



**EARLY LEARNING  
ZONE CURRICULUM  
2025-2026**

## Academic Year 2025–26

Within the Early Learning Zone at Greatstone Primary School, our practice is underpinned by the principles of the EYFS statutory framework, with a strong emphasis on high levels of involvement and engagement. We recognise that it is during sustained shared thinking and deep engagement that children make the most meaningful progress. We prioritise an understanding of how children learn, not solely what they learn. The Characteristics of Effective Learning are embedded throughout our provision, recognising the early years as a critical period in which children develop learning behaviours, dispositions, and attitudes that support lifelong learning. Our British Values are threaded throughout everything we do, including children's voice and choice (Democracy), independence and choice (Individual Liberty), understanding rules and expectations (Rule of Law) and kindness, diversity and inclusion (Mutual Respect and Tolerance). As new concepts are taught and introduced, children will revisit their prior learning as part of the ongoing curriculum through direct teaching and opportunities in the continuous provision, supporting children to then revise, revisit and deepen their knowledge.

We place greater value on depth and security of learning than on progression through developmental statements or phases. Children are considered secure in their learning when they can demonstrate knowledge and skills consistently and apply them across a range of contexts. As children do not learn in fixed 'terms', our Educational Programme outlines intended curriculum coverage across the year, while remaining responsive to children's developmental readiness and interests. Learning is driven by children's interests and interactions within the environment. Planning is therefore flexible and responsive, informed by ongoing assessment and high-quality observations. We follow the non-statutory guidance of Birth to Five Matters, which supports our understanding of child development across age ranges and recognises the significant developmental differences that may exist within a single cohort.

In practice, this means we:

- Plan learning experiences that are responsive to children's interests and emerging needs.
- Ensure depth of learning through a balance of adult-led, guided, and child-initiated experiences.
- Use observational assessment to inform next steps and evaluate children's independent learning.
- Review and adapt planning throughout the year, acknowledging that children's development is not linear and involves multiple interconnected strands.
- Embed the Characteristics of Effective Learning consistently from Nursery through to the end of Reception, supporting children in becoming school ready.
  - Identify and address barriers to participation, ensuring inclusive practice for all children.
- Actively listen to and value the child's voice, recognising both verbal and non-verbal communication as central to assessment and planning.

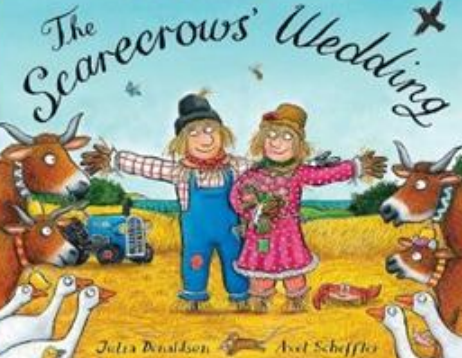
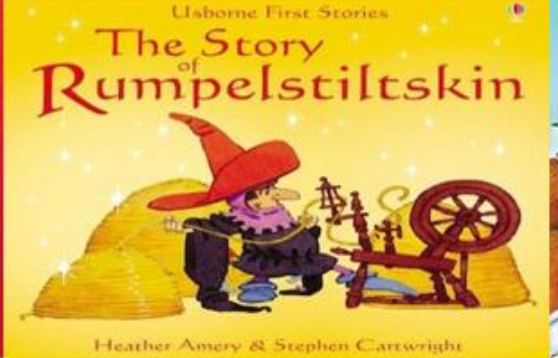
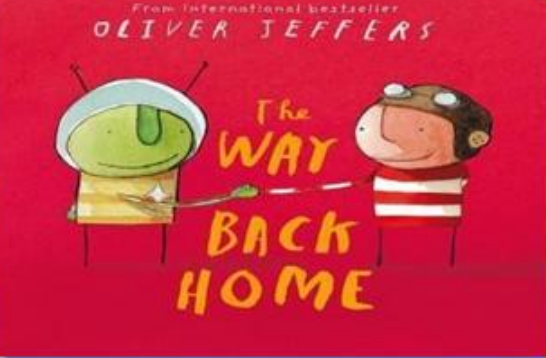
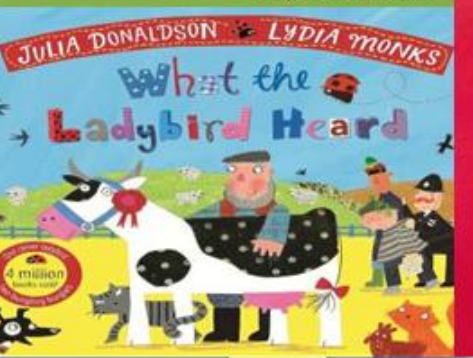
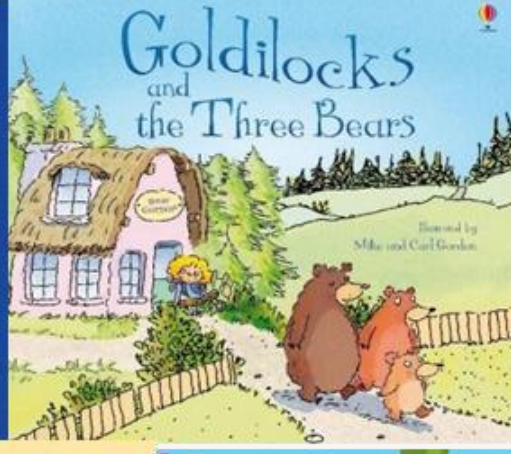
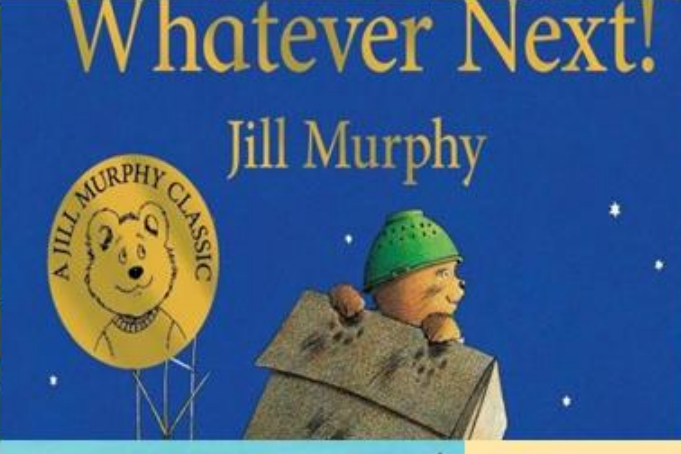
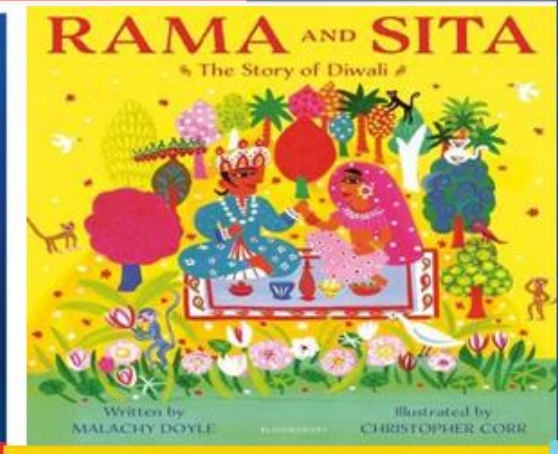
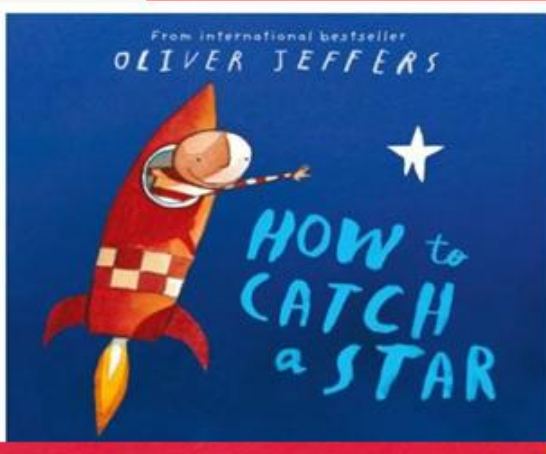
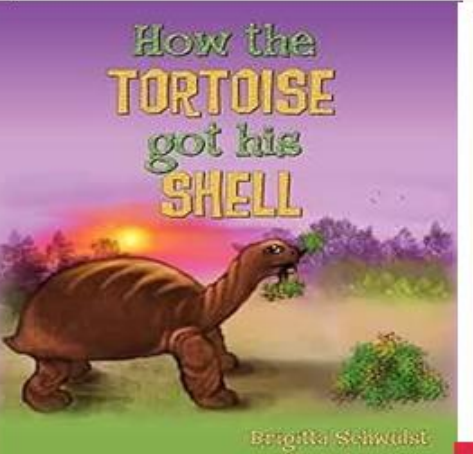
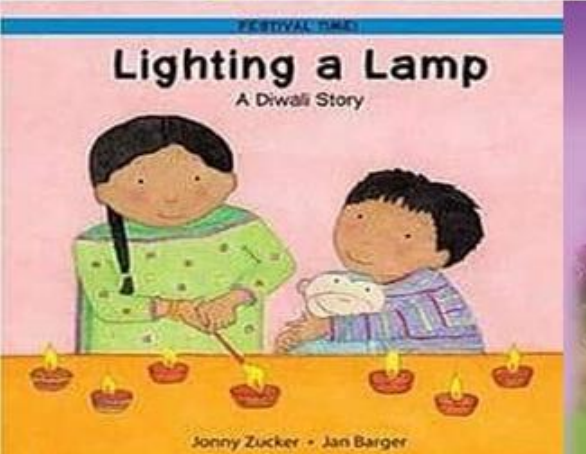
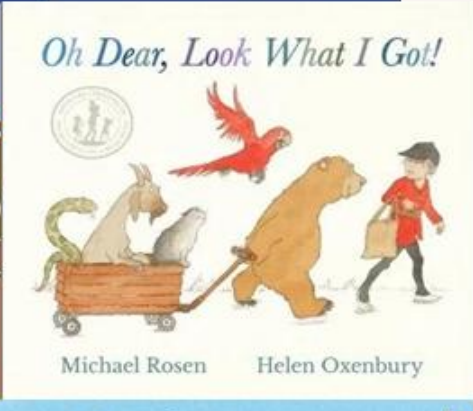
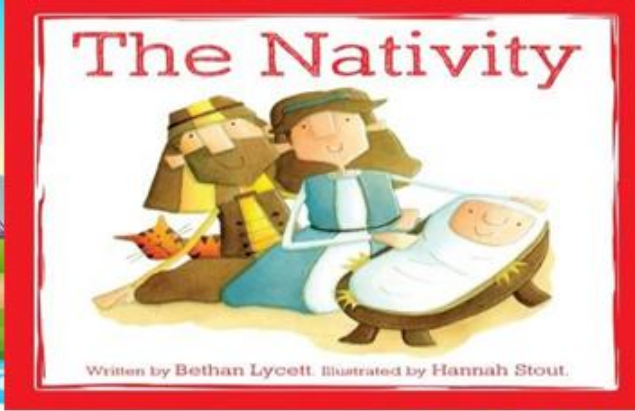
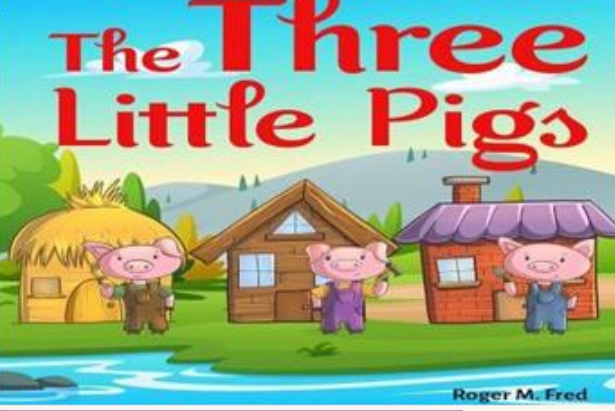
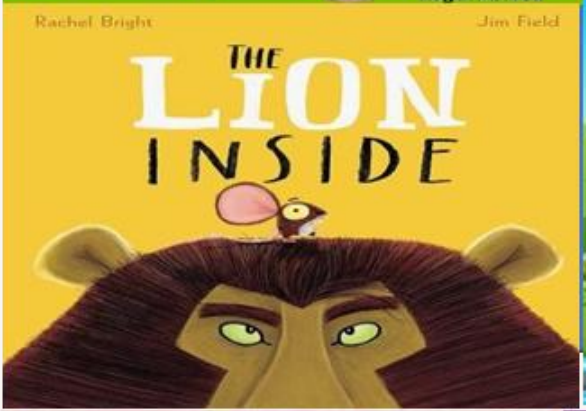
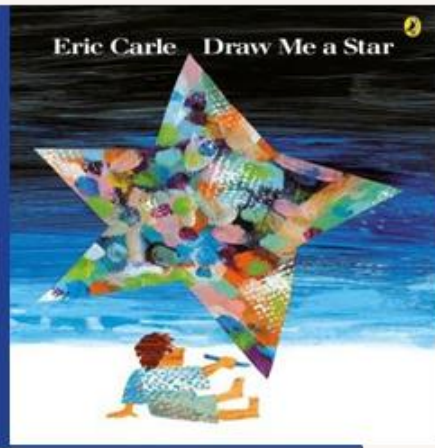
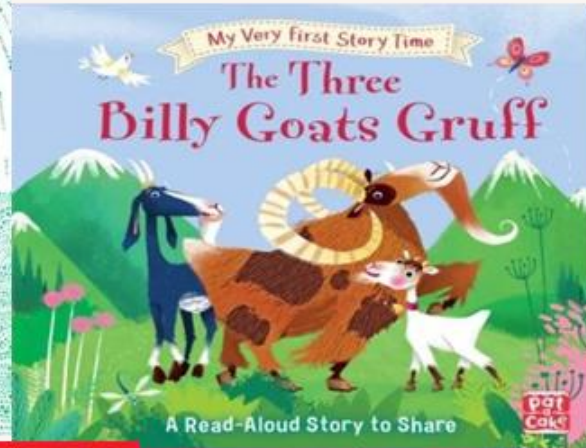
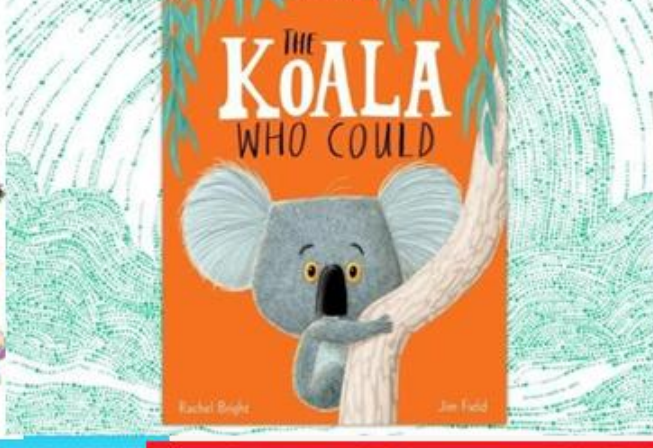
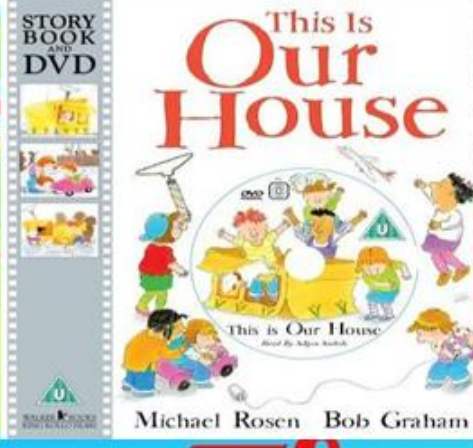
All children enter our setting with diverse backgrounds and experiences. By prioritising positive relationships and providing enabling environments, we support

**THE STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION  
STAGE EYFS REFORMS 2020 STATES:**

**“PLAY IS ESSENTIAL FOR CHILDREN’S  
DEVELOPMENT, BUILDING THEIR  
CONFIDENCE AS THEY LEARN TO EXPLORE,  
RELATE TO OTHERS, 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.”**

# POSSIBLE QUALITY TEXTS USED THROUGHOUT THE YEAR

## YEAR A



# POSSIBLE QUALITY TEXTS USED THROUGHOUT THE YEAR

## YEAR B



## **Why are we repeating story times throughout each term?**

**Reading the same five high-quality texts daily across a term in Nursery and Reception is a deliberate approach to strengthen language, comprehension, and engagement. Repeated reading allows children to become familiar with the story, so they can focus on understanding meaning, predicting events, and retelling with confidence.**

**It also supports vocabulary development. Carefully chosen texts and traditional tales expose children to rich language, and repetition helps them internalise and use new words in context.**

**This approach is particularly supportive for children with English as an additional language and those with less developed language skills. Familiarity reduces cognitive load, enabling all children to access the story, join in, and build confidence over time.**

**Revisiting a core set of books also allows for deeper teaching of language, story structure, and key concepts, ensuring learning is embedded. As a result, children develop strong foundations for comprehension and a positive attitude towards reading.**

TERM 1



TERM 2



TERM 3



RECEPTION

TERM 4



TERM 5



TERM 6



1

*ALL ABOUT  
ME*

2

*Sparkle and  
Shine*

3

Years  
Gone By

4

Growing and  
Changing

5

**OUR WIDER  
WORLD**

6

The Next  
Chapter

## Personal, Social and Emotional Development

At Greatstone School and Nursery, we understand that nursery may be a child's first experience away from their main carers. We place a strong emphasis on building secure, positive relationships so children feel safe, valued and confident. Through a supportive and stimulating environment, children are encouraged to develop independence, resilience and social skills. They learn how to share, take turns, listen to others and build friendships at their own pace, supported by caring adults. We plan engaging activities that promote cooperation and confidence, and we observe children carefully to support their individual development. Our planning is guided by Birth to Five Matters, ensuring children progress in line with their own needs and stages of development. Strong relationships between adults and children are at the heart of our practice, helping children feel confident to explore, learn and grow.



## TERM 1

The world around me and how I fit into it  
My body and how it works  
Use my words and gestures to communicate needs  
My emotions and how to express them  
Special people who help me  
Making friends  
Looking after and sharing resources  
The COETL and what they mean to me  
How to use my table manners

## TERM 2

What my body can do  
How To play alongside others  
Take on and put on my own coat  
Develop my table manners  
How to cope with my growing emotions  
Building relationships with others  
How to share  
Routines and how I can help

## TERM 3

Explore my own mind and my ideas  
Challenge my own body to move  
Play alongside others and begin to share  
How to share my play with others  
How to try new things confidently  
How to share my new experiences  
Talk about my own feelings

# NURSERY

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

## TERM 4

Explore the feelings of others and how they relate to me  
Explore the provision independently for short periods  
How to be assertive, negotiate and compromise  
Explore my own independence  
Talk about my own achievements, using the language from the CoETL

## TERM 5

Demonstrate my friendly behaviour  
Form relationships with my peers and adults  
How to negotiate and cooperate with others during my play  
Discuss strategies to solve conflicts  
Share my own ideas  
Understand that my actions can harm others and find kinder ways of doing things

## TERM 6

How to play as part of a team  
How to explore my own choices, decisions and ideas  
Begin to use the toilet with some independence  
Think about others feelings  
How to care for myself hygienically  
Independently follow routines  
Explore my world and take my own risks  
Solving problems for myself



## TERM 1

How I fit into my world and how my world fits into my play  
How I can make both big and little friends and how they can help me

How to look after my own things  
How to celebrate my achievements/CoETL  
How to explore Opal safely

## TERM 3

How to compromise and why this helps everyone  
Explore my own feelings and the feelings of others  
Explore my own skills when conflicts arise and how to move forward

Organise and care for my own belongings  
How to work with others and extend my own learning

## TERM 5

Explore my wider world with confidence and discover how I can influence others  
Ensure my own safety whilst challenging my own skills  
How I can be a kind friend and collaborate with others

## TERM 2

How to be a good friend and where I belong in my new world  
How respect flows both ways  
How I can express my own feelings and relate them to the zones of regulation  
How I can rise to expectations, follow instructions and listen to others

## TERM 4

How to articulate my own wants and needs  
How and why we need to share and what this looks like  
Use the CoETL to celebrate my own success  
Begin to use the Zones of Regulations effectively to express their own emotions

## TERM 6

Find the confidence to offer opinions and act sensitively to prejudices and discrimination  
Know when to seek or be willing to accept support from adults for 'emotional refuelling'.  
What the Zones of Regulation mean to me

# YEAR R

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

## Physical Development

At Greatstone School and Nursery, we believe that children learn best when their brains, bodies, and minds develop together. Physical development plays a key role in this, supporting not only learning but also confidence, independence, and well-being.

When children feel strong and capable in their bodies, they are more likely to feel confident trying new things and developing important life skills. We also know that healthy habits formed early can last a lifetime. That's why we encourage positive choices around exercise, healthy eating, and emotional well-being. Giving children plenty of opportunities to move, play, and explore helps them build the strength and coordination they need for everyday tasks, including writing and fine motor skills. Our free-flow access to an exciting outdoor environment, including OPAL provision across the school, allows children to be active, curious learners. We encourage them to take safe, supported risks, try new challenges, and build resilience. By developing both large movements (such as running, climbing, and balancing) and smaller, more precise movements, we help children grow into confident, happy learners—because strong foundations in movement support success in every area of learning.



## TERM 1

### How I can keep myself healthy

Discover what my body can do, including big, physical play  
Moving my whole body to music  
Explore different tools, including those for mark making

### Manage my own personal needs

Explore what my body can do, including climbing, balancing and remaining safe

### Manage my own self care

## TERM 2

Express myself through song

Develop my own self help skills when eating and toileting

Using mark making implements in a palmer grip to make marks

Following my toileting routine at home, in nursery

Exploring my own capabilities, including moving at speed, avoiding obstacles and ball control

## TERM 3

Begin to develop my own table manners

Follow routines from home in regard to toileting and handwashing

Use wheeled toys with more skills, such as pedalling, balancing and holding the handles to remain safe

Explore my own independence when toileting and dressing

Take part in fine motor activities to support fine motor growth

Take control of my own clothing

## TERM 4

Explore what my body can do, including making changes to paper

Become more independent in handwashing

Begin to build blocks to make small towers

Climbing with increasing confidence

Explore books more independently

Independent toileting

Explore my own mark making skills, pivoting from shoulder to elbow

## TERM 5

Challenging my own body, exploring wheeled toys and travelling safely

Wash hands without prompts

Thread small objects

Follow routine of home in regard to toileting

Solve own problems when moving and climbing

Express my own feelings through an extended vocabulary

Develop pencil control through mark making

## TERM 6

Explore malleable materials such as clay with more confidence

Wash my hands as part of my routine

Copy some mark making patterns

Challenge myself with some risky behaviour within my safe environment

Build on my vocabulary to describe movements, such as pinching, pulling and squeezing

I am independent with toileting and most dressing

# NURSERY

## PHYSICAL DEVELOPMENT



# YEAR R

## PHYSICAL DEVELOPMENT

### TERM 1

I can climb, balance and explore my own movements  
Create lines and circles with movement from the shoulder and elbow when mark making  
I can keep my body healthy  
I can assess my own risks  
I can dress myself  
I can explore a range of small safely to create an effect

### TERM 2

I understand how to remain healthy and how eating and toileting impact my body  
I am beginning to form some recognisable letters  
I can use tools, including scissors with some success  
I can use a comfortable grip when mark making  
I am building core muscle strength in order to develop good posture

### TERM 3

I assess my own risks when moving both indoors and out  
I can move in time to music  
I can write some recognisable letters, some of which are correctly formed, including curly caterpillars, zigzag monsters, long ladders and one armed robots  
I am able to negotiate space and obstacles safely

### TERM 4

I take responsibility for my own safety when tackling new challenges  
I am developing my throwing and catching skills  
Continue to develop recognisable letters, most of which are correctly formed  
I can negotiate space and obstacles safely  
I can use my knife and fork to eat my food  
I can use tools effectively to make changes to malleable materials such as clay

### TERM 5

I can use tools including scissors with control and confidence  
I confidently tackle new challenges and maintain calm when assessing own and others risks  
I can use a tripod grip to improve pencil control and presentation

### TERM 6

I can change and dress independently  
I can negotiate space and obstacles safely  
I can write words and sounds, most of which are correctly formed  
I can sew and weave with confidence and fine motor control

## Communication and Language

Communication and Language is a Prime Area of learning within the EYFS and is central to children's development. Through warm, responsive serve and return interactions, our practitioners support children to become confident communicators who feel listened to and valued. Children develop their listening, understanding, and speaking skills through play and everyday interactions, using not only spoken language but also music, movement, signing, and early mark-making. Communication underpins all areas of learning, supporting children's physical development, personal, social and emotional skills, and overall learning. We value children's home languages and work closely with families to support bilingual development, recognising this as a strength, while our mixed-age Early Learning Zone provides a language-rich environment where children learn from and support one another.



## TERM 1

I enjoy new stories and rhymes  
I can join in listening games in small groups  
I continue to extend my everyday vocabulary, naming new objects all the time  
I enjoy exploring new stories with new sounds and characters  
I take part in Zones of Regulation games in order to support my feelings and my vocabulary to explain how I am feeling

## TERM 2

I further explore familiar stories and rhymes  
I play games which require me to ask questions and explore further language  
I take part in singing and musical play  
I have opportunity to ask simple questions and receive a clear response  
I enjoy books from different cultures and celebrations  
I explore Language through Colour which supports my ever extending vocabulary

## TERM 3

Share resources and spaces with other children  
Use talk and extended vocabulary to explain my ideas and extend my play  
I enjoy a wide variety of rhymes and stories, joining in with refrains and familiar parts  
I use language to extend my ideas with adults modelling ideas  
I have opportunity to use new vocabulary in different situations  
I am challenged to follow instructions through games  
I use props to extend story telling and extend my book vocabulary

# NURSERY

## COMMUNICATION AND LANGUAGE

## TERM 4

I respond to different prompts from adults and join in serve and return conversations  
I have opportunity to extend my language through my play and conversation  
I can follow two part instructions  
I explore prepositions through games and songs  
I use my own language to explore my feelings  
I have opportunity to demonstrate listening skills when conversing with others  
I follow more complex instructions with minimal repetition

## TERM 5

I respond to different prompts from adults to extend my serve and return conversations  
I listen to short stories from beginning to end  
I can take turns and listen in conversations  
I can make predictions in stories  
I can explore who, what and where games when playing

## TERM 6

Play alongside other children to extend my play ideas  
I can stop and listen  
I can express my own points of view  
I respond to why and how questions  
I can explore, understand and use some rhyming language  
I can remain focused during story telling activities  
I can fully engage in two way conversations



## TERM 1

I can follow instructions, some of which have two parts

I take turns and listen to others

I share my ideas and thoughts with peers and adults, some less familiar than others

I ask questions, including who, what and where

I can retell stories in great detail, often using actions to support the story

## TERM 2

I take part in story times, joining in with familiar refrains

I can hold conversations 1:1 with others

I join in with songs and rhymes

I listen to stories, offering my opinions and ideas

I understand how stories work and can discuss stories and settings

I have a widening vocabulary, questioning and experimenting with new words

## TERM 3

I share my ideas and thoughts and listen to those of others in return

I join in with different discussions and social situations

I offer my ideas in small group discussions

I can use past and present tense in some discussions

I can re tell stories, recalling key events and make predictions

## TERM 4

I have opportunity to speak in full sentences and allow others time to respond

I confidently offer ideas and opinions through play

I understand between statements and questions and use them appropriately

I initiate conversation with others

I continue to extend my vocabulary, asking questions when I do not understand

## TERM 5

I speak confidently in class with my peers

I explain my plans through talking out loud and planning ahead

I can make predictions in stories and consider what might happen next

I take part in whole class discussions, listening and responding

I re tell events, sometimes linking them to stories and remembering past events

I have opportunity to test my vocabulary through questioning and conversations in my play

## TERM 6

I use conjunctions in my sentences to extend my thinking and ideas

I use a wider vocabulary and question and practise words I did not understand

I can use past, present and future forms

I can re tell stories in great detail, often with actions and props to support play

# YEAR R

## COMMUNICATION AND LANGUAGE

## Literacy

At Greatstone School and Nursery, we encourage a love of reading from an early age and believe that positive experiences with books help children become confident, motivated learners. Children enjoy sharing stories, songs, and rhymes, which support the development of language, listening skills, and imagination. We help children recognise sounds and familiar words, building the foundations they need to begin reading with confidence and enjoyment. Books are part of everyday learning and are valued as both meaningful and pleasurable experiences. Writing allows children to share their thoughts, ideas, and experiences in a variety of ways. Children learn to write through talking, practising handwriting, and learning how sounds come together to form words. We provide many opportunities for children to write through play and real-life activities, such as drawing, mark-making, and writing for a purpose, helping writing feel fun and relevant. The Reception year is a vital time for building strong foundations in both reading and writing, supporting children as they continue their learning journey throughout school and beyond.

## TERM 1

I take part and sing some familiar finger rhymes  
I can mark make with large tools with a purpose  
I understand how to handle books carefully  
I extend my vocabulary through props and story telling  
I am beginning to listen for different sounds  
I can mark make with more intent and skill

## TERM 3

I take part in rhythmical activities and compare and respond to different music, sounds and actions  
I listen to familiar stories and can complete a refrain  
I persevere with mark making skills and ascribe some meaning  
I recognise phonemes, especially those in my name  
I listen to and take part in traditional tales

## TERM 5

I will experiment with the storybook language I have heard  
I can repeat a refrain  
I can differentiate between sounds I hear  
I can hear rhyming words in stories and songs  
I demonstrate my expanding vocabulary through my own play, experimenting with new words  
I ascribe meanings to my marks



# NURSERY LITERACY

## TERM 2

I use my play to explore and demonstrate my developing story language  
I extend my play and ideas through puppets and props  
I persevere with fine motor skills, developing my dexterity  
I demonstrate my phonological awareness through my play  
I am aware of the structure of stories and demonstrate this is different ways  
I can sequence a familiar story  
I understand that print carries meaning

## TERM 4

I experiment with instruments in order to make different sounds  
I model my story language through repetition of different refrains and lines  
I can distinguish between the marks I make  
I can write some letters in my name  
I use my fine motor skills to complete tasks with some perseverance  
I demonstrate my phonological awareness in my play

## TERM 6

I can re tell some stories in my own words  
I use different tools to mark make with some purpose  
I join in with repeated refrains  
I draw different shapes  
I use my phonics knowledge in my play  
I can retell and sequence different, familiar stories  
I can retell at least five traditional tales



# YEAR R

## LITERACY

### TERM 1

I can join in with stories, rhymes and songs

I can hear the initial sounds in words

I draw and begin to label my own creations

I am beginning to have more control over my pencil

I can discuss stories, identifying the main characters,  
Sequence them and identify the main characters

I can explore pressure when mark making

I can answer questions about my drawings, with  
some prompts

### TERM 3

I can form many letters from different letter families well

I can write some cvc, cvcc and captions

I can retell stories with most of the detail, often using  
storybook language in the correct sequence

I use my ever extending vocabulary from fiction and non  
fiction books in my play

Explore dictated words with letters and different methods

### TERM 5

I can write phonetically plausible words and sentences

I can use new vocabulary from stories in my own play,  
writing and stories

I can discuss what I have discovered from books and  
some technology

I can order words in a sentence with minimal support

I can spell some harder to read and spell words correctly or  
know where to find them in order to do so

### TERM 2

I can join in with stories, rhymes and songs

I continue to develop my letter formation

I use small world and puppets to retell familiar stories

I can predict what might happen next in a less familiar story  
and retell what does happen in others

I can use my knowledge from non fiction books in my own play

I explore different mark making equipment to explore different  
Writing pressures

### TERM 4

I can write captions and words which are  
phonetically plausible  
with letters which are correctly formed

I demonstrate my knowledge of stories in my  
writing and play

I can join in with stories, rhymes and songs

### TERM 6

I understand vocabulary from books and stories and use it

In my own learning

I can sequence stories from pictures

I can write instructions

I can explore stories and adapt them through Story Telling activities

I can form lowercase letters with minimal guidance

I can read and write many of the harder to read and spell words  
without prompts

## Mathematics

At Greatstone School and Nursery, we prioritise early mathematics to ensure children develop secure foundations in number, shape, space, and measure. Mathematics is taught through purposeful, play-based experiences that help children recognise numbers, count, represent quantities, and apply their understanding in meaningful contexts. Mathematical learning is embedded across the environment, enabling children to explore concepts independently and solve problems through play. Practitioners support learning by modelling mathematical language, asking effective questions, and extending children's thinking.

Opportunities to explore shape, space, and measure are provided through practical experiences such as water play, outdoor activities, and sensory exploration. As a result, children develop positive attitudes towards mathematics. They are confident to talk about their ideas, notice patterns and relationships, make connections, and persevere with challenges, understanding that mistakes are part of the learning process.



# NURSERY

## MATHEMATICS

### TERM 1

I respond to words such as lots and more  
I enjoy filling and emptying containers  
I combine objects such as stacking blocks  
I organise and categorise some objects in my play  
I can recognise and name colours of the rainbow  
I can count aloud to five  
I understand 1  
I can find totals  
I can use different shapes when building, explaining my choices

### TERM 3

I can count to 5 and then 10  
I use blocks to create simple structures and arrangements  
I can say some number names in sequence  
I understand 3  
I can discuss quantities such as more and less  
I can make pictures using and discussing 2D shapes

### TERM 5

I show an interest in size and weight  
I am beginning to understand that things might happen now or at another time in the routine  
I explore games with shapes  
I can count accurately to 10  
I understand 5  
I can subitise up to three objects or spots  
I can explore some 2D shapes and use informal language to describe them

### TERM 2

I can say some counting words and such as 1 and 2  
I investigate fitting myself through and investigating spaces  
I am familiar with patterns in daily routine  
I can count to 5  
I understand 2  
I can describe simple routes such as my journey to nursery  
I can use some positional language accurately

### TERM 4

I can respond accurately when asked for one or two things  
I can count to 10  
I understand 4  
I compare quantities  
I can create ABAB patterns and continue those already started  
I can explore shapes and combine them in order to make other shapes

### TERM 6

I understand that things happen at different times in the routine  
I can complete an inset puzzle  
I can count in sequence to 5  
I can count accurately to 10  
I can subitise to 5  
I can talk about more and less  
I can continue and explain repeating patterns  
I can use some time language, including next, before and then



# YEAR R

## MATHEMATICS

### TERM 1

I can subitise within 3

I can count in sequence

I can demonstrate 1:1 correspondence

I understand composition of 4 and 5

I can make comparisons, using carefully considered language

I can sort and match objects

I can match pictures and objects

I can identify a set

I can sort objects by type

### TERM 2

I can count to 5 and represent 5 with fingers or a dice

I can compare groups that are equal

I can focus on the concept of a whole

I can focus on the composition of 5

I can compare amounts

I can compare size, mass and capacity

I can create, copy and continue simple patterns

I can recognise shapes in my environment

### TERM 3

I can order numbers to 5 and understand that each one is one more

I can focus on the composition of 5 and find the missing parts

I understand the 5 and a bit structure and can use fingers and dice

I can focus on equal and unequal groups

I recognise the staircase and understand 1 more and 1 less

I can name and compare shapes

I can find shapes in the environment

I can explore mass and find a balance

### TERM 4

I can understand whether a change will result in more or less

I understand that 7 is made of 5 and a bit more

I can subitise within 6

I can explore doubles

I can sort odd and even numbers by looking at their tops

I can explore capacity

I can explore length and height

I can talk about time and sequence time

### TERM 5

I can explore a tens frame and understand the structure

I can focus on representing numbers using fingers and tens frames

I understand that numbers are made of smaller parts

I can make comparisons between 2D and 3D shape

I can identify and create more complex patterns

### TERM 6

I recognise sequence patterns when counting to 20 and beyond

I can compare groups of objects that are different

I understand a sense of magnitude, such as 8 being a lot more than 2

I can explore parts and wholes

I can explore doubles and odd and even numbers

I understand 1 more and 1 less within 10

I can explore sharing and grouping

## Understanding the World

We believe that children need to understand who they are, where they come from, their community, and the wider world. Children arrive at the Early Learning Zone with a wide range of experiences from home, all of which are valued and form the foundation for learning. Adults support children to notice, name and explain what they see, using real experiences, questioning and sharing ideas and thinking, in order to deepen understanding. We provide opportunities for children to extend their vocabulary and confidently share their experiences, ideas, and questions about the world around them.

Children deserve to experience awe and wonder, which fuels curiosity and encourages exploration of their surroundings and the natural and living world, both past and present. We strive to develop inquisitive learners and problem-solvers who enjoy asking questions and exploring new ideas, growing into adults who remain curious about the world. Most importantly, we want children to know they are part of a big, exciting world and that they can make a difference in whatever way they choose.

## TERM 1

I know stories about different people and places (PC)  
I explore our environment from the grass to the muddy puddles (TNW)  
I am beginning to make sense of my own life story (PC)  
I understand who is part of my family (PC)  
I explain what I can see, smell and hear or ask questions (TNW) using a wider vocabulary



## TERM 2

I join in and compare celebrations from different cultures and know that people live in different ways (PC)  
I am beginning to choose it, use it and put it away  
I know that materials can feel and behave differently (MT)  
I am developing a positive attitude towards different people and can explain some differences (PC)  
I can use the interactive white board to complete a task (MT)

## TERM 3

I remember who is in my immediate family (PC)  
I can explore and discuss old and new objects and discuss past and present (PP)  
I will listen to and remember some stories and compare them to my own life (PC)  
I will investigate water play and low technology (MT)

# NURSERY

## UNDERSTANDING THE WORLD

## TERM 4

I discuss what I see in the natural world and mimic this in my art (TNW)  
I notice and plants and animals and discuss how they are the same or different to me (TNW)  
I take part in planting and explain how they grow (TNW)  
I Explore the natural world and talk about changes over time (TNW)

## TERM 5

I will search my environment for living things and notice signs they have been there (TNW)  
I will begin to understand my impact on the world and how I can take care of it (TNW)  
I will explore and explain how to plant bulbs and seeds and how to take care of them (TNW)  
I can explain the life cycle of different animals and will experience this in real life (TNW)  
I can use iPads and cameras to capture natural life (MT)

## TERM 6

I know that plants and animals grow and change (TNW)  
I focus on how we keep ourselves safe in warmer weather (TNW)  
I can discuss things I observe with an increasing vocabulary, I including naming what they see  
I know that people live in different ways (TNW)  
I know that materials can feel and behave differently (MT)



## TERM 1

I understand why healthy eating is important to me  
I will compare different religions and their stories and explain why each one is special and different (PC)  
I will compare the seasons (TNW)  
I will recognise some of my own feelings in the stories we read (PC)

## TERM 3

I will extend my vocabulary through questioning and observations  
I know which places are special and why (PC)  
I can explain how to remain healthy, including dental hygiene  
I will discuss where different food come from (TNW)  
I will compare the changing weather and seasons (TNW)  
I know who I can trust and how to keep safe (PC)

## TERM 5

I will explain how plants grow and how to care for them (TNW)  
I can discuss my own immediate environment, such as the beach and my school (TNW)  
I know how to observe animals, seasons, and plants explain changes (TNW)  
I will share in experiences of others which made them feel special, connecting theirs to mine (PC)

## TERM 2

I will compare seasonal changes (TNW)  
I will continue to develop my IT skills (TM)  
I will find out about different animals and explain their similarities and differences (TNW)  
I can explain how people share difference beliefs (PC)  
I can talk about people who are special to me, including myself

## TERM 4

I understand the changes in weather  
I will compare living and non living things  
I will compare materials and their uses  
I will compare insects and other animals  
I will compare aspects of my wider world, including the coast and the trees

## TERM 6

I can give examples of different celebrations and different features of them  
I understand that the past is different to the present  
I understand similarities and differences between people and places  
I understand key features of the natural world (plants, animals and seasons)  
I will continue to challenge my body and how it works

# YEAR R

## UNDERSTANDING THE WORLD

## Expressive Arts and Design

We want children to be imaginative and creative, and we believe there is no better way to nurture this than through art, music, dance, and role play.

Children deserve rich opportunities to explore a wide range of materials, techniques, and creative processes, allowing them to discover and develop their own creative strengths.

Within the Early Learning Zone, we provide experiences that encourage children to experiment, get messy, learn new skills, and use their growing imaginations to express themselves, communicate with others, and extend their vocabulary. We value creativity as a way for children to share their thoughts, ideas, and emotions in different forms—whether through music, movement, painting, or sculpture. Rather than simply copying what already exists, we encourage children to explore, invent, and broaden their understanding of the world around them. Through these experiences, we support children to become curious, imaginative learners and critical thinkers who enjoy working alongside others, including new peers, and engaging in sustained shared thinking.



## TERM 1

Explore the setting, different media and ways to express myself

I will explore paints and malleable materials and see the effects I can make

I will explore the block area and different materials to build with

I will engage in imaginative play with my peers

I will explore colours of the rainbow

I will use different tools and use them effectively on different media

## TERM 2

Explore instruments and move to music

Create own instruments and experiment with sound

Explore resources available to extend play ideas

Understand further resources, such as spreading glue

I can create my own stories through role play and props

I can explore colour through mixing

## TERM 3

I can keep a simple beat

I can mimic environmental sounds when playing

I can manipulate materials, such as squashing and pinching

I can copy some actions

I can use a variety of materials to create

I can recreate familiar stories with props and puppets

# NURSERY

## EXPRESSIVE ARTS AND DESIGN

## TERM 4

I will have opportunities for singing and movement

I will discuss what I am making and doing, sometimes changing my plans as I go

I will select my own materials to create my own designs

I can explain my choices and make adaptations as I go

## TERM 5

I will explore different tools and discover how they change materials

I will begin to create closed shapes to represent objects

I will explore the colour wheel and mix colours

I can perform songs, stories and dances with the support of props

I will explore musical instruments and follow a rhythm

## TERM 6

I will listen to and respond to a variety of sounds

I will extend my pretend play, pretending different things are real objects

I will make my own creations, choosing materials for a purpose

I will continue to explore different tools and techniques

I can use pencils and tools to complete more complex creations



## TERM 1

I will join in with nursery rhymes and songs  
I will explore the use of colour and design  
I can draw my own self portrait  
I can mix colours and make predictions  
I will explore my setting and choose props to support my play

## TERM 2

I can extend my knowledge and join in with more nursery rhymes and songs  
I can create my own role play stories alone or with friends  
I can select different materials to achieve a planned task

## TERM 3

I can use materials and props to extend my play and interactions with others  
I can recreate well known stories  
I can perform songs and dances  
I can explore the use of different materials for such as collages

## TERM 4

I can create my own designs when drawing, building and painting  
I can adapt my plans when things change  
I can confidently select my own materials, shapes and tools in order to complete my tasks

# YEAR R

## EXPRESSIVE ARTS AND DESIGN

## TERM 5

I can perform songs, dances and poems  
I can recreate stories with musical instruments and props  
I can adapt and reinvent familiar stories in my play  
I can use small world toys to express my ideas and extend my play

## TERM 6

I can explore different tools and use them to achieve my planned effect  
I know my own preference for expression and can explain my choices and ideas  
I can elaborate on my plans and extend my ideas through trial and error