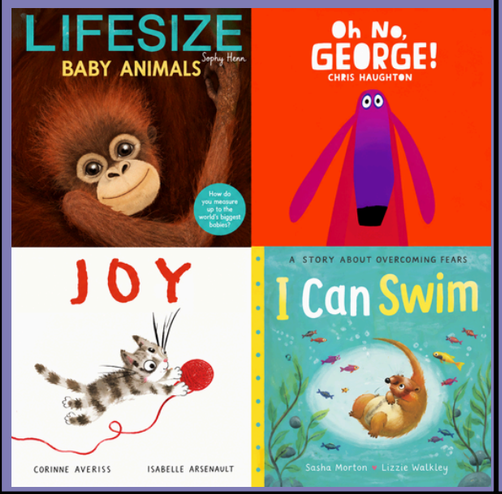
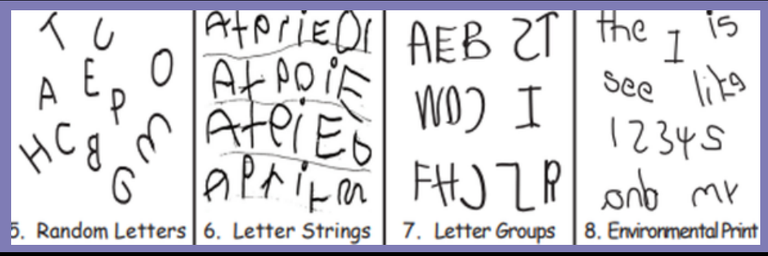
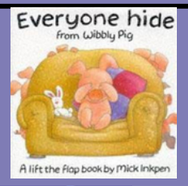
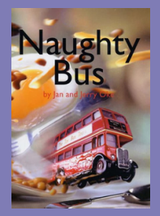
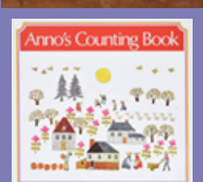
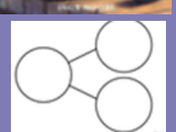
Early Years Curriculum Plan Year A 2026 - 2027 Year A 2028 - 2029 Spring Term	**What is Winter?** How do the trees change? What do animals do in Winter? Does the weather change?	**Amazing Aniimals** Name familiar animals and sort them into groups based on what they notice		**Our Wonderful Britain** What makes Britain Wondeful?	Consortium Develop•Create•Engage **ELG Outcomes**
Writing Purpose	**Inform**	**Entertain**	**Inform**	**Entertain**	
Writing Outcome	**Things I like (Uniqe Me) Book**	**Animal Stories**	**My Celebration Books**	**Journey Story**	
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 draw simple shapes with more control and create early letter-like forms during play. • They begin to hear initial sounds in words through rhymes and games and may represent these with a mark or first letter. • They start to copy the first letter of their name with adult encouragement. • Their fine motor coordination improves through continued mark-making.		• Children talk confidently about what they are drawing or writing and imitate adults writing in role-play situations. • They show increasing interest in writing their name, sometimes forming the initial letter more clearly. • Their marks begin to resemble letters more closely, and they enjoy tracing or copying patterns linked to handwriting. • Their pencil control continues developing steadily.		
Reception Writing Progression	• Write simple phonetic captions (“big red bus”). • Attempt simple phonetic sentences with modelling (“I can hop”). • Use Fred fingers independently to spell words. • Form letters with increasing accuracy.			• Hold a caption → say it → repeat it → write it. • Use finger spaces more consistently. • Use some Red Words (I, the, no, go). • Re-read own writing to check it makes sense. • Continue to improve letter formation.	
Nursery Phonics	  **Rhyth and Rhyme** To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech 		**Making Aliens** Ping pang poo pop, Mig mog mully mo, Fo fandle fee.   Bertha goes to the zoo **Alliteration Initial Sounds** Digging for Treasure 	
Reception Phonics We use Read Write Inc as our government approved SSP scheme.	**Teaching Sequence** Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6	**Expected Outcome** Blend sounds to read words - Read short ditty stories.	**Teaching Sequence** Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	**Expected Outcome** Read Red storybooks	
Nursery Comprehension	I can answer simple questions about the story, like who or what.”		I can talk about what happened in the story using words like first and next.		
Reception Comprehension	Retrieval comprehension through verbal guided questioning.		Expect children to use given vocabulary in appropriate context.		

	Spring Term								ELG Outcomes
	Show me 1,2,3	**Move and label 1,2,3**	**Explore position and routes**	**Explore own first patterns**	**Talk and give 1,2,3**	**Match, talk, push and pull**	**Talk about dots**	**Compare and sort collections**	
Nursery Mathematics We use White Rose Maths to support planning our Early Years Maths.	Two Little Dicky Birds  Tom Thumb   Three Blind Mice  	  Sing 'When goldilocks went to the house of the bears'. 	  In and out the dusty bluebells 	 London bridge is falling down 	 Three Little Monkeys 	  If you go down to the woods today... cause & effect	  	   comparison
Vocabulary	One Two Three chronology	Numerals One Two Three	In Out Over Under In front Behind	Pattern What will you use to make your pattern?	What would you like to count? How many are there? How many do you have?	push pull sort arrange	How many? Subitise	sort large small same	
Reception Mathematics We use White Rose Maths to support planning our Early Years Maths.	**Alive in 5 (2 weeks)** Children will consolidate their knowledge of numbers 0-5. They will practise subitising different arrangements. They will show numbers using a range of different maths equipment.   	**Mass and Capacity (1 week)**  Different size boxes and different animals - We will match the correct box with the animal that fits the best. Children will build on their learning of simple comparisons from the Autumn term to now make more precise comparisons using different units. 	**Growing 6,7,8 (2 weeks)** We will be introducing the numbers 6, 7 and 8. The children will develop a deep understanding of these numbers, including the composition and one more and one less.  	**Length and height (1 week)** We will be encouraging children to use more specific vocabulary to describe an object, such as 'longer than' or 'shorter than' something else. We will learn to make indirect comparisons using nonstandard objects, such as blocks or cubes, to measure items, for example, "The sand tray is four blocks long."  	**Time (1 week)** We will be learning key vocabulary about time. We will be timing how many activities we can do in a minute. We will be talking about changes over time and ordering and sequencing events.  	**Building 9 & 10 (3 weeks)** We will be introducing the numbers 9 and 10. The children will develop a deep understanding of these numbers, including the composition and one more and one less. We will be learning our number bonds to 10 and doubles within 10.   We will be exploring odd and even numbers. 	**Explore 3D Shapes (2 weeks)**  We will find 2D shapes within 3D shapes by printing using paint.  	We will be learning to recognise and name 3D shapes and looking for 3D shapes in the environment.  We will conduct simple experiments to explore which 3D shapes roll, slide or stack. 	**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.
Vocabulary	Zero Amount Numeral	5 Frame Compare Size Matching How many?	Part, part, whole One more One less Subitise	Longer than Shorter than Measure	Routine Clock Watch Clock Hands Routine Sequence Second Minute Hour	Odd Even Double Number Bonds	Square Triangle Circle Rectangle Cube Cuboid Sphere Pyramid Roll Slide Stack		

Spring Term

ELG Outcomes

Personal, Social and Emotional Development

cause & effect





culture & community

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



challenge

We will explore different materials to build towers.



We will experiment with stacking, balancing and joining materials.



We will use paint to create a colourful skyline.

Focus Artist: Andy Goldsworthy

We will explore the artwork of Andy Goldsworthy and discover how he uses natural materials to create art.



We will experiment with natural materials to create lines, shapes, patterns and spirals.



We will explore stacking, balancing and arranging natural materials to create our own sculptures.

We will collect natural materials from the beach and school grounds to create our own outdoor artwork.



cause & effect



We will be learning and performing the song "I'm a spring Chicken!"



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. 16

• Make use of props and materials when role playing characters in narratives and stories.

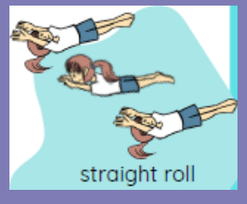
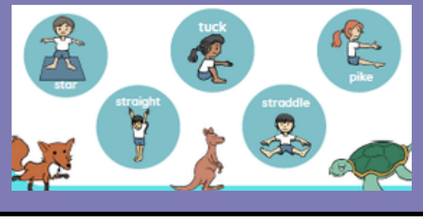
ELG: Being Imaginative and Expressive

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	Spring Term	ELG Outcomes
Understanding the World		**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	**Gymnastics**  Children will be taught too: • Move around safely and with control. • Have an awareness of others and items in the teaching space. • Take turns when instructed. • To store equipment safely when not in use. • Remove shoes and socks when taking part in gymnastics lessons. • To use apparatus safely.  **Vocabulary** bend copy hold jump land roll rock star still straight  **Fundamental Movement Skills** Children will be taught too: • Move around safely and with control. • Have an awareness of others and items in the teaching space. • Take turns when instructed. • To store equipment safely when not in use.    **Vocabulary** bend crawl fast hop jump land rules run stop slide safely slow stop	**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.