle of a plant and an animal – sunflower.

	Notice how people and their families are different. Begin to make sense of their own life story and family history. Show interest in different occupations. Talk about the place where they live – home – and their journey to school.	Talks about family events that have taken place and memories of recent history. Join in with activities about different celebrations. Explore collections of materials with similar or different properties – leaves, shells, rocks etc. Use their sense to explore natural materials	experienced or seen in photos. Talk about the differences between materials and changes they notice – cooking.	Begin to understand the need to respect and care for the natural environment and all living things. Join in with activities about different celebrations. Understand the key features of the life cycle of a plant and an animal – butterfly.	Talks about the world around them and the people and places that are familiar. Continue to develop positive attitudes about differences between people.	Recognise the difference between self now and as a baby – and farm animals. Recognises change and can describe what is happening – cooking, ice melting. Describes a personal experience from the past such as family holiday.
Reception	Recognises the difference between self now and as a baby. Names and talks about the people in their family. Sequences a simple timeline, e.g. baby, child, adult, elderly. Talks about the world around and the people are places that are familiar. Notices, observes and talks about seasonal changes. Describes some features of plants and animals and identifies when things are the same and different.	Understands the difference between past and present and is beginning to build up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal, hibernation.	Notices, observes and talks about seasonal changes. Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.	Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Looks at, and makes maps, of local environment. Talks about significant historical events and how things were different in the past. Describes a journey within the local environment. Notices, observes and talks about seasonal changes.	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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Notices, observes and talks about seasonal changes. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts Understand that some places are special to members of their community.

	Talk about the lives of the people around them and their roles in society.					May talk about some features of a Christian Church

The Reception Year provides the foundation for many skills the children will build upon in Year One.

In Year 1, these foundations are built upon through the National Curriculum in Science, History, Geography, and RE. In Science, children extend their observational skills to identify, describe, and compare plants, animals, materials, and seasonal changes. In History, they begin to explore events beyond their own experiences, understanding concepts of past and present and recognising key historical figures. In Geography, children build on their sense of place by studying local environments, mapping skills, and identifying physical and human features. In RE, they develop understanding of beliefs, practices, and values, learning to make connections between their own experiences and those of others.

Expressive Arts and Design

Standlake CE Primary's Progression of Expressive Arts and Design

We encourage children to develop their imagination by providing opportunities to respond to everything they see, hear, feel, and experience. In our provision, children can dress up, engage in role play, and access a wide range of materials to explore ideas and express their feelings. They are supported to draw and paint freely, sculpt with playdough and clay, and explore music, singing, and dance.

To support self-expression, we provide open-ended materials that children can construct, manipulate, and combine in creative ways. Junk materials are freely available, allowing children to cut, fix, and connect, while being encouraged to discuss their own work, the work of others, and that of famous artists. Musical instruments, small world toys and open-ended materials further support imaginative expression, helping children gain confidence in experimenting with different forms of creativity.

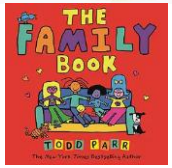
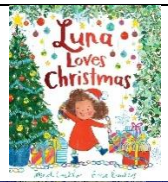
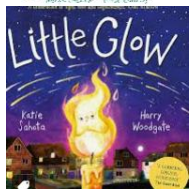
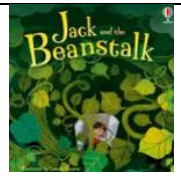
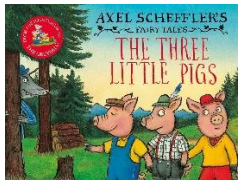
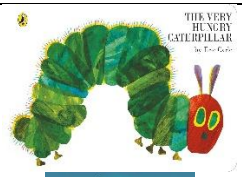
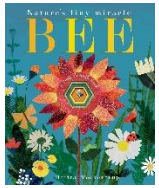
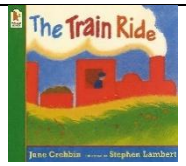
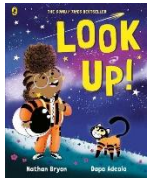
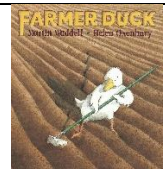
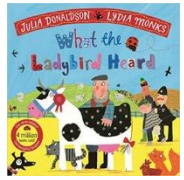
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2 Year Olds	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Join in with songs and rhymes, making some sounds. Start to make marks intentionally – using large brushes, chalks, pencils, crayons.		Move and dance to music. Explore their voices and enjoy making sounds. Make rhythmical and repetitive sounds. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Make simple models which express their ideas. Explore a range of soundmakers and instruments and play them in different ways.		Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Paints/draws freely, making marks and exploring colour. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another.	
3-4 Year Olds	Makes marks intentionally, giving meaning to the marks they make. Enjoy joining in with songs and rhymes.	Begins to close shapes, drawing circles and lines. Joins different materials and explores different textures.	Begins to draw a simple face by enclosing a shape and adding detail. Sets up small world scenes with a purpose or storyline.	Draws with increasing detail such as adding features to a face. Uses my imagination to develop complex storylines.	Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects. Joins different materials.	Makes imaginative and complex small world scenes using construction kits, wooden blocks and loose parts.

	Explores a range of instruments and plays them in different ways. Explores materials freely, making decisions about what to make.	Sings entire songs Takes part in simple pretend play based on familiar experiences. Takes part in pretend play using objects to represent something else that may not be similar.	Sings the melodic shape of familiar songs – up and down. Can name colours. Makes snips in paper.	Match pitch to the tone sung by another person.	Explores colour mixing. Play instruments with increasing control. Makes snips in paper and moves scissors forwards.	Draws with increasing complexity and detail. Develops their own ideas and makes decisions over which materials to use and how to express them. Can cut along a straight line with support.
Reception	Draws/paints bodies and shapes for objects that are an appropriate size and have some features. Joins items in a variety of ways e.g. selotape, string, glue, hole punch. Mixes colours to make new colours. Develops their own ideas and then decides which materials to use to express them. Develops storylines in role play and small world play. Uses different textures in creations and will combine media.	Prints simple shapes, pressing down firmly and lifting the printing tool. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Sings familiar songs in a group, following the melody. Moves in response to music.	Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Is beginning to plan a design before starting. Plays a range of percussion instruments. Uses instruments to compose own music. Uses a range of tools and equipment and selects the most appropriate for the job.	Draws/paints with detail including finer details such as fingers, ears, hair styles or items onto features. Adds white/black to change the shade of a colour. Can cut around regular shapes following a line. Sings in tune and keeps to a beat. Combines different materials to create different textures. Create collaboratively, sharing ideas, resources and skills.	Sings a range of well know nursery rhymes and songs. Moves in time to music. Uses a variety of materials, tools and techniques safely. Talk about their creations, explaining the process they have used. Invent, adapt and recount narratives and stories with peers and adults. Use props and materials in role-play	Draws/paints from observation by making a careful study and then includes features and details in the pictures. Begins to match colours. Can cut around complex shapes such as people. Performs songs, rhymes, poems and stories with others.

The Reception Year provides the foundation for many skills the children will build upon in Year One.

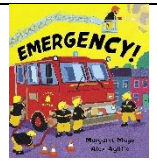
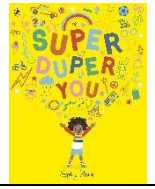
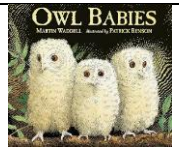
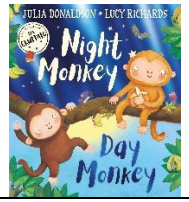
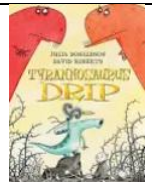
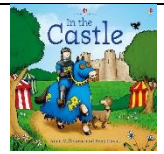
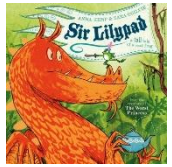
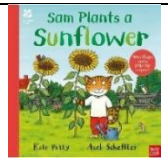
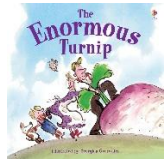
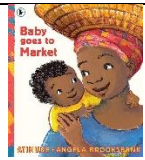
In Year 1, these foundations are built upon through the National Curriculum in Art, Music, and Dance. In Art, children develop techniques in drawing, painting, and sculpture, learning to use colour, pattern, texture, line, shape, and form to represent ideas. In Music, they learn to use their voices and instruments to create, perform, and respond to sounds, exploring rhythm, pitch, and dynamics. In Dance, children build on movement and expression, performing sequences individually and in groups, responding to music and storytelling.

EYFS Long Term Plan **Year A (2025-2026)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Who am I?**	**Celebrations**	**Once Upon a Time**	**In the garden**	**On the Move**	**Farms**
Themes	Families My favourites Houses and homes Homes in other countries. Autumn	Diwali Hannukah Christmas Birthdays	Traditional tales. Storytelling Exploring characters and settings	Types of minibeasts. Where minibeasts live. Life cycles What insects do for us. Plants	Journeys Types of transport. Maps and routes. Transport in the past. Road safety Space	Farm animals. Where food comes from. Jobs on the farm. Farm machinery. Farming in other places.
Core Texts	 	 	 	 	 	 
Other texts	This is me – Claire Taylor Home – Bitta Teckentrump A Super Family Like Ours – Dr Ranj Eyes, Nose, Belly Toes – Krupa Playforth The Great Big Book of Families – Mary Hoffman So Much – Trish Cooke In Every House on Every Street – Jess Hitchman A Place called Home – Kate Baker	Room on the Broom – Julia Donaldson Hats of Faith – Medeia Cohan I Love My Birthday – Giles Andreae The Best Diwali Ever – Sonali Shah Eight Nights, Eight Lights – Andrea Stegmaier The Christmas Story	The Gingerbread Man Goldilocks and the Tree Bears You Choose Fairytales – Nick Sharratt Little Red Riding Hood Mr Wolf's Pancakes – Jan Fearnley The Magic Paintbrush – Julia Donaldson Pattan's Pumpkin – Chitra Soundar	Walter's Wonderful Web – Tim Hopgood That's Not my Bee – Fiona Watt Superworm – Julia Donaldson The Big Book of Bugs – Yuval Zommer Yucky Worms – Vivian French The Bad Tempered Ladybird – Eric Carle Aaaarrghh Spider – Lydia Monks.	Who Sank the Boat – Pamela Allen Whatever Next – Jill Murphy Mr Gumpy's Motor Car – John Burningham All Aboard for the Bobo Road – Christopher Corr Emma Jane's Aeroplane – Katie Haworth Toys in Space – Mini Grey 100 Decker Bus – Mike Smith	Little Red Hen Oh Dear – Rod Campbell Rosie's Walk – Pat Hutchins Farmyard Hullabaloo – David Wojtowycz Usborne Farmyard Tales Look What I Found on the Farm – National Trust
Key Questions/ learning	Who are we? Where do I live? What is my home like? Who is in my family? What makes me happy and sad?	What do I do to celebrate? What do I celebrate at home? Who do you celebrate with?	Who is in the story? How do I listen to a story? Can I use the pictures to help me tell a story? Can I act out/tell part of a story?	What is Spring? What happens in Spring? What happens to plants in Spring? Where do minibeasts live? Which minibeasts live in our school grounds?	Which types of transport can you see on the way to school? Which types of transport go on water or fly in the air?	Which animals live on a farm? What sounds do the different animals make? What machines are use on a farm?

	What makes me special/unique? How are our families different? What are different homes like? How do I feel? How do other people feel?	Let's explore celebrations – birthdays, Christmas, Diwali, Remembrance day. Which celebrations are important to me? Which celebrations are important to other people? How do other people celebrate? Can we talk about similarities and differences between the celebrations.	Which is my favourite story? What do you like about the story? What is a traditional tale? Who are the characters in the story? Where it the story setting? Can I retell the story? Can I use story language? How do the characters feel in the story?	How does a butterfly change during its life? What is a season? How is Spring different to the other seasons? What is a life cycle? What is an insect? How do minibeasts help our garden? Why are bees important?	How do I keep myself safe by the road? How does an astronaut get into space? How do I go from one place to another? What were cars/trains/ planes like in the past? Why do some vehicles need wheels and others don't? What would you take on a trip to space? Can you draw a map of your route?	What grows on a farm? How do we look after animals on the farm? What are baby farm animals called? What jobs are there to do on a farm? What food do we get from a farm?
Key Vocabulary	Family, mummy, daddy, grandma, grandpa, sister, brother, house, home, room, autumn, happy, sad, angry. Aunt, uncle, parents, unique, kind, special, cousin, world, culture, village, season, change, emotion, feeling, calm, love, scared.	Light, birthday, party, Christmas, cake, Jesus, church, candle, give. Glow, celebrate, festival, Christian, celebration, tradition, Advent, compare	Story, book, page, picture, grow, bad, good, wolf, big, medium, small, woods. Character, traditional tale, setting, beginning, middle, end, once upon a time, sequence, wicked	Spring, bee, butterfly, spider, ladybird, worm, weather, snail, change, live, legs, wings, care, spin, web. Season, insect, chrysalis, habitat, damp, pollination, rotting, survive, respect, protect, symmetry, weave, slither.	Travel, boat, car, aeroplane, train, bus, fly, space, star, moon, adventure, rocket. Float, sink, helicopter, ship, lorry, motorbike, take-off, landing, world, planet, earth, direction, journey, astronaut.	Farmer, farm, tractor, pig, cow, chicken, goat, sheep, horse. Field, crop, hatch, wool, ingredients, dairy, ripen, plough, modern, traditional, past, harvest.
Celebrations/ Special Events/ Parental involvement	Harvest festival Autumn walk Photos of families	Christmas Diwali Hannukah Anti-Bullying Week Visiting pantomime Shoebox Appeal Christmas service Remembrance Day	Chinese New Year Growing beans	Real butterflies. Shrove Tuesday World Book Day Mother's Day Easter Easter Service	Father's Day Sports Day Little Loaves Service	Trip to Cotswold Farm Park Transitions to new classes.
RE Theme	Special People	Christmas	Celebrations	Easter	Stories	Special Places
PE Theme	Introduction to PE	Gymnastics	Fundamentals	Dance	Ball Skills	Games
PSHE Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music Theme	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band

Year B (2026-2027)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Me and my Community.**	**Light and Dark**	**Roarsome Adventures**	**Long Ago**	**Grow Grow Grow**	**Big Wide World**
Themes	Starting school People who help us. Standlake British Values Royal family	Day and night Nocturnal animals Daytime Routines. Winter	Polar Regions Dinosaurs	Toys from the past Castles Princes and princesses. Nursery Rhymes	How I have grown. Sunflowers Frog Life cycle	Different countries/places. Seaside/Under the sea Looking after our world Animals around the world Food around the world Summer
Core Texts	 	 	 	 	 	
Other texts	A Handful of Buttons – Carmen Parets Luque. We Are All Neighbours – Alexandra Penfold 10 Little Fingers and 10 Little Toes – Mem Fox. The Queen's Hat – Steve Antony The Lion Inside – Rachel Bright. A Superhero like You – Dr Ranj	Goodnight Moon – Margaret Wise Brown. How to Catch a Star – Oliver Jeffers What Can You See at Night – Kate Ware Mole's Star – Bitta Teckentrump Me and My Shadow – Daniel Thompson The Lights that Dance in the Night – Yuval Zommer.	Dinosaur Roar – Henrietta Stickland The Snail and the Whale – Julia Donaldson Shark in the Park – Nick Sharrat Lost and Found – Oliver Jeffers Dear Dinosaur – Chai Strathie Poles Apart – Jeanne Willis and Jarvis	Zog – Julia Donaldson The Princess and the Pea – traditional I'm Going to be a Princess – Stephanie Taylor. The King and the Cockerel – Story Museum/Sarah Morrell Dogger – Shirley Hughes. George and the Dragon - Christopher Wormell Toys and Games – Sally Hewitt	Titch – Pat Hutchins Jasper's Beanstalk – Nick Butterworth Nature Trail – Benjamin Zephaniah The Easter Story The Tiny Seed – Eric Carle The Growing Story – Ruth Krauss Growing Frogs – Vivian French	Dear Zoo – Rod Campbell Lots of Dots - Pippa Lockhart Sharing a Shell – Julia Donaldson Look What I Found at the Seaside - Moira Butterfield Here We Are – Oliver Jeffers The Koala Who Could – Rachel Bright Tidy – Emily Gravett What's On Your Plate - Whitney Stewart We All Went on Safari - Laurie Krebbs
Key Questions/ learning	Where do I live? What is the name of my village?	What do I do in day/night?	Can I retell a story? Can I act out a story? What is a dinosaur?	What is your favourite toy?	What plants can I see? How do I look after a plant?	Have I been to a different place? What was it like?

	Why am I great? Is my family the same as other people's? Who helps me in my community? Can I name some parts of my body? Which country do I live in? What is a map/globe? What is a city/the countryside? What jobs do people do in my community?	What is it like when it is dark? What do I do to get ready for bed? Where does light come from? What are the seasons? Do all animals sleep at night? When have I been in the dark? What can I see in the dark? What is the difference between night and day?	Which animals live in the polar regions? What did dinosaurs eat? How big were dinosaurs? What happened to the dinosaurs? How do we know about the dinosaurs? Can I make up my own story? What is it like to live in the polar regions?	What would it be like to be a princess/ knight? What do you like about this story? How have toys changed? What are toys made from now? What were toys made from in the past? What was it like to live in a castle? Can I design my own trap?	Am I growing? What do I need to look after me? How do a keep healthy? What do plants need to grow? How does a seed change? What are the parts of a plant called? What happens in the life cycle of a frog? What are the stages of human life? How do I change as I grow?	How can I look after where I live? What is it like at the seaside? What animals have spots? What are other countries like? How are they different to where I live? What do we need to do to look after our planet? How are people's lives different in different countries? Why do animals live in different places?
Key Vocabulary	Face, smile, hands, fingers, feet, toes, eyes, nose, mouth, mummy, daddy, brother sister, baby, Standlake, London, England, doctor, emergency, firefighter, police, hospital, church, farmer, builder, vet, city, countryside, community.	Day, night, dark, owl, sun, animal, colours, bright. Autumn, Winter, shadow, light, morning, afternoon, evening, nocturnal, diurnal, hibernate, shine, routine.	Hot, cold, ice, place, bear, over, under, through, river, Carnivore, herbivore, omnivore, fossil, frozen, melt, polar, world, north, south, globe, human, explorer.	Long ago, castle, princess, dragon, toy, doll. Yesterday, old, new, before, now, past, present, modern, material, wood, metal, plastic, armour.	Grow, plant, flower, leaf, baby, grown up, teeth, eat, smell, body. Seed, plant, shoot, survive, change, toddler, child, teenage, adult, elderly, die, stem, root, healthy, exercise.	World, holiday, sea, rubbish, bin, care, monkey, lion, giraffe, elephant, shell. Planet, environment, protect, recycle, camouflage, climate, grazing, crowded, Africa, Asia, North America, Sount America, Antarctica, Europe, Australia
Celebrations/ Special Events	Harvest festival Autumn walk Photos of families Visit from police/firefighters	Christmas Diwali Hannukah Visiting pantomime Shoebox Appeal Christmas service	Chinese New Year Growing beans	Shrove Tuesday World Book Day Mother's Day Easter Easter Service	Planting sunflowers Father's Day Sports Day Little Loaves Service	Trip to Cotswold Wildlife Park Transitions to new classes.
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