



St Augustine's Early Years Foundation Stage Curriculum Map

To Be The Best We Can Be

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Ourselves (I wonder what is special?) Autumn / Harvest	Ourselves (I wonder how it feels?) Autumn / Winter	Traditional Tales (I wonder why traditional tales are important?) Winter / Spring	People Who Help Us (I wonder who helps us?) Spring	Growing (I wonder how things grow?) Spring / Summer	Around The World (I wonder where people live?) Summer
RE - RED	Branch 1 – Creation and Covenant	Branch 2 – Prophecy and Promise	Branch 3 – Galilee to Jerusalem	Branch 4 – Desert To Garden	Branch 5 – To The Ends of the Earth	Branch 6 – Dialogue and Encounter
High quality Texts	Fiction Harry and the Dinosaurs go to school The Tiger who came to Tea Peace at Last My 5 senses – Alik It's okay to be different Elmer	Fiction The Colour Monster We're all different We're all unique Why do we eat? Look inside your body Funnybones Super Duper You	Fiction Three Billy Goats Gruff Goldilocks and the Three Bears Three Little Pigs The Gingerbread Man Jack and the Beanstalk Little Red Riding Hood	Fiction Maisy goes to Hospital Topsy and Tim at the dentist Mog and the Vet Busy People – Police officer Busy People – Firefighter A Focus on People who Help us	Fiction The Hungry Caterpillar The Tiny Seed Errol's Garden Mad about Minibeasts What the Ladybird Heard Superworm	Fiction Handa's Surprise We're going on a Lion hunt Giraffe's can't dance Little Polar Bear by Hans de Beer Blue Penguin A dot in the snow

Enrichment	Blessing of Classrooms	Bonfire night	Make Gingerbread Men	Firefighter visit	Easter Bonnett parade	Father's Day
	Harvest liturgy	Remembrance Day	Children's Mental Health	Talks from parents who help	Making Easter Nests	Sports Day
	Little Way Week	Acting out a Baptism with	Week	in the community e.g. nurse,	Living eggs – Class chick	Transition to Year One
	Black History Month	priest	Growing beanstalks	dentist etc	project	journey
	Praying the Rosary	Anti-Bullying Week	Exploring the snow (weather	Mother's Day	Live Caterpillars	
	Make soup with vegetables	Road Safety Week	permitting)	World Book Day	Minibeast walks around the	
	Autumn walk	Nativity Production	Making porridge	Ash Wednesday Liturgy	school grounds	
	Weekly visits to school library	Advent	Story Sacks project started	Stations of the cross	Visit to Bocketts Farm	
	commence		Rainbow theatre visit –		St Augustine's Day Mass	
			Traditional Tales			

COEL



Characteristics of Effective 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.

Over Arching 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.

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

We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

St Augustine's Learners Our School Vision	Believe		Excellence		Special		Together	
	Faith is at the heart of everything we do. We believe in God, we believe in each other and we believe in ourselves.		We aim for the very best for ourselves and those with whom we work.		God makes each person unique in many different ways. We strive to develop these gifts for the benefit of each individual and the wider community.		We work together as a team where all members of our school community are respected, valued and loved.	
British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values		
	We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.		

Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy says so Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa	Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums We are family More people to love me Our class is a family Heather has two mummies

Prime Area – Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	Build secure relationships with adults and peers; learn routines and expectations; recognise and talk about emotions; begin turn-taking and sharing. Manage own hygiene and ask for help when needed.		Show confidence in trying new challenges; resolve minor conflicts; show empathy; take responsibility for small tasks. Know and talk about the different factors that support overall health and wellbeing:		Show resilience and perseverance; work collaboratively;	
Implementation	The EEF evidence informed approaches and practices to support PSED are embedded in our curriculum. • Teaching awareness of emotions and feelings. • Teaching and modelling managing emotions and feelings. • Teaching and managing social communication. • Teaching relationship skills. • Teaching how to sustain positive relationships. • Promoting self-care.					
	We use the Ten Ten Life to the Full Plus Curriculum to support the teaching and learning of PSED. It covers the full scope of the PSED programme of study as outlined in the statutory EYFS framework, but with a faith-based and PSHE-integrated approach.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	Be ready, Be respectful, Be safe Zones of Regulation		Created and Loved By God Module 1 Unit 3 sessions 2,3,4 Children's Mental Health Week		Zones of Regulation	
Managing Self	Lifestyle First Railway safety	Created and Loved by God Module 1 Unit 2 sessions 1,3,4 Road Safety Week	Created and Loved By God Module 1 Unit 4 session 2		Lifestyle First Created To Love Others Module 2 Unit 4 – sessions 1,2,3,4	Created to Live in Community - Module 3 Unit 2, session 1,2,3,

Prime Area – Communication and Language						
<i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. 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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	Develop listening and attention skills; follow simple instructions; use talk to organise play and express needs; build vocabulary through routines and familiar contexts.		Extend vocabulary linked to stories and topics; retell stories; ask questions to find out more; use talk to explain ideas and events.		Use full sentences to express thoughts clearly; connect ideas using conjunctions; participate in discussions; perform stories or poems confidently.	
Implementation	The EEF evidence informed approaches and practices to support communication and language development in the early years are the bedrock of our curriculum and implemented throughout the year. • Teaching and Modelling vocabulary and language using the Shrec approach to quality interactions. • Daily interactive reading from high quality texts, rhymes or poems. • Teaching through collaborative skills. • Modelling social communication skills. • ELCi Enhanced Language and Communication Initiative supports whole class speech, language and communication needs. Visuals, alternative communication boards and structured routines. ELCi aims to enable inclusion for all from the start. • All children screened using Wellcomm language intervention – understanding, expressive language, speech sounds and social use of language.					
	Listening and attention activities and games	Discuss stories Retelling with sequence cards Encourage storytelling and new sharing Use sentence stems and prompts	Multi-step instructions in play Action songs and chants Model extended sentences Use of story maps and oral rehearsal	Role play and small world storytelling Questioning games Partner talk	Scaffolded problem – solving tasks Encourage verbal reasoning during play	Use of non-fiction texts Reflective circle time
Impact - Early learning Goals Listening, Attention and understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						

Prime Area – Physical Development	
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Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Intent	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons		Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming develop correct tripod grip and letter formation; manage dressing skills; use equipment with control.		Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Further develop the skills they need to manage the school day successfully		
Implementation	The EEF evidence informed approaches and practices to support physical development in the early years are embedded in our curriculum. • Promoting physical development • Teaching the skills needed for handling and movement • Teaching the skills needed for mark making and letter formation						
	PE We use Get Set for PE to support our Physical development curriculum. The children take part in two lessons per week. A well sequenced approach focusing on embedding fundamental movement skills into lessons, progressing to more complex skills in KS 1 & KS2. A structured approach to develop agility, balance, coordination and confidence whilst ensuring all pupils are included and encouraged to enjoy physical activity and have opportunities to experience a wide variety of sports and games.						
	Gross motor skills Children in Reception benefit from daily access to a well-resourced outdoor area, which plays a vital role in supporting their physical development. Through active exploration, climbing, balancing, running, and using equipment such as bikes, balls, and hoops, they strengthen their gross motor skills and coordination. These experiences also help them develop fundamental movement skills like jumping, throwing, catching, and spatial awareness and develop the skills needed for mark making. Children will take part in regular activities to develop their core muscles and shoulder stability.						
	Get Set For PE – Introduction to PE unit 1 Complete Coaching – Ball Skills Unit 1	Get Set For PE - Introduction to PE unit 2 Complete Coaching – Ball Skills Unit 2	Get Set For PE – Gymnastics Unit 1 Complete Coaching – Fundamentals - Unit 1	Get Set For PE – Dance Unit 1 Complete Coaching – Fundamentals - Unit 2	Get Set For PE – Gymnastics Unit 2 Complete Coaching - Games Unit 1	Get Set For PE – Dance Unit 2 Complete Coaching – Games Unit 2	
	Fine motor skills activities Throughout the Reception year, children are provided with a wide range of opportunities to develop and refine their fine motor skills across all areas of provision. Carefully planned activities—such as threading, cutting, mark making, construction, and using small tools—are embedded into daily routines and continuous provision, enabling children to practise and strengthen their hand–eye coordination, dexterity, and control. Practitioners use a clearly sequenced progression of skills to support children in confidently using one-handed tools, such as scissors, pencils, and cutlery. This structured approach ensures that each child builds the strength, precision, and independence needed for tasks like writing, drawing, and self-care, laying the foundation for future learning.						

Impact Early learning Goals Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Early learning Goals

Gross Motor Skills:	
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Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:	
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Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Specific Area – Literacy						
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Implementation	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter / letters.	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs. Writing Children will write labels / phrases representing the sounds with a letter / letters.	Comprehension Children will retell a story using vocabulary influence by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words that are spelt phonetically.	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
	The EEF evidence informed approaches and practices to support literacy in the early years are embedded in our curriculum. - Interactive reading – Daily reading high quality texts, rhymes and poems - Systematic, synthetic phonics – Little Wandle - Teaching mark making and letter formation – Daily physical development activities to prepare to write and daily letter formation practise. - Interactive writing – Daily modelled writing by adult					
	Phonics: Little Wandle Phase 2 graphemes s a t p l n m d g o c k c k e u r h b f l New tricky words is I the	Phonics: Little Wandle Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Words with – s/s/ added at the end (hats sits) Words ending in s/z/(his) and with -s/z/ added at the end (bags sings) New Tricky Words put pull full as and has his her go no to into she push he of we me be	Phonics: Little Wandle Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters Longer words New Tricky Words was you they my by all are sure pure	Phonics: Little Wandle Review Phase 3 Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words Words with s/z/in the middle Words with -s / s/ z/ at the end Words with -es/z/ at the end	Phonics: Little Wandle Phase 4 graphemes Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suf-xes:-ing, -ed/t/-ed/id/ed/-est New Tricky Words Said so have like some come love do were here little says there when what one out today	Phonics: Little Wandle Phase 4 Long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suf – xes- ing, -ed/t, -ed, id/ed/, -ed/d/-er,-est Longer words
	Foundation skills using dough disco Little Wandle Handwriting pattern	Little Wandle Handwriting Lower Case Letter families	Little Wandle Handwriting Capital Letters	Little Wandle Handwriting Capital Letters	Little Wandle Handwriting Numbers and Digraphs and trigraphs	Little Wandle Handwriting Digraphs and trigraphs

Impact ELG

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing 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.

Specific Area - Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this

understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	White Rose Maths and NCETM mastery in number Getting to Know you: settling in, routines, exploring provision. Match, Sort and Compare match and sort objects, identify sets and compare amounts Talk about measure and patterns Compare size, mass and capacity and patterns. Shapes with 4 sides identify and name shapes with 4 sides and look at day and night	White Rose Maths and NCETM mastery in number It’s me 1,2,3!: Representing, comparing and composing 1, 2 and 3. Circles and Triangles Exploring circles, triangles and positional language. 1,2,3,4,5 Find, represent and subitise 4 and 5, 1 more and less, composition of numbers to 5 Explore 3D shapes Recognise and name 3D shapes, find 2D shapes in 3D shapes, identify patterns	White Rose Maths and NCETM mastery in number Alive in 5: Introducing 0. Comparing numbers to 5. Composition of 4 & 5. Subitising Mass and Capacity: Compare Mass, Find a balance and explore and compare capacity Growing 6,7,8: Find and represent, 1 more and 1 less, odd and even and doubles, conceptual subitising Length, Height and Time – Explore and compare length and height	White Rose Maths and NCETM mastery in number Length, Height and Time continued. – Talk about, order and sequence time Building 9 and 10: Counting to 9 and 10, find and compare to 9 and 10, conceptual subitizing, 1 more and 1 less, doubling, number bonds to 10(2 and 3 parts), explore even and odd	White Rose Maths and NCETM mastery in number To 20 and Beyond: Building numbers beyond 10. Counting patterns beyond 10. How many now? Adding more, taking away.	White Rose Maths and NCETM mastery in number Manipulate, compose and decompose – select, rotate and manipulate shapes, compose and decompose shapes and copy 2D shapes Sharing and Grouping Explore sharing and grouping including odd and even groups and play with and build doubles. Visualise, build and map Identify units of repeating patterns, create and explore own pattern rules, visualise from different positions and give instructions to build, represent maps with models Make connections Deepen understanding, patterns and relationships
Implementation	Children in reception have a daily mathematics lesson following the White Rose Maths for Reception programme and NCETM mastery in number. Both programmes align closely with the EEF’s Evidence Store by embedding key pedagogical approaches that foster early mathematical development, including teaching the association between number and quantity, promoting fluency with numbers and sequences, and modelling comparisons and connections—through its structured, mastery-led curriculum. Each lesson builds conceptual understanding using manipulatives, visual models, and mathematical language, which directly supports the EEF’s emphasis on <i>facilitating mathematical vocabulary and reasoning</i> . The scheme and activities provided during continuous provision also encourages problem-solving and exploration, aligning with the EEF’s guidance on using <i>adult-initiated and child-led opportunities</i> to deepen mathematical thinking Education Endowment Foundation .					
Impact Early Learning Goals: Number: Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

The curriculum has been strategically planned to ensure that *Understanding the World* (UTW) is taught progressively across the year. While the prime areas of learning—Communication and Language, Personal, Social and Emotional Development, and Physical Development—are prioritised during the Autumn term to establish strong foundations, UTW teaching becomes more prominent in the Spring and Summer terms. This approach allows children to build the attention, language, and social skills needed to engage meaningfully with scientific and cultural concepts.

Impact	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Talk about family and traditions; notice seasonal changes; explore immediate environment; recognise differences between people.		Explore animal life cycles and growth; learn about people who help us; compare past and present; observe weather and materials.		Explore maps and environments; understand change over time; show care for living things; use technology for purposeful tasks.	
Implementation	History: Past and Present Children will know about their own life story and how they have changed.	History: Past and Present Children will know some similarities and differences between things in the past and now.	History: Past and Present Children will talk about the lives of people around them.	History: Past and Present Children will talk about past and present events in their lives and what has been read to them.	History: Past and Present Children will know about the past through settings and characters.	Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.
	Geography: People, Culture and Communities Children will know about features of the immediate environment.	Significant Person - Guy Fawkes	Significant Person – Mary Anning and Elizabeth Philpot (fossil collectors)	Significant Person – Florence Nightingale	Significant Person – Famous Antarctic explorers – Robert Scott, Edward Wilson and Ernest Shackleton	Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.
	Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.	Science: The Natural World Children will explore and ask questions about the natural world around them.	Geography: People, Culture and Communities Children will know that people around the world have different religions.	Geography: People, Culture and Communities Children will know about people who help us in the community.	Geography: People, Culture and Communities Children will know that there are many countries around the world and that people may speak different languages.	PLAN – Seasonal Changes
	PLAN – Sound	PLAN – Animals, excluding human	Science: The Natural World Children will understand the terms ‘same’ and ‘different’.	Science: The Natural World Children will make observations about plants discussing similarities and differences.	Science: The Natural World Children will make observations about animals discussing similarities and differences.	
			PLAN – Materials, including changing materials	PLAN - Forces	PLAN – Plants	

Impact Early Learning Goals:

Past and Present: Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;

People. Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Explore colour, texture, and materials; learn familiar songs; engage in imaginative role play; create self-portraits.		Experiment with printing, collage, and model-making; move to music; develop storylines in play; use props for storytelling.		Plan and create independent art projects; perform songs and stories; combine media and techniques; express ideas confidently.	
Implementation		Access Art – Finding Circles and collaging with wax crayon rubbings	Access Art – Printing with string and roller printing	Access Art – Let’s start with collage and fruit and veg head	Access Art – Galaxy Painting	Access Art – Cardboard creations
	Get Set 4 Music – Nursery Rhymes	Nativity – Little Baby Jesus	Get Set 4 Music – Traditional Tales	Get Set 4 Music – Whatever the Weather	Get Set 4 Music - Minibeasts	Get Set 4 Music - Space

Impact

Early Learning Goals:

Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.