

Preschool EYFS Long Term Overview 2026-2027

School: Windmill Hill Academy	
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Characteristics of Effective Teaching and Learning

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 on trying if they encounter 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 persistence.

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 help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

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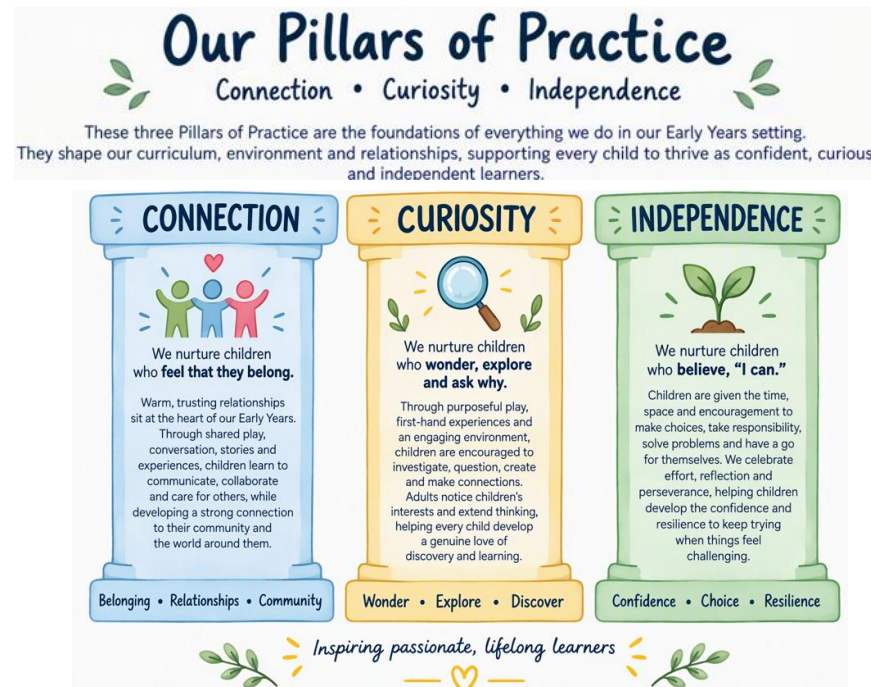
Early Years Foundation Stage Vision

“Inspiring passionate, life-long learners who strive to make a positive contribution to their community and the world around them.”

At Windmill Hill Academy, we believe every child deserves to feel safe, valued and inspired from the very beginning of their learning journey. As a small school that sits at the centre of our local community, we place relationships at the heart of everything we do and are committed to providing an inclusive and ambitious curriculum where every child can flourish.

Our Early Years curriculum is carefully designed to develop confident, curious and collaborative learners through meaningful play, high-quality interactions and rich first-hand experiences. Through a balance of child-initiated play and purposeful adult-led learning, we support children to develop the knowledge, skills and attitudes needed for future learning and success.

Our EYFS curriculum is underpinned by three Pillars of Practice which shape every aspect of teaching, learning and provision within our setting:



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Our Three Pillars of Practice

Our Early Years curriculum is underpinned by three interconnected pillars: Curiosity, Connection and Independence. These pillars shape our curriculum, environment, relationships and interactions, supporting every child to flourish as a confident, curious and capable learner.

Connection

Belonging • Relationships • Community

We nurture children who feel that they belong.

Connection begins with **warm, trusting relationships**. We create a welcoming and inclusive environment in which every child feels safe, valued and respected for who they are. Through nurturing interactions, predictable routines and strong relationships with familiar adults, children develop the emotional security they need to communicate, play, explore and learn.

We place great importance on children's personal, social and emotional development. Through everyday interactions and circle times, children learn to recognise, understand and communicate their feelings. By knowing each child as an individual and understanding unique starting points, adults help children develop strategies to regulate emotions, build resilience and recognise when support is needed.

Connection also means **learning with and from others**. Our rich, open-ended play ethos creates opportunities for children to share ideas, negotiate roles, listen, cooperate and solve problems together. Through collaborative play, partner talk, shared storytelling, discussion and group experiences, children develop the confidence and language to contribute their own ideas while beginning to value different perspectives.

Communication and language therefore sit at the heart of our provision. Adults prioritise high-quality interactions and use **sustained shared thinking** to extend children's ideas, deepen understanding and model the rich language of thinking and learning. Through role play, discussion, outdoor teamwork and shared problem solving, children develop vocabulary, oracy and social skills while learning how to communicate and collaborate successfully.

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Our continuous provision provides meaningful opportunities for children to play and learn alongside one another at their own stage of development. Adults carefully observe children's play and use responsive planning, enhanced provision and timely interactions to deepen thinking, extend language and support positive relationships.

Connection extends beyond the classroom. **Positive partnerships with families are central to our practice**, and we value parents and carers as children's first educators. Through regular communication on **Class Dojo**, home-book sharing and children's paper learning journeys, we celebrate achievements and strengthen the connection between home and school.

We recognise the importance of smooth and supportive transitions throughout the Early Years and into the next stage of education. Transition visits, shared experiences and strong communication with families help children develop familiarity, security and confidence as they encounter change.

Through shared experiences and local links, children also begin to understand their place within a **wider community**. Our curriculum celebrates diversity and encourages kindness, respect and an understanding of others. Children develop an awareness of the environment, sustainability and their responsibility for caring for the world around them, supporting children to become compassionate and responsible citizens.

Through connection, we want every child to know: "I belong."

Curiosity

Wonder • Explore • Discover

We nurture children who wonder, explore and ask why.

We aim to nurture children's natural curiosity and inspire a lifelong love of learning through **meaningful experiences, purposeful play and rich first-hand opportunities**. We want children to be fascinated by the world around them, confident to ask questions and excited to investigate, create, experiment and discover.

Learning Focus Hook → Topic Map → Responsive Next Steps → Enhanced Provision

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Each half term begins with an engaging hook or first-hand experience designed to spark **awe, wonder and excitement**. Adults and children then work together to create topic maps that uncover children's prior knowledge, interests, ideas and questions. We value the unique insights children bring to their learning and use these discussions to shape responsive next steps and enhanced provision, both indoors and outdoors.

By responding to children's interests and allowing their ideas to influence the direction of learning, we create an environment where play is meaningful, engaging and appropriately challenging. Through exploration, sustained shared thinking and high-quality adult interactions, children are encouraged to question, investigate, solve problems and make connections across their learning. In doing so, children become increasingly **curious, reflective, resilient, collaborative and independent** learners.

Our enabling environments are carefully designed to invite **imagination, creativity and exploration**. Our weekly **Wild Tribe** sessions provide rich opportunities for children to investigate the natural world, experience seasonal change, take appropriate risks and develop knowledge through memorable first-hand experiences.

Reading lies at the heart of our curriculum and is another powerful vehicle for curiosity. Our carefully designed **Reading Spine** ensures children experience a rich diet of high-quality texts that stimulate questions, introduce new ideas and open windows into worlds beyond their immediate experience. Stories develop vocabulary, knowledge and understanding through discussion, sustained shared thinking and first-hand experiences. Our sequenced Vocabulary Progression ensures ambitious vocabulary is introduced, revisited and embedded in meaningful contexts.

Nursery children participate in **Little Wandle Foundations for Phonics, Little Wandle Rhyme Time** and **Foundations for a Love of Reading**, while Reception children participate in daily **Little Wandle** phonics and reading practice sessions. Weekly home-book sharing further develops children's enjoyment of books at home and school. **Story Dough** and **Story Club** immerse children in storytelling, vocabulary, imagination and meaningful mark-making, while children with identified speech and language needs receive targeted support through **WellComm** interventions.

Children also participate in daily **Squiggle Whilst You Wiggle** sessions, supporting the physical foundations for early writing.

Mathematical curiosity is developed through practical exploration, discussion, investigation and problem solving. We use **NCETM Number** to develop a deep understanding of early number concepts and **White Rose Maths** to support learning in shape, space and measure. Children manipulate, investigate, notice patterns, explain their thinking and discover that there can be different ways to solve a problem.

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Through curiosity, we want every child to think: *"I wonder..."*

Independence

Confidence • Choice • Resilience

We nurture children who believe, "I can."

We believe independence develops when children feel **secure enough to have a go, make choices, take appropriate risks and learn from mistakes**. Throughout our Early Years provision, children are given the time, space, encouragement and increasing responsibility they need to become confident and capable learners.

Our learning environments are carefully organised so that children can make purposeful choices and increasingly manage their own learning. Resources are accessible and familiar, enabling children to select what they need, develop their own ideas, return resources and take responsibility for their environment. Adults know when to step in, but equally importantly, **when to step back**, giving children the opportunity to think, try and solve problems for themselves.

We recognise that independence is not simply about being able to do things alone. It is about developing the **self-awareness to recognise what we can do, what we might try next and when we need help**. Through sensitive adult support, emotion coaching and reflection, children learn to recognise their feelings, regulate their responses and develop strategies for approaching challenges.

We celebrate **effort, perseverance and the process of learning**, helping children understand that mistakes are a valuable part of learning. When something does not work the first time, children are encouraged to reflect, adapt their ideas and try again. Through this approach, children gradually develop the resilience and tenacity to remain engaged when learning becomes more challenging.

Independence is embedded across the curriculum. Children make choices within play, develop their own creative ideas, solve practical and mathematical problems, communicate their thinking, manage belongings and routines and increasingly take responsibility for themselves and their environment. Opportunities for active and outdoor learning, including **Wild Tribe**, provide further opportunities to develop physical confidence, problem-solving, decision-making and appropriate risk-taking.

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Adults carefully balance **support with challenge**, responding to children's individual starting points and gradually reducing support as confidence and competence develop. This allows every child to experience success while continuing to encounter the productive challenge needed to grow.

By the end of Reception, our ambition is not that children know or can do everything independently, but that they have developed the **confidence, resilience and self-belief to approach something new and have a go**.

Through independence, we want every child to believe: *"I can."*

*Throughout our curriculum documentation, opportunities to promote **diversity and inclusion** are highlighted in **green**, while links to **sustainability** are highlighted in **yellow**.

Windmill Hill Academy Preschool Long Term Curriculum Plan

	Autumn		Spring		Summer	
Lines of Enquiry	Who am I? <i>Understanding Ourselves</i>		Come Outside! <i>Understanding our community</i>		Isn't it amazing? <i>Understanding the wider world</i>	
	Identity • Relationships • Belonging • Healthy Choices • Seasons and Celebrations		Journeys • Communities • Animals Around Us • Signs of Spring • Adventure		Growth • Life Cycles • Nature • The Coast • Caring for Our World	
NB: These may be adapted at various points to allow for children's interests to flow through the provision						
Core Texts	Year A					
Little Wandle Foundations for Reading Diversity Links Sustainability Links	'Owl Babies' by Martin Waddell Amazing! by Steve Antony LW 'We're Going on a Bear Hunt' by Michael Rosen	'We're Going on a Pumpkin Hunt' by Goldie Hawk 'Roaring Rockets' by Tony Mitton and Ant Parker 'Beegu' by Alexis Deacon *'Stickman' by Julia Donaldson	*'The Train Ride' by June Crebbin *The three Little Pigs- traditional tale 'Car, Car, Truck, Jeep' by Katrina Charman and Nick Sharratt LW	*'Brown Bear, Brown Bear' by Bill Martin Jnr and Eric Carle *'Farmer Duck' by Martin Waddell Would you rather? By John Burningham LW	'The Very Hungry Caterpillar' by Eric Carle *'Oliver's Vegetables' by Vivian French *Planting a Rainbow – Lois Ehlert Errol's Garden by Gillian Hibbs LW	'Goodnight, Pirate' by Michelle Robinson and Nick East 'Sharing a shell' by Julia Donaldson *'This Beach is Loud' by Samantha Cotterill

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	Where's Lenny? By Ken Wilson-Max LW					
Core Texts	Year B					
Little Wandle Foundations for Reading Diversity Links Sustainability Links	'The Colour Monster' by Anna Llenas 'Hello Friend' by Rebecca Cobb LW 'Monster Clothes' by Daisy Hirst LW *'Elmer' by David McKee	*'Leaf Man' by Lois Ehler 'Kindness makes us Strong' by Sophie Beer LW *'The Way Back Home' by Oliver Jeffers *'The Snow Thief' by Alice Hemming	*'My two Blankets' by Irena Kobald *The three Billy Goats Gruff-Traditional tale 'All through the Night' by Polly Faber and Harriet Hobday LW	'Dear Zoo' by Rod Campbell *'What the Ladybird Heard' by Julia Donaldson *'Shh! We Have a Plan' by Chris Haughton	*'The crunching munching Caterpillar' by Sheridan Cain *'The Very busy Spider' by Eric Carle Jaspers Beanstalk by Nick Butterworth *'Omar the Bees and Me' by Helen Mortimer	'Tiddler' by Julia Donaldson *'The Pirate Mums' by Jodie Lancet-Grant 'The Undersea Cleaning Spree' by Twinkl Originals
Non-Fiction	World Atlas, The children's Bible, Magazines, Recipe Books , Osborne Question and Answer books, Topic specific books, signing books					
Communication and Language	Curriculum Aspiration: A confident Communicator Begins to communicate wants, needs and ideas through words, gestures and play. Develops confidence to listen, take turns in conversation and use an increasingly rich vocabulary through stories, songs, meaningful interactions and sustained shared thinking.					
2-3 years <i>Listening, Attention, and Understanding Speaking</i>	Opportunities for singing, music and toys that make sounds Developing use of single words during play through adult interactions	Listens to and enjoys rhythmic patterns in rhymes and stories Developing ability to put 2/3 words together	Start to say how they are feeling, using words as well as actions (Begin to express themselves) Beginning to ask simple questions	Start to develop conversation, often jumping from topic to topic. Confidently put 2/3 words together. Identifies action words by following simple instructions e.g. who is jumping?	Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet* Listen to simple stories and understand what is happening, with the help of the pictures.	Use language to share feelings, experiences and thoughts. Understanding of simple concepts, fast / slow good/bad Understanding the use of objects. – what do we use to cut

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3-4+ years <i>Listening, Attention, and Understanding Speaking</i>	Listening to stories and begin to recall information Developing listening skills	Sing Songs and Talk about familiar stories	Developing vocabulary Asking and answering questions	Asking and answering questions Developing sentence length	Express a point of view Use talk to organise ideas and play	Confident in listening to others and responding Developing speaking audibly
Registration and Circle times	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings. WellComms (activities planned daily)					
Daily routines	Practice using new vocabulary, develop social phrases, engage in communication with friends and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories/poems and create their own.					
Busy Learning	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs. Engage in communication with friends and adults.					
	Possible enhancements					
	Home corner role play area	Party props for relating to real life experiences	Role Play train station	Dear Zoo story props	Butterfly growing kit	Role play ice-cream shop
PSED	Curriculum Aspiration: A Reflective and Resilient Learner Begins to persevere when faced with challenge, explores new experiences with encouragement and develops confidence to try independently. Learns that mistakes are part of learning and begins to reflect on experiences with adult support. Curriculum Aspiration: A Collaborative Learner Begins to play alongside and with others, sharing ideas, taking turns and solving simple problems with support. Develops positive relationships through shared play and discussion.					
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.					
2-3 years <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions, for example from their parent to their key person Interested in their own and others physical characteristics e.g. pointing to features	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Beginning to express preferences and decisions.	Experiments with what their body can do by setting themselves physical challenges Developing an understanding/interest in differences e.g. in gender, ethnicity and ability	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front Begin to use 'you, me and I' in talk	Show empathy and concern for people who are special to them Knows their own name, their preferences and interests, becoming aware of unique abilities	Seeks out others to share experiences Beginning to be able to cooperate in favourable situations
3-4+ years <i>Self-Regulation Managing Self Building Relationships</i>	Talk about feelings e.g. happy and sad Identify feelings in others Select and use resources	Develop a sense of community and responsibility	Developing ways to solve conflicts Shows understanding of rules and why they are important	Develop ways of being assertive Develop independence in managing own care needs	Develop play with others Show increasing confidence in social situations	Demonstrate developing confidence in new situations Independent dressing and self-care

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		Show increasing confidence in social situations				making healthy choices
	PSHE Coram Education-SCARF: Safety, Caring, Achievement, Resilience, Friendship					
	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	Marvellous me! I am special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Registration and Circle times	Develop speaking and listening skills, self-esteem, a sense of community, understanding of how their behaviour affects others, problem-solving, a sense of responsibility and improved relationships between children, and between children and their teacher.					
Daily routines	Self-registration, song and story-time, lunch choosing, book voting, tidy-up time, washing hands independently, change into wet weather gear, use toilets with support, snack time (free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful					
Busy learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
Physical Development	Curriculum Aspiration: A Healthy and Active Learner Develops strength, coordination, control and confidence through active play, outdoor learning and purposeful fine and gross motor experiences.					
<i>Gross Motor Skills</i>	 Develop movement skills- gross motor, body control and strength. Gross Motor Skills: • Climbing on various equipment • Crawl, walk, run, jump, matching skill to task • Use large muscle movements to wave flags and streamers • Kick, throw and catch a ball • Clap and stamp to music • Dance and hold a pose • Paint and make marks • To be able to begin to sit on a push-along wheeled toy (2-3 years) • Riding tricycles (3-4 years) • Going up and down stairs • Carrying heavy items • Washing windows and toys • Building with large construction					
<i>Fine Motor Skills</i>	 Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand Fine Motor Skills: • Use tools and equipment like spades, spoon and fork, water jugs, scissor scoops, tweezers, large pipettes					

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	- Funky finger activities - Play-dough (dough disco) - Tearing Paper - Scissors- sniping paper progressing to moving forwards - Mark making using a variety of tools and media - Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts - Finger Puppets					
Literacy	Curriculum Aspiration: A Reader and Storyteller Develops a love of stories, rhyme and books through the Reading Spine, joining in with repeated language, talking about pictures and retelling familiar stories through play. Begins to use newly introduced vocabulary in meaningful contexts. Curriculum Aspiration: A Confident Writer Uses drawing, mark-making and early writing to communicate ideas, experiences and stories with increasing confidence.					
2-3 years	Getting to know routines Little Wandle Foundations for a love of reading Squiggle While We Wiggle 					
<i>Word Reading</i>	Enjoys songs and rhymes tuning in and paying attention	Enjoys sharing books with an adult	Has favourite books and seeks them out, to share with an adult	Ask questions about the book. Makes comments and shares their own ideas	Develop play around favourite stories using props	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone
<i>Writing</i>	Copy finger movements and other gestures	Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat	Repeat words and phrases from familiar stories	Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments	Beginning to join in with conversations about stories and learn new vocabulary	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)
<i>Comprehension</i>	Pay attention and responds to the pictures or the words in books	Enjoys listening or joining in with words of familiar songs and nursery rhymes	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)	Sing songs and say rhymes independently, for example, singing whilst playing.		
	Enjoy making marks freely	Pay attention and responds to the pictures or the words in books	Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."		Sing songs and say rhymes independently, for example, singing whilst playing
		Enjoys making marks freely				Repeat words and phrases from familiar stories
						To begin to make marks independently.
3-4+ years	Little Wandle Foundations For a Love of Reading /Rhyme Time Squiggle While We Wiggle Little Wandle Foundations for Phonics 					

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<i>Word Reading</i> <i>Writing</i> <i>Comprehension</i>	Enjoys making marks independently	Begin to develop phonological awareness.	Develop language of direction (up down, round, and back)	Talks about the different parts of a book	Develops Understanding of the five key concepts about print: - print has meaning -Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book	Joins with oral blending and segmenting games.
	Joins in with a range of Nursery Rhymes, jingles and songs To be able to enjoy stories with adults, sometimes in a small group To begin to develop play around favourite stories using props Discriminates between different sounds. (Environmental and instrumental sounds) Talks about pictures in books	Begin to count or clap syllables Develop use of some story language Learns new vocabulary from texts and topics Develop understanding of concepts e.g. same/different Join in with Dough Disco sessions	Can access a wide range of mark making materials in class and in the outdoor provision Makes marks using a range of materials Imitate writing in play situations e.g. shopping lists, parking tickets	Discriminates between different sounds (animal) Recognises rhyming words in games, stories and poems. Recognises familiar logos and labels in the environment To know that text has meaning. Builds an understanding that text is read from left to right	Makes predictions about stories Can re-tell familiar stories using a story map Talks about different parts of a story. (Beginning, middle, end) Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Begin to recognise Name	Begins to blend and segment CVC words Joins in with shared writing experiences and contributes ideas Recognises rhymes and alliteration Recognises initial sounds in words Joins in with weekly Little Wandle phonic sessions introducing 3 phonemes each week Recognises name Write some or all of my name Write some letters accurately
Little Wandle Rhyme Time	Miss Polly had a Dolly Humpty, Dumpty Ring-a-Ring-a-Roses The Grand Old Duke of York	Pat-a-Cake Twinkle, Twinkle, Little Star Hickory, Dickory, Dock	Down at the Station The Wheels on the Bus Row, Row, Row your Boat	Incy, Wicny Spider Baa, Baa, Black, Sheep Hey, Diddle, Diddle	Round and Round The Garden Mary, Mary, Quite Contrary One, Two, Buckle my Shoe	12345, once I caught a fish alive A Sailor Went to Sea Jack and Jill Wind the Bobbin Up
Maths	Curriculum Aspiration: A confident mathematician					

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	Develops early mathematical language and thinking through practical exploration, play and discussion. Notices pattern, quantity, shape and measure in meaningful everyday experiences.					
	<i>NB: These statements have been split for extra focus but will be revisited throughout the year in maths rich continuous provision and progression will be determined by assessment</i>					
2-3 years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Noticing number React to changes of amount in a group of up to three items Say some number names randomly Take part in finger rhymes/counting rhymes	Maths: Comparing and combing objects Compare saying lots, more, the same Combine objects like stacking blocks and cups. Put objects inside others and take them out again Beginning to recite some number names in sequence Build with a range of resources	Maths: Counting skills and categorising Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Recites some number names in sequence Beginning to categorise objects according to properties such as shape or size	Maths: Developing understanding of language Compare saying bigger, smaller, high, low, tall, heavy Developing understanding of positional language Recites numbers in sequence 1-5	Maths: Counting skills Say one number for each item in order: 1,2,3 (maybe more) Recites numbers past five sometimes in sequence Recognise some numerals of personal significance Selects a small number of objects from a group when asked	Maths: Shape exploration, measure & pattern Counting to 5/10 Make simple comparisons between objects relating to size, length, weight and capacity Exploring shapes in play Complete an inset puzzle Notices simple patterns and arrange things in patterns
3-4+ years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Colour and Shape Explore colour and colour mixing Make comparisons between objects relating to size Compare sizes using gestures and language: 'big/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat	Maths: Counting skills, subitising and patterns Counting to 5/10 Subitising objects to 3 Counting out objects 1-1 Knows last number reached is the total (cardinal principle) Showing numbers on fingers Extend and create ABAB patterns – stick, leaf, stick, leaf.	Maths: Composition and number recognition Say one number for each item in order: 1,2,3,4,5. Introduce that numbers are made up of smaller numbers (composition) 1-5 Knows last number reached is the total (cardinal principle) Number recognition. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Maths: Number and Measure Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Number recognition. Link numbers to amounts Ordering Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and	Maths: Sequencing and position Compare saying 'more than', 'fewer than' Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for example, "The bag is under the table," with no pointing. Exploring measures Starting to describe shape	Maths: Composition, more and less, consolidation Realises that not just objects can be counted Finds one more or less with objects Say a number one more than the given number to 5 Can count irregular arrangements to 10 Notices & corrects an error e.g. on a number line

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	Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.	Notice and correct an error in a repeating pattern.	Experiment with their own symbols and possibly numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.	wallpaper, using informal language like 'pointy', 'spotty', 'blobs' etc.. Make comparisons between objects relating to size, length, weight and capacity.	Using prepositions in their play and games Talk about routes and locations	
Key Maths Texts Link to Master the Curriculum	Red-A crayons story-Michael Hill Big, Yellow Digger-Julia Jarman The Rainbow Fish-Marcus Pfister Elmer-David Mckee Mix it Up-Herve Tullet Simon Sock-Sue Hendra Exactly the Opposite-Tana Hoban Sort it out-Barbara Mariconda 1,2,3 to The Zoo-Eric Carle Beep, Beep, Vroom, Vroom-Stuart J Murphy Pattern Fish-Trudy Murphy	The Three Little Pigs The Three Billy Goats Gruff It's not easy being number three-Drew Deravich Pete the Cat and his 4 Groovy buttons-James Dean Spots and Dots by Helen Baugh and Marion Douchars Anno's Counting book-Mitsumasa Anno Six Dinner Sid-Inga Moore Jasper's Beanstalk-Nick Butterworth How Much Does a Ladybird Weigh?-Alison Limentani			Over Bear-Under where? Julie Hedlund Rosie's Walk-Pat Hutchins Anno's Counting Book -Mitsumasa Anno My Granny went to the Markey-Stella Blackstone Shapes with Little Fish-Lusy Cousins Bear in a Square-Stell Blackstone Nibbles Numbers-Emma Yarlett Nursery rhyme books-to make sequence cards	
Nursery Rhymes Link to Master the Curriculum	1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 little speckled frogs 5 Little Ducks went swimming one day 5 Current buns 5 Fat sausages 1 Finger, 1 Thumb 1,2 Buckle my shoe 2 Little Dickie Birds Head. Shoulders, Knees and Toes Zoom, Zoom, Zoom	Three Blind Mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the Camel Sing a song of Sixpence I'm a Little Bean 5 Cheeky Monkeys swinging in the trees When Goldilocks went to the House of the Bears			5 Little Men in a Flying Saucer Humpty Dumpty Sat on a Wall One Elephant Went Out to Play Ring-a Roses London Bridge is Falling Down One Big Hippo Sleeping Bunnies 5 Cheeky Monkeys jumping on the bed 5 Little Apples	
Understanding the World (Links to History, Geography, Science, Computing, RE)	Curriculum Aspiration: A Compassionate Citizen Develops kindness, empathy and respect through positive relationships, stories and shared experiences. Begins to understand how to care for others, living things and the environment. Curriculum Aspiration: A Curious Explorer Explores with curiosity through meaningful play, first-hand experiences and outdoor learning. Notices change, investigates with their senses and begins to ask questions about the world around them.					

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2-3 years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i> Links to sustainability	Shows interests in photographs of themselves and other familiar people and objects	Demonstrates curiosity about people and shows interest in stories about people, animals or objects.	Notice differences between people. (culture, family days/ photos)	Can talk about their immediate family, relations and pets	Remembers a special event and shows interest in the lives of people who are special to them	Make connections between the features of their family and other families
	Learns they have similarities and differences which connect them to and distinguish them from others Repeat actions that have an effect (exploring how things work) Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)	Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc.	Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc. Talk about their own experiences	Talks about some of the things they've observed such as plants, animals, natural and found objects Explore collections of materials with similar and/or different properties.	Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices) Beginning to make comments about plants, seeds and caring for growing plants.	Notice differences between people Notices detailed features of objects in their environment Explore and respond to different natural phenomena in their setting and on trips
3-4+ years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i> Links to sustainability	Begin to make sense of their own life story Notices differences and connections in people and families Show interest in different occupations Explore materials with different properties	Begin to make sense of their own life-story and family's history Develop positive attitudes to people and their differences In pretend play imitates events from own family or cultural background Talk about the differences between materials and changes they notice. (Snow, Ice melting)	Talk about why things happen and how things work using a wide vocabulary Explore collections of materials, talk about their observations Knows there are different places and countries in the world Explore and talk about different forces	Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in hands on exploration Know that animals live in different parts of the world	Continue developing positive attitudes about the differences between people Understand the need to care for and respect the environment for example, plant seeds and care for plants Understand the key features of the life cycle of a plant and animal Begins to notice changes in things e.g. when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed	Understand that their friends might do things differently to them e.g. eating different foods at home or celebrating events with their families at different times Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos Talk about different environments and the animals and plants which live and grow there

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Technology 2-3 years	Toys with buttons, flaps and simple mechanisms, beginning to learn to operate them.		Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.		Plays with water to investigate ‘low technology’ such as washing and cleaning. Uses pipes, funnels and other tools to carry and transport water from one place to another	
Technology 3-4+ years	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		Toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment		Age-appropriate apps on the Interactive WB and iPad.	
Expressive Arts and Design (Links to Art, DT, Music and Drama)	Curriculum Aspiration: A Creative Thinker Explores, creates and expresses ideas through art, music, role play, storytelling, construction and imaginative play. Begins to use experiences and stories to inspire creativity.					
2-3 years <i>Creating with materials</i> <i>Being Imaginative</i>	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play Enjoys and responds to playing with colour in a variety of ways
3-4+ years <i>Creating with materials</i> <i>Being Imaginative</i>	Colour awareness and mixing Make simple models which express their ideas	Listen to sounds with increasing attention Join different materials and explore different textures Develop pretend play	Develop small world imaginative play Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Develop stories using small world equipment like animal sets, dolls and dolls houses etc Develop pretend play with others Use available resources as props	Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore colour and how colour can be changed	Develop pencil and tool control to create complex and detailed pictures. Safely use and explore lots of different tools such as hammers, scissors, hole punches and saws Makes up stories when playing Draws for a purpose
Music	We aim to become a “ Music Mover and Grover ” who can discern a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm.					
2-3 years	Explore their voices and enjoy making sounds. Move and dance to music	Show attention to sounds and music (when you play different cultural/genre/tempo music etc.)	Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)	Join in with songs and rhymes, making some sounds.	Explore a range of sound-makers and instruments and play them in different ways.	Make rhythmical and repetitive sounds. Enjoy and take part in action songs

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3-4+ years	Creates sounds by rubbing, shaking, tapping, striking or blowing	Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet	Remember and sing entire songs Pitch match songs To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	Plays instruments with increasing control to express feelings and ideas Move in a range of ways	Create their own songs and rhythms Join in with simple songs from around the world.	Sings familiar songs e.g. pop songs, TV shows, rhymes, songs from home
Enrichment opportunities: Sustainability Links	Wild Tribe Breaking bread	Wild Tribe Owl visit	Wild Tribe	Wild Tribe Fire engine/PCSO Visit	Wild Tribe Planting seeds Growing and releasing Butterflies	Wild Tribe Pop-Up Role Play Village
Important to note:	<i>Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.</i>					
References	Development Matters (2021) Department for Education Birth to 5 Matters (2 nd Edition 2026) Early Years Coalition					