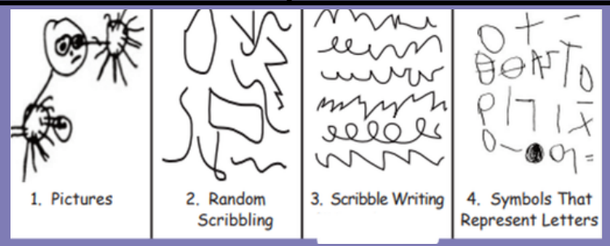
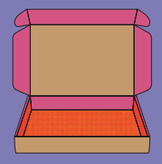
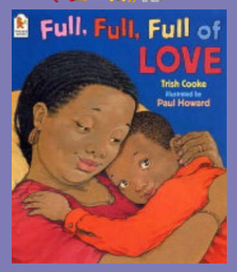
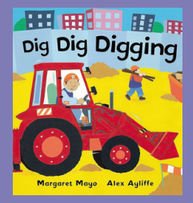
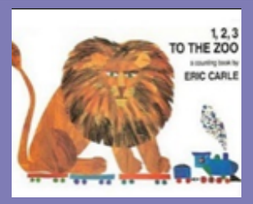
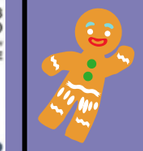
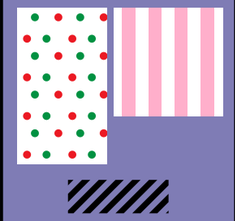
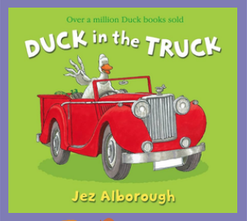
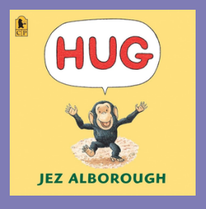
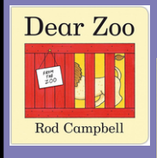
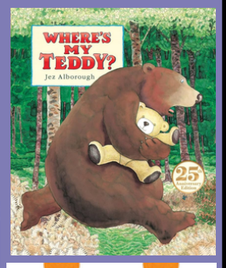
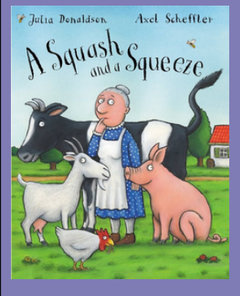
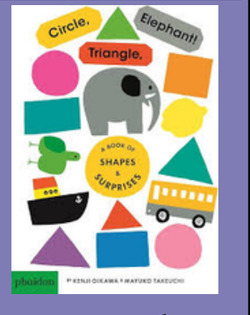
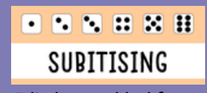
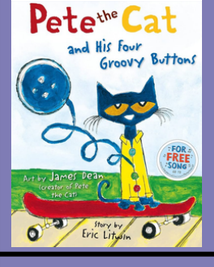
Early Years Curriculum Plan Year A 2026 - 2027 Year A 2028 - 2029 Autumn Term	**Settling In** Marvellous Me My Family **Autumn** What is Autumn? How do the trees change? What do animals do in Autumn? Does the weather change?	**Where on Earth are we?** Where do I live? What places can we see near our school? How do people travel around our area? What's in our local area?	**People Who Help Us** Who can help us at school? Who helps us when we are unwell? Who can help our pets when they are unwell? Would you like to be a teacher or doctor in the future?	Consortium Develop•Create•Engage **ELG Outcomes**	
Writing Purpose	**Inform**	**Entertain**	**Inform**	**Entertain**	
Written Outcomes	**All About Me Books**	**Favourite Story Books**	**My Special People Books**	**Story Books (Pattern)**	
Book Suggestions We follow HFL Essential Writing Story Book Long Term Overview					**Literacy & Early Reading** **Writing ELG** Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. **Comprehension ELG** Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading ELG** ELG Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Nursery Writing Progression	• Children explore a range of mark-making tools and begin developing hand and finger strength. • They make marks freely and give simple meaning to them. • They show interest in print and begin recognising their name card. • Their pencil grasp begins to develop, often still using a full-handed grip.		• Children make intentional marks with improving control, experimenting with lines and shapes. • They talk about their marks and begin noticing letters in their name. • They understand that print carries meaning. • Their pencil grip begins moving towards a more controlled thumb-and-finger grasp.		
Reception Writing Progression	• Develop correct pencil grip and hand strength. • Make marks with meaning ("This says mum"). • Hear and say initial sounds in words. • Form some taught letters correctly (Set 1). • Write own name using taught letters.		• Children make intentional marks with increasing control and experiment with lines, circles and patterns. • They talk about the marks they make and begin to notice letters in their name. • They understand that print carries meaning and may "write" through scribbles or letter-like shapes. • Their pencil grip begins to move towards a tripod or thumb-and-finger grasp with support.		
Nursery Phonics	 **Environmental and Instrumental Sounds**  Nursery Rhymes Daily Welcome Song Mrs Ross has a box....    Grandmother's Footsteps Teddy is lost in the Jungle 		 Move to a beat March Stomp Splash  **Body Percussion**  The Postman Song - Name recognition  Mark making to a beat 	
Reception Phonics We use Read Write Inc as our government approved SSP scheme.	**Teaching Sequence** Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	**Expected Outcomes** Read all single letter set 1 sounds	**Teaching Sequence** Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	**Expected Outcomes** Read all set 1 sounds. - Blend sounds into words orally.	
Nursery Comprehension	I can listen to a short story for a little while. I can look at the pictures and show what is happening.				
Reception Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.				

Consortium	Autumn Term								ELG Outcomes
	More than fewer than, same	**Explore and build with shapes and objects**	**Explore repeats**	**Hear and say number names**	**Begin to order number names**	**I see 1,2,3**	**Join in with repeats**	**Explore position and shapes**	
Nursery Mathematics We use White Rose Maths to support planning our Early Years Maths.	Old Macdonald had a Farm   Full, Full, Full of Love by Trish Cooke	  	 Twinkle Twinkle Little Star   Polly put the kettle on The Grand Old Duke of York 	 1,2,3,4,5, once I caught a fish Alive One Man went to Mow 	One Potato, Two potato   One, two buckle my shoe  5,4,3,2,1 Blast Off!  	 Goldilocks and the Three Bears  The Three Billy Goats Gruff 	 Run, run as fast as you can! Identify patterns around them. 	   Hoaky Coaky
Vocabulary	More Fewer Same comparison	Big Bigger Small Smaller	Repeat Pattern	Number One Two Three	Order Sequence	One Two Three	Stripes Dots	Under On Top Behind In front Next to	
	Reception Baseline	**Match, sort and compare**	**Talk about measures and patterns**		**It's me 1,2,3**	**Circles and Triangles**	**1,2,3,4,5**	**Shapes with 4 sides**	
Reception Mathematics We use White Rose Maths to support planning our Early Years Maths.		 **Odd One Out** Show children 4 shapes eg 3 triangles and 1 circle. Ask them which one is the odd one out?  comparison	Matching pairs of socks Matching numicon shapes Matching Shapes      Big fish, little fish, cardboard box	  	  My hat it has 3 corners	 5 little speckled frogs  5 little aliens in a flying saucer   	  	
Vocabulary		Match Sort Compare Shapes Odd	Match Sort Pair Big Small Pattern Spots Zig-Zag		One More One Less Altogether	Circle Triangle In On Under Over	Subitising One more One Less Composition	Rectangle Square Four Side Day Night	

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Autumn Term	ELG Outcomes
Personal, Social and Emotional Development	comparison culture & community cause & effect  	**ELG: Self-Regulation** Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly . • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Expressive Arts and Design **Featured Artsits**	**Focus Artist: Wassily Kandinsky**  We will be using pens, paint and pastels to create our masterpieces.  We will explore the use of shapes and lines in abstract art.  We will create a class art piece inspired by Kandinsky.   **Focus Artist: Georgia O'Keeffe**  cause & effect  We will look at paintings by Georgia O'Keeffe and talk about the colours, shapes and flowers we can see. We will share what we like about her artwork. We will be drawing flowers using different mediums.     We will be learning about and will perform the Christmas Nativity Story  We will be learning about Guy Fawkes as we create firework pictures.  We will explore colours as we learn about Diwali and create our own Diya lamps. 	**ELG: Creating with Materials** Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Consortium Develop•Create•Engage	Autumn Term	ELG Outcomes
Understanding the World	culture & community We will be talking about key adults in the school community and who we can talk to if we feel worried or sad about something.  We will take time settling into the new school environment, learning key rules and routines.  We will be learning about how to take care of our school and the people and things in it.  We will be exploring how the seasons change.  We will be exploring Autumn through art and craft opportunities.  We will go on an Autumn walk in our local area.  We will use our senses to explore the outdoor environment.  Explore the immediate environment.  How do people travel in the local area?  Name things in the immediate environment and the local area.  Use maps of the local area to explore where we live.  Explore cause and effect.  We will be finding out about different occupations and thinking about aspirations for our future.     Know about a significant person in the past who has helped people.  	**ELG: Past and Present** Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Physical Development	**PE Fundamentals - Introduction to PE** Run  Children will be able to: • Move around safely with control. • Have awareness of others and items in the teaching space. • Take turns when instructed • Move for longer  Throw Jump  Balance  Crawl  **Vocabulary** avoid backwards forwards safe sideways freeze space stop partner **Dance** Children will be able to: • Be bare foot for dance. • Move around safely and with control. • Have an awareness of others in the teaching space. Children will develop their expressive movement to the topic of ‘places’.   **Vocabulary** action direction fast high low quickly slowly start position finish position	**ELG: Gross Motor Skills** Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases . • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.