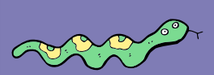
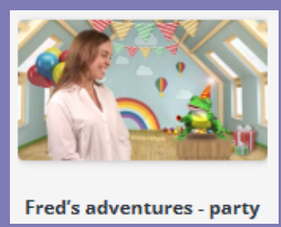
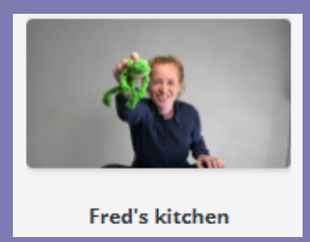
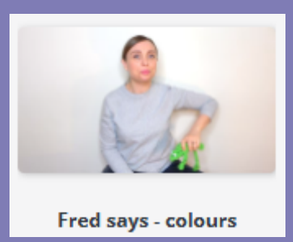
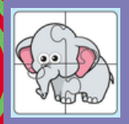
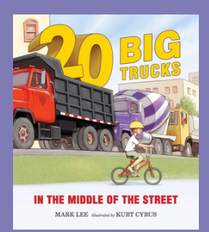
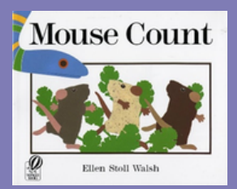
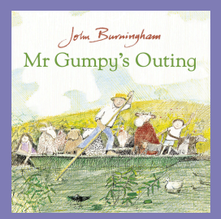
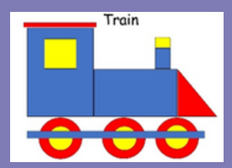
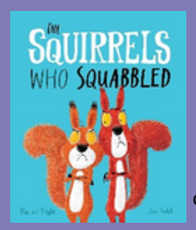
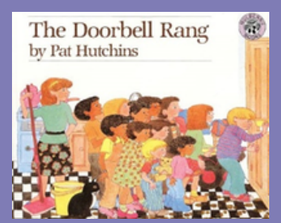
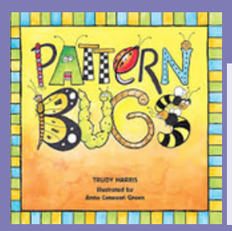
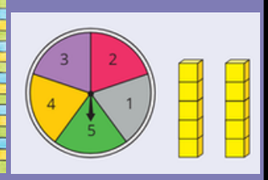
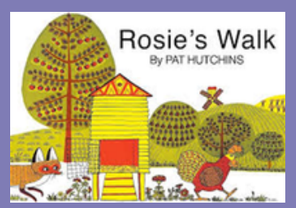
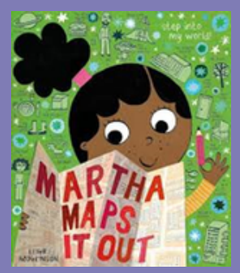
Early Years Curriculum Plan Year A 2026 - 2027 Year A 2028 - 2029 Summer **Term**	**Farm** What happens on a farm? **Life Cycle** How do chicks grow?	**Planting and Growing**	**Seaside Holidays and Shipwrecks**	**Spring and Summer** How do the trees change? What do animals do? Does the weather change? What events happen?	**ELG Outcomes**
Writing Purpose	**Inform**	**Entertain**	**Inform**	**Entertain**	
Writing Outcome	**My Amazing Body Works**	**Traditional Tale Books**	**Our Natural World Books**	**My Very Own Story Book**	
Book Suggestions We follow HFL Essential Writing Story Book Long Term Overview					**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 use a more controlled tripod or thumb-and-finger grip more often. • They draw shapes and patterns that support future handwriting, such as zigzags, spirals, crosses and waves. • They attempt to copy some letters from their name and create letter-like strings to represent writing. • They begin linking sounds to letters through playful activities.		• Children use mark-making for a purpose, such as making lists, labelling pictures or writing cards. • Their name writing begins to emerge, with some recognisable letters, especially the initial letter. • They show growing awareness of sounds in words and may attempt to match a sound to a letter. • Their mark-making shows increased control and readiness for early letter formation in Reception.		
Reception Writing Progression	• Write a simple sentence with support. • Use Fred fingers to spell most decodable words. • Use more Red Words (my, you, your, said). • Begin writing more independently with adult guidance.			• Write a short, simple sentence using known phonics that can be read by self and others. • Use finger spaces independently. • Spell most decodable words correctly using Fred fingers. • Form most letters correctly and consistently. • Teacher models can include a capital letter and full stop to demarcate the sentence. • However, children are not expected to apply this in their writing until Y1.	
Nursery Phonics	Voice sounds Buzz like a bee Hiss like a snake   	Fred Talk  			I spy a c-a-t  Cross the River 
Reception Phonics We use Read Write Inc as our government approved SSP scheme.	**Teaching**	**Expected Outcome**	**Word Recognition**	**End of Summer Term Target**	
	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Read Green storybooks. - Read some set 2 sounds.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	Read Green or Purple storybooks. - Read some set 2 sounds	
Nursery Comprehension	I can say how a character might be feeling by looking at the pictures.		I can say something I liked about the story.		
Reception Comprehension	Simple, inference-based comprehension through verbal guided questioning.		Verbal, simple predictions. Recall simple definition for given vocabulary.		

Summer Term

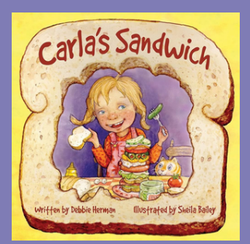
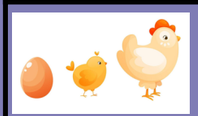
	Lead on Repeats	Start to Puzzle	Making Patterns Together	Make games and actions	Show me Five	My own Pattern	Stop at 1,2,3,4,5	Match, sort, compare
Nursery Mathematics We use White Rose Maths to support planning our Early Years Maths.	The Enormous Turnip   Explore patterns in Art	  Sorting and matching   Puzzles	Repeating Pattern   Red Lorry, Yellow Lorry 	 'I can clap three' How many?   How many sounds did you hear?	5 Little Monkeys 5 Currant Buns 5 Little Peas 	 Sequencing   	 Show me...  5 Little Elephants	 Alien's love Underpants 
Vocabulary	pattern repeat same different	match sort pair fit	copy repeat order next	count how many more less	one two three four five	make create pattern repeat	count number show more	match sort big small

	To 20 and Beyond 2 weeks	How many now? 1 week	Manipulate, compose and decompose 2 weeks	Sharing and grouping 2 Weeks	Visualise, Build and Map 3 Weeks	Make Connections 1 Week
Reception Mathematics We use White Rose Maths to support planning our Early Years Maths.	challenge We will begin to explore numbers beyond 10. We will be verbally counting and building numbers up to 20. We will also be looking for and continuing patterns up to 20.  	We will learn all about taking away.   5 Currant Buns 5 Sausages Sizzling in the Pan  	This unit is all about shapes! We will build upon what we already know by rotating familiar shapes and making shape pictures.  We will be talking about shape arrangements. 	We will be exploring how quantities can be distributed equally.   We will look at sharing objects in a real life context. We will be exploring pattern rules and identifying units of repeat.  	  	We will be exploring pattern rules and identifying units of repeat. We will be building and replicating scenes using construction resources. We will have fun exploring and creating maps. 	
Vocabulary	Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteeen Nineteen Twenty	add take away left more less how many first next	shape 2D 3D corner side face join rotate	share equal fair group more less same together	next to behind in front on top under between around position	pattern repeat unit odd even double same different

ELG Outcomes

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.

	Summer Term		ELG Outcomes
Personal, Social and Emotional Development			**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	**Healthy snacks, designing a sandwich**  We will learn about healthy foods and explore different ingredients using our senses. We will design and make our own sandwiches, choosing fillings and talking about our choices.  We will develop basic cooking skills, including spreading, cutting safely and assembling ingredients. We will learn about food hygiene and safety, including washing our hands and following simple instructions.      We will be experiencing life on the farm with a visit to a local farm 	 **Camouflage: design a collagraph print on textiles**  David Attenborough needs us to design him a waterproof and camouflage jacket for his next expedition.     We will be painting our favourite toys from home and school    We will explore process art with toys	**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 Develop•Create•Engage	Summer Term	ELG Outcomes
Understanding the World	comparison change culture & community **Life on the Farm** We will find out about people who live and work on a farm. We will learn about the life cycle of a chicken and ask what else comes from an egg. **Planting** We will think about how plants grow and what they need to stay healthy. We will look after our outdoor area and plant seasonal flowers, fruit and vegetables. **Seaside Holidays and Shipwrecks** We will explore seaside holidays in the past and now, and find out how they have changed. We will discover shipwrecks and what we can learn from things that have been found on the beach and under the sea. **Seasons and Change Spring and Summer** We will complete our learning about the seasons and think about all the changes we have seen throughout the year. Spring Summer We will talk about what we love about summer and why. chronology	**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	**Ball 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** ball catch dribble kick partner ready roll safely score space target throw **Games** Children must 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** aim gallop hit hop jump lose partner run safely score stop tag target team win	**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.