
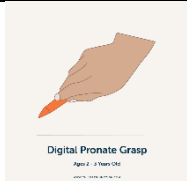
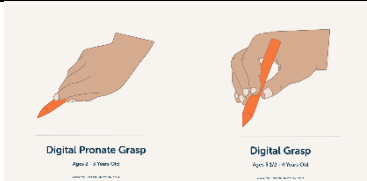


Tiny Acres (2-3 year olds)
Created July 2025 Reviewed

	Starting Point/Baseline – Autmn entry	Spring	Summer – Transition to Nursery 3s
Key topics, resources or events	Diwali Christmas Halloween Bonfire Night	Chinese New Year Easter World Book Day Mother's Day Ramadan	Growth New life Father's Day Eid
<u>Personal, Social and Emotional development</u> Self regulation Mangaging self Building relationships	To separate from parent/carer with the support of a familiar practitioner. To build relationships with practitioners/key person To follow basic hygiene routines i.e. washing hands and brushing teeth. To introduce the emotions happy and sad To choose an activity of interest.	To come into nursery with decreasing support from a practitioner. To begin to build relationships with peers To access coats, wellies, shoes etc... independently. To show preferences and interest. To understand happy and sad To carry out small tasks i.e. watering the plants.	To come into nursery with confidence. To play alongside other children To build on understanding of emotions. To talk about likes and dislikes aith support. To tidy up with support and encouragement To show increasing confidence with tidy up skills, i.e. putting on own wellies and coats.
Key Vocab		Like, not like, happy	Me, you, I
Observational check point	Does the child start to enjoy the company of other children and want to play with them? Towards my 3rd birthday: Can I sometimes share or take turns with others? (with guidance from you) Do I show an understanding of 'yours' and 'mine'? Can I settle into some activities for a while?		
<u>Communication and language</u> Listening & Attention Understanding Speaking	To remember and recall one item To introduce the concept of "no" as an early negative. . To use two words together To use single word endings i.e. "ing" To introduce the concept of "in" "on" and "under" To introduce the colours green, red, yellow and blue. To understand "where"	To remember and recall two items To understand the negative "no" To use three word sentences To build up to two word phases i.e. Teddy eating. To show "in" "on" and "under" using objects. To follow simple one step instructions To identify the colours green, red, yellow and blue.	To remember and recall two items that are not in sight. To understand "no" in multiple scenarios To use a short sentence To use word endings confidently in everyday play To tell you where objects are using prepositions. To recognise green, red, yellow and blue in the environment.

	<p>To introduce tools for a purpose. To introduce a song box/bag with 5 familiar songs and props To recreate environmental, instrumental and vocal sounds.</p>	<p>To understand “what” and ‘where’ To understand the use of objects and tools To join in with words and actions of five familiar songs To be able to locate the source of sounds around us.</p>	<p>To understand “what” “where” and “who”. To understand and discuss the use of a wide range of tools. To recite some familiar songs. To sequence sounds e.g. using ‘copy me’ games with instruments.</p>
Key Vocab	Green, Red, Yellow, Blue, Where	What, Where, Listen, Story, Sound, Find.	What, Where, Who, Name
Observational checkpoint	<p>By around 3 years old, can the child shift from one task to another if you get their attention? Can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?” Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>		
<p><u>Physical development</u></p> <p>Fine Motor</p> <p>Gross Motor</p>	<p>To climb with support To use push bikes and negotiate space To balance on obstacle courses with the support of a practitioner. To build using large connecting blocks To introduce action songs To pour and fill using jugs and other equipment To introduce mark making tools To use large tongs and utensils for a purpose To introduce books and demonstrate how to handle them with care To hold and drink from a two handled open cup To clearly communicate if wet or soiled.</p>	<p>To kick a large football-aiming for a net. To walk/balance on an obstacle course independently To create a small tower using balancing blocks To engage in ring games i.e. grand old Duke of York To self-select mark making tools and use the palmer grip To use serving utensils independently To turn pages of a book. To drink from a one handled cup To introduce the potty/toilet.</p>	<p>To catch large balls from a short distance To throw balls into nets or containers To use peddle trikes To use three wheeled scooter. To using varied blocks and materials to make more challenging structures. Use various loose parts in a variety of ways To pour own drink and be able to transport water. Starting to show more control with drawing To begin to pick up small objects using tweezers To use the potty or toilet with the support of an adult.</p>
Development stage	 <p>Palmer Grasp Ages 1 - 1;6 (1;9-2;6)</p>	 <p>Digital Pronate Grasp Ages 2 - 3 Years Old</p>	 <p>Digital Pronate Grasp Ages 2 - 3 Years Old</p> <p>Digital Grasp Ages 3;02 - 4 Years Old</p>

Key Vocab	Pour, fill, push	Kick, Hold, Copy, Run, Build	Pour, Climb, Peddle, Dance, Reach
Observational checkpoint	Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.		
<u>Literacy</u> Word reading Comprehension Writing	To introduce familiar short stories To choose a book of interest To engage in stories with puppets and props To make random marks on paper, IPAD or easel. To notice similarities and differences	To use props to recall familiar words and phrases To use a variety of mark making tools, including ICT. To introduce books and stories in different forms. To introduce letters in play and start to recognise single letters of importance eg start of name. To know that objects are the same despite change in position, size, distance.	To fill in familiar phrases from songs and stories To sometimes give meaning to the marks we make To recognise and make choices of how children would like to hear stories and rhymes. To begin to recognise own name. To sequence objects/events in order.
Key Vocab	Book, Look, Listen, Story, Drawing	Nursery rhymes, sounds, hear, letters	Songs, Rhymes, Name, Front cover, back cover, copy
Observational checkpoint	Can children join in with well-known nursery rhymes? Can children make marks? Are children able to name objects in a book? Can they identify where a sound is coming from?		
Mathematics	To use number in play To introduce counting objects To introduce big and small To introduce number songs and rhyme To match familiar shapes.	To count/recite from 0-5 with support To count three objects with support To recognise and name big and small objects To introduce numerals 1-3 To join in with number songs To recognise familiar shapes eg table and book might both have square parts	To count/recite from 0-10 with support To use number words in play Use size language in everyday play To use props alongside numbers songs and rhymes To notice shape in the environment
Key vocab	Numbers, Same,	Count, Big, Small	More, Less, Number, Match, Shape
Observational checkpoint	Can children complete inset puzzles independently? Can children categorise 'big' and 'little'? Are they able to count up to 3 items with support? Can they show up to 3 on their fingers? Can children build a tower of over 7 blocks?		
Understanding the world	To explore the garden areas and show an interest in the environment	To identify living things i.e. bugs	To show care for living creatures To talk about "people who help us"



<p>Past & Present</p> <p>People culture & Communities</p> <p>Natural World</p>	<p>To explore role play based on first hand experiences and interests To enjoy spending time exploring pictures of close family and friends. To respond to various weathers and engage in play based on this i.e. splashing in puddles To taste varied healthy foods To recognise animals by name To role play with various defunct ICT i.e. phones and key boards</p>	<p>To explore roles in the local area i.e. the shop keepers, book shop, green grocer To recognise what is needed based on weather i.e. wellies in the rain. To link animals to the noises they make and where they live. To use the IPAD to play simple games or select a song of choice.</p>	<p>To notice/ say what the weather is like eg raining, windy. To talk about close family and events To support growing healthy food in our garden area To talk about landmarks that the children have visted. To use ICT equipment with support and for a purpose i.e. the photocopier or the phone.</p>
<p>Key Vocab</p>	<p>Inside, Outside, Sunshine, Rain, Touch, Garden, Animal Names</p>	<p>Bugs eg caterpillar, Family – live with, ipad, camera, touch.</p>	<p>Creatures, Fire fighter, Nurse, Doctor, Police etc, Family, Growing.</p>
<p>Observational checkpoint</p>	<p>Can children talk about personal past events with support? Can children talk about themselves and others in terms of nursery and home? Can children talk about the weather? Can children use a camera to take photographs of their interests?</p>		
<p>Expressive arts and design</p> <p>Being imaginative & Expressive</p> <p>Creating with Materials</p>	<p>To join in with action songs and rhymes at circle time. To explore a variety of mark making tools for a purpose To engage with small world/imaginative play To show an interest in music and sound. To explore everyday materials/ingredients</p>	<p>To use props such as puppets and instruments as part of circle time. To widen understanding of what tools can be used for i.e. printing. To use a variety of small world and open-ended equipment during play. To explore and play/tap a wide range of musical instruments i.e. piano, guitar and rain maker. To explore and materials for a purpose i.e. threading or baking.</p>	<p>To use actions in a varied ways as circle time and change to the various rhythm of the song. To begin to give meaning to the marks and patterns that they make To engage in role play/imaginative play based on experiences To be introduced to music for a purpose for example relaxing music, musical games and music for exercise. To use materials and tools for a purpose i.e. a spoon to mix, ladle to scoop, jug to pour To engage in large mark-making using a vairy of tools</p>
<p>Key Vocab</p>	<p>Song, Rhymes, Actions, Marks, Music, Sounds</p>	<p>Sing, Move, Make, Stick, Build, Puppet, Bake</p>	<p>Patterns, Instruments, Big Voice, Little Voice.</p>
<p>Observational checkpoint</p>	<p>Are children engaging in imaginative play? Are they able to play instruments in different ways? Do the children move to a beat/music? Do the children take part in actions to well-known nursery rhymes? Can children make marks using different equipment? Are children beginning to select resources with a purpose in mind?</p>		

Key Texts

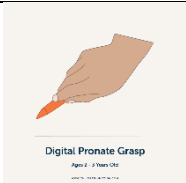
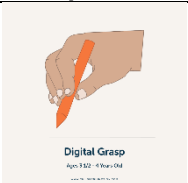
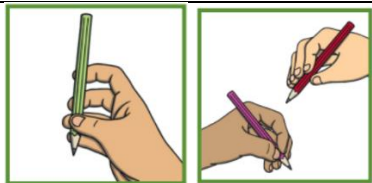
2-3 year olds	Dear Zoo	Rod Campbell	Fiction	Animals, anticipation, repetition
2-3 year olds	The colour of us	Lizette Rivera & Christine Hainsby	Fiction	Skin colour, Diversity, PSED
2-3 Year olds	Mini Rabbit- Not lost	John Bondi	Fiction	Humour, rhythm and engagement
2-3 Year olds	Nature trail	Benjamin Zephaniah	Fiction	Nature, Rhyme and observation
2-3 Year olds	DK - My First Seasons	DK	Non-Fiction	Weather, Season, Clothes
2-3 Year olds	My cat likes to hide in boxes	Eve Sutton and Lynley Dodd	Fiction	Imitation, interactions, playfulness
2-3 year olds	No Matter What we all beong	Becky Davies	Fiction	Equality, Diversity, Diffence, PSED
2-3 Year olds	Pip and posey series	Camilla reid	Fiction	Friendships, emotions and problem solving
2-3 year olds	Spot goes to the farm	Eric Hill	Fiction	Animals, exploration, sequencing

2-3 year olds	Guess How Much I Love you	Sam McBratney	Fiction	Love, Family, Hopes, Dreams
Nursery	That's Not My... (series)	Fiona Watt	Fiction	Sensory, adjectives, exploration

EYFS- tradition tales see Nur/Rec shared text to explore through out the year during story time.

Enrichment and Visitors	Tiny Acres – Onsite weekly Autumn walk Parents stay and play	Christmas Show – Tiny Acres to invite parents in for singing. Tiny Acres - Winter walk in the school grounds	EY- Storytelling week- inviting parents Potential trip – Little explorers or Farm?	Tiny Acres - Mothers day themed stay and play Tiny Acres - Walk to local shop to buy vegetables (Olivers Vegetables) Tiny Acres/Nursery - Zoo lab visit	Tiny Acres Early reading stay and play Tiny Acres- Off site local visit Visit from the local library	Tiny Acres- Father day/special person stay and play
Festival, Celebrations and Events	Harvest Festival Rosh Hashanah Black History Month International Dot Day 15th Sept Libraries week 2nd 8th Oct National Poetry Day 5th Oct	Diwali Halloween - Pumpkind Bonfire Night Remembrance Day World Nursery Rhyme Week St Andrew's Day Hanukkah Christmas	National storytelling week Lunar New Year Children's Mental Health Week Safer Internet Day	St David's Day St Patrick's Day Shrove Tuesday Ash Wednesday World Book Day Holi Mother's Day / someone special day Ramadan Easter St George's Day	Eid al-Fitr Earth Day - 22nd April 2024 - link with Think Equal lessons	Eid Al-Adha Father's Day / someone special day

Observational check point	Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play? Are the children reliably dry during the day? Are the children overweight or have poor dental hygiene? Are the children over worried, sad, or angry.		
<p>Communication and language</p> <p>Listening & Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>To share new experiences with others</p> <p>Ask questions-who, what and where.</p> <p>To be able to name and talk about the function of some body parts.</p> <p>To talk about things in past tense- play and playing.</p> <p>To follow simple instructions as part of routine.</p> <p>To share stories and books with a familiar person.</p> <p>To understand the importance of our voice by creating rules, voting and sharing ideas.</p>	<p>To develop the use of past tense (played)</p> <p>To understand the importance of listening to others.</p> <p>To use 5 word sentences</p> <p>To develop understanding of the function of body parts.</p> <p>Ask questions-who, what, where, why and when.</p> <p>Use language of position i.e. in front</p> <p>Use language of size i.e. bigger, smaller, longer, shorter.</p> <p>To follow two part instructions.</p>	<p>Beginning to use past and present tense during play.</p> <p>Understanding some sequences in stories</p> <p>To understand the importance of healthy lifestyle i.e. changes to our body</p> <p>To ask varied questions in play</p> <p>To begin to talk about about the past and future, not necessarily using tense correctly.</p> <p>To maintain concentration during a short 10 minute activity.</p>
Key Texts			
Key Vocab	Listen, Look, share, who, what, where	Big, Bigger, Small, Smallest, Front, Back, Next to, Behind. Who? What? Where?	Questions, how? Because
Observational check point	Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question? Can they follow instructions with three key words or key steps like: "Can you wash dolly's face?"		
<p>Physical development</p> <p>Gross Motor</p> <p>Fine Motor</p> <p><u>We will be following the daily teeth</u></p>	<p>For children to take risks i.e. climbing.</p> <p>Use a one-handled cup.</p> <p>To show control using jugs and other tools</p> <p>To use tools such as tweezers</p> <p>To thread beads</p> <p>To use a knife and fork</p> <p>Run on whole foot.</p> <p>Kick a large ball & catch large balls from a distance.</p> <p>To tip water from one container to another.</p> <p>To brush own teeth</p>	<p>Rise to feet without using hands.</p> <p>To climb a climbing frame with confidence.</p> <p>Self-serve at mealtimes.</p> <p>Learn to zip up coat</p> <p>Learn to jump onto two feet</p> <p>Learn how to skip</p> <p>Throw beanbags into hoops</p> <p>Learn to stretch and stand on tip toes.</p> <p>Use ribbons to make some shapes and letters</p>	<p>To put shoes on the right feet independently</p> <p>Able to complete most self-care routines independently i.e. toileting, washing hands etc.,</p> <p>Take part in the Trafford tooth brushing scheme & show some understanding of what will happen if we do not look after our teeth</p> <p>Can balance for 3.5 seconds on one leg.</p>

<p><u>brushing program</u></p>	<p>To show an interest in toileting and self-care Start to form some shapes (anticlockwise shapes and vertical lines) using chalk</p>	<p>To develop understanding of why we brush our teeth. Start to build tall towers and constructions. Develop confidence in self-care skills such as toilet training.</p>	<p>Draw simple shapes using anticlockwise movements and vertical lines</p>
<p>Key Vocab</p>	<p>Peddle, travel, stop, go, climb, dance, kick</p>	<p>Copy, balance, throw, zip, change direction, position, skip</p>	<p>Balance, toileting, washing, different speeds, scoot, switch obstacle.</p>
<p>Development Stage</p>	 <p>Digital Pronate Grip</p>	 <p>Digital Grasp</p>	 <p>4 finger grip – Static Tripod Grip</p>
<p>Literacy</p> <p>Word Reading</p> <p>Comprehension</p> <p>Writing</p>	<p>To share new experiences (reading and writing) To hold books with care. To anticlockwise shapes and vertical lines To understand that stories can come from varied sources i.e. CD player, book or IPAD. Have favourite stories, songs, rhymes and poems. Repeat words and phrases from familiar books, Can fill in missing words from familiar stories and songs. Recognises logos and text in the wider environment i.e. Tesco, a bus stop or pharmacy Recognises name To remember and repeat rhymes</p>	<p>Beginning to use rhyming strings Can use alliteration in songs Recognises story sequence i.e. beginning, middle and end. Recognise that print in the wider environment carries meaning. To turn pages in a book. Begin to write first letter in name To be confident in using different mark making tools. To recall visual information. To identify parts of a sentence To predict rhymes from known rhymes</p>	<p>To match rhyming words. To think of their own songs. To suggest alternative endings to stories. To “write” own story using meaningful marks. Form some letters Know that print is read from left to right, top to bottom. To begin to form letters. To write own name To discuss and produce alternative rhymes in different contexts.</p>

Key Vocab	Listen, rhymes, poems, songs, noise, sound, percussion, sign	Rhyme, Rythmn, alphabet, beginning, middle, end, alliteration	Letter, ending, blend, segment, once upon a time, the end, phonics, phoneme
Observational checkpoint	Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?		
Mathematics	<p>To recite numbers to 5 then 10</p> <p>Starts to subitise up to 2</p> <p>Talks about patterns in the environment</p> <p>Uses shapes when building, thinking about their properties.</p> <p>To use language to compare size –bigger, smaller</p> <p>Using position words in play</p> <p>To use positional language in, on and under</p> <p>To relate basic shapes to real objects i.e. circle</p> <p>Show an interest in number in the environment</p> <p>To sing counting songs and rhymes</p> <p>Understand ‘more’, ‘less’, ‘empty’.</p>	<p>To use one number name for each object when counting</p> <p>To show finger numbers to 5</p> <p>Subitise numbers to 3 and recognise 3 (through different manipulatives) without counting</p> <p>To experiment with symbols and marks and numerals and extend patterns</p> <p>Compare numbers – knowing when there is the same amount or different?</p> <p>To combine shapes in play to build new models</p> <p>To use position words to give simple directions</p>	<p>To count order, recognise and use numbers to 5</p> <p>Count and recite reliably to 10 and may recite up to 20</p> <p>To recognises that the last number said represents the told number so far (cardinal principle)</p> <p>To match numerals and their qualities to 5</p> <p>To compare quantities using the vocabulary of greater, less, more, fewer and the same</p> <p>To compare objects weight, size, length and capacity</p> <p>To continue and create patters</p> <p>To sequence a pattern of events using time language e.g. first, next, then.</p> <p>To talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p> <p>Describe a familiar route</p> <p>To understand that money has value</p>
Key Vocab			
Observational checkpoint	Can children subitise to 5? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern? Children are able to build 3 block bridges		
<p>Understanding the world</p> <p>Past & present</p> <p>People, Culture & Communities</p> <p>Natural World</p>	<p>To explore “people who help us” and understand the roles.</p> <p>To talk about our own personal experiences- the places we have been i.e. holiday and trips</p> <p>To understand that ICT resources are used for a purpose.</p> <p>To talk about our differences.</p> <p>Investigate how things work</p> <p>To explore and notice changes in weather- Autumn to Winter</p> <p>To explore various roles within families, community and history.</p> <p>To introduce where we live “Urmston” and talk about landmarks, places of interest and</p>	<p>To understand how we can keep ourselves safe.</p> <p>To talk about/mark make real life objects i.e. flowers</p> <p>To investigate and understand how things work and what they are used for i.e. a torch</p> <p>To understand what a living thing is.</p> <p>To observe materials changing from one state to another i.e. ice cubes melting.</p> <p>To understand differences between families.</p> <p>To explore and recognise environment changes Winter to Spring.</p>	<p>To understand how to take care of living things i.e. plants and animals.</p> <p>Understand that some places are special to the local community i.e. places of worship.</p> <p>To explore and understand environment changes Spring to Summer.</p> <p>To make observations of the world around me thinking about my senses- feel, hear, see, smell</p> <p>To discuss inspirational people and the impact they have made.</p> <p>Use a range of tools and media to explore places of interest.</p>



	transport. Find out where children have been in Urmston/Flixton eg parks/play areas etc.	Explore why jobs and roles are important to us and our community. To understand where Flixton is within the world and discuss what we know about Flixton i.e. transport and places of interest using photos of places	Begin to have their own ideas and share them with other.
Key Vocab	Family, baby, adult, grow, change, Autumn, Winter, Halloween, Bonfire night, Diwali, Christmas, Celebrate	How? Why? Past & Present, Materials, animals, plants, Chinese New Year, Easter	Care, Worship, Prayer, Tools. Now, Next, Change
Observational checkpoint	Can children talk about personal past events with support? Can children talk about similarities and differences between themselves and others in terms of nursery and home? Can children talk about signs of the seasons? Can children use a camera to take photographs of their interests?		
Expressive arts and design Being imaginative & Expressive Creating with Materials <u>We will be following Charanga's EYFS Creative Scheme – x1 lesson per week</u>	To explore music and movement-move freely dance, Zumba and Yoga. To act out real life experiences. To explore and describe various textures. To explore various musical instruments and discuss how they sound. To explore colours and marks in various forms. Develop scissor skills-using playdough and other materials. To locate the source of sounds. ADA - To create a piece of seasonal art - Autumn mix media, including Collage, painting, printing	To take on the role of a character of interest i.e. doctor or vet. To make sounds that link with a story. To tap out simple repeated rhythms. To join construction pieces together to build and balance a structure. Explore various ways of joining materials. Develop scissor skills-snipping paper. To discuss differences in sounds e.g. high, low, loud and quiet. ADA- Exploring shapes & Printing – collage – scissor skills	To explore colour and how it can change. To make up own stories using props. To explore and understand how sound can be changed. Develop scissor skills-holding scissors in dominant hand and cutting for purpose. To combine various materials for a purpose. To tap out rhythms with sound. ADA - Primary colours and colour mixing Henri Matisse (artist study) & Nature Art Richard Long (artist study)
Key Vocab	Sing, Listen, Instruments, Scissors-cut, Glue-stick, Make, Build, Paint, Portrait.	Drum, Shaker, Tambourine, Beat,Loud, Quiet, Characters	Pitch, Mix, colour – primary, secondary, Rythmns, nature, transient art
Observational checkpoint	Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?		

Key Texts	NB: We use a wide range of stories through our 'Think Equal scheme' which promote and celebrate inclusion, disability, ethnicity and culture whilst supporting children with feelings and emotional regulation.			
Nursery	Brown Bear, Brown Bear, What Do You See?	Bill Martin Jr. & Eric Carle	Fiction	Colours, animals, pattern
Nursery	The Very Hungry Caterpillar	Eric Carle	Fiction	Insects, Caterpillar life cycle, spring
Nursery	Each Peach Pear Plum	Janet & Allan Ahlberg	Fiction	Rhyme, fairy tales, spotting
Nursery	My Big Book of Transport	Various	Non-fiction	Vehicles, vocabulary
Nursery	Baby Animals (Usborne Beginners)	Various	Non-fiction	Animal facts, early science
Nursery	Wow! Said the Owl Autumn 2	Tim Hopgood	Fiction	Colours, curiosity, nature
Nursery	Maisy's Bus	Lucy Cousins	Fiction	Transport, routine, early literacy
Nursery	The Gruffalo's child Spring 1	Julia Donaldson	Fiction	Family, rhyme, winter, hibernation etc
Nursery	Elmer Series	David Mckee	Fiction	Identity, fiction, inclusion
Nursery	We're going on a Bear Hunt Autumn	Michael Rosen	Fiction	Sounds, animals, family,

Nursery	Giraffe's Can't Dance	Giles Andres	Fiction	Animals, confidence, PSED, inclusion
Nursery	Superworm	Julia Donaldson	Fiction	Insects, rhyme, nature
Nursery	Ruby's Worry	Tom Percival	Fiction	Feelings, Difference, Diversity
Nursery	The Snail and the Whale	Julia Donaldson	Fiction	Animals, oceans, rhyme
Nursery	A Squash & A Squeeze	Julia Donaldson	Fiction	Maths, Animals, Farms
Nursery	Change starts with us	Sophie Beer	Non Fiction	Environment, Planet, Weather, Diversity
Nursery	All are Welcome	Alexandra Penfold	Fiction	Diversity, Culture, Disability

Enrichment and Visitors	Nursery - on site Autumn walk around school (listening/looking) Harvet/ Autumn stay and play with parents	Christmas Show Nursery- Winter walk in the school grounds Dental Nurse – Oral Health Nursery - Christmas themed Stay and Play – Christmas crafts	Nursery- Storytelling themed stay and play EY- Storytelling week- inviting parents	Nursery - on site Spring Walk Nursery - Walk to local shop to buy vegetables (Olivers Vegetables) Library visit	Nursery - Early reading stay and play Second Reception extrenal trip – St Anne's Beach/Smithills farm on a rota as Nursery go too so EYFS trip	Reception - EYFS Sports Day
Festival, Celebrations and Events	Harvest Festival Rosh Hashanah Black History Month	Diwali Halloween - Pumpkind Bonfire Night	National storytelling week Lunar New Year Children's Mental Health Week	St David's Day St Patrick's Day Shrove Tuesday Ash Wednesday World Book Day	Eid al-Fitr Earth Day - 22nd April 2024 - link with Think Equal lessons	Eid Al-Adha Father's Day / someone special day

	International Dot Day 15th Sept Diwali Halloween - Pumpkins	Remembrance Day World Nursery Rhyme Week St Andrew's Day Hanukkah Christmas	Safer Internet Day	Holi Mother's Day / someone special day Ramadan Easter St George's Day		
Computing is developed throughout the year through use of iPads, interactive whiteboards, remote control resources, listening centre etc. and is woven into the curriculum. Characteristics of Effective Learning and the Fundamental British Values are woven throughout our EYFS Curriculum.						

Reception Curriculum

Created July 2025

Reviewed

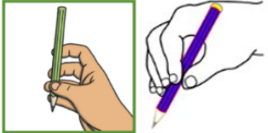
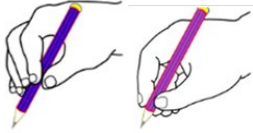
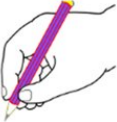
	Starting Point – Autumn Baseline	Spring	Summer - Transition to Year 1
Key topics, resources or events	All about me - People who help us Light & Dark Autumn Bonfire Night Diwali Christmas	Growth & New life Materials Chinese New Year Easter World Book Day Mother's Day Ramadan	Healthy Bodies Journeys & Maps Father's Day Eid Next steps (Year One)
Personal, Social and Emotional development Self regulation Managing self Building relationships We will be following the Think Equal scheme with texts and planning	To identify my own different feelings and those of others, using <i>The colour monsters</i> as a tool to help me. To keep on trying when I find something difficult I am starting to sit and listen for longer periods (15 minutes) consistently during adult focus times To try new activities To tell others about my work and play To start to be aware of rules in the classroom To start to know ways to stay healthy To share with my friends To work with a small group of children, sharing ideas I am starting to form good relationships with the familiar adults in my class	To say how others are feeling based on their expressions and actions To stay calm in the face of frustration To say what I am good at and what I would like to improve To follow instructions with three parts To keep on trying even when I am finding something difficult To talk about and follow the school and class rules, saying what is right and wrong To say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc. I can use words to help solve conflicts with others To work well with others listening and sharing ideas To show friendly behaviour in the classroom and around school	To show my understanding of feelings by changing my behaviour To wait for my requests and needs to be met. To follow instructions accurately (several ideas/ actions) To show resilience and perseverance when things are difficult To show I know right from wrong by my behaviour To manage my own basic hygiene and personal needs e.g. toileting and dressing To explain healthy food I can work with others in a group To form good relationships with the adults in the classroom and around school To have lots of friends and positive friendships To know what my own needs are and can share them To be sensitive to the needs of others ELG Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Give focussed attention to what the teacher says, responding appropriately even when engaged in activity



	To express and identify my feelings I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	To develop friendships with lots of different people To identify how others feel and respond to them appropriately	Show an ability to follow instructions involving several ideas or actions. Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly Understand the meaning of good and bad choices Building Relationships 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
Key Vocab	Frustrated , Worried , Anxious , Excited ,Calm ,Peaceful Lonely, Furious , Nervous , Same ,Different ,Feelings , Healthy, Unhealthy, listen, rules. Think Equal Vocabulary Self , Other ,Colour ,Shades, Tame, Choices ,Act ,Deeds, Secret , Changes	Heart, Beating , Breathing , Fast ,Slow ,Energy, Relaxed , Resilience ,Persevere, Teamwork, Cooperate, compromise Think Equal Vocabulary Agreement, Action, Pretend, Characteristics, Diversity, Oxygen, Relaxed, Break ,Plan ,Empathy Village , Jungle, Compassion	Goal , Brain ,Healthy ,Unhealthy ,Effect Think Equal Vocabulary Disappointed ,Shocked ,Surprised ,Unfair ,Fair ,Brave,Peace, Afraid ,Proud, Brain,Cerebellum Cerebrum, Amygdala, Neuron, Message Community, Precious, Wasteful, Recycle, Renew Conflict
Communication and language Listening & Attention Understanding Speaking	To demonstrate good listening behaviours To can follow simple instructions (with two or more parts) reliably To engage in story times with puppets and props. To join in with familiar songs and rhymes (repeated refrains and sings by heart) To wait and take turns in conversation To start to share my ideas with familiar adults. To listen to and talk about stories, rhymes and non-fiction I can learn new vocabulary To share my ideas using talk as a tool To say how I feel using talk as a tool	To respond to what I have heard by asking questions and saying what I think To ask questions about what I have heard To listen to and talk about non-fiction books To respond to what others say To share my ideas with familiar adults, beginning to organise talk. To explain events that have already happened (past) in detail To engage in stories, rhymes and non-fiction sharing my ideas about them and using new vocabulary To retell a story with some exact repetition and some words of my own To use well formed sentences To start to use past, present and future tenses	To listen carefully and respond with questions, comments and actions To make comments about what I have heard I can ask questions to help me understand To engage in conversation with my friends and teachers To take part in whole class and group discussions To explain why things happen/ might happen To use vocabulary from stories, non-fiction, rhyme and poems To express ideas and feelings I can use full sentences using past, present and future tenses To use conjunctions (with support and modelling) to connect my ideas ELGs Listening and attention Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Recall a wide range of traditional and familiar stories read to them Understanding Respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.



			<p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Be familiar with a wide range of stories, non-fiction books, rhymes and poem</p>
Key Vocab	Who Non-fiction Rhyme Poem Vocabulary	Fiction Non-fiction Fact Title Author Comments	Past Present Future Because Then So But When If
<p>Physical development</p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>To use lots of different ways of moving with increasing fluency and control</p> <p>To climb over, under and through obstacles</p> <p>To show increasingly good pencil control and hand strength when mark making and drawing</p> <p>To show a preference for a dominant hand</p> <p>To use cutlery and other one handed equipment e.g. paintbrushes/scissors</p>	<p>To throw, kick, pass, bat, aim and catch different sized balls</p> <p>To combine movements with ease and fluency</p> <p>To sit at a table to write</p> <p>To start to hold a pencil in a tripod grip (may still be static tripod)</p> <p>To use scissors confidently</p>	<p>To travel around space and obstacles safely</p> <p>To show strength, balance and co-ordination in movement</p> <p>To move in different ways- run, jump, skip, climb</p> <p>To hold a pencil effectively (tripod) and form most letters accurately from their starting points</p> <p>To use a range of tools e.g. scissors, hole punch, stapler</p> <p>To draw with accuracy</p> <p>ELGs</p> <p>Gross motor</p> <p>Move in a range of ways such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength balance and coordination when playing</p> <p>Fine motor</p> <p>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Begin to show accuracy and care when drawing</p> <p>Use a wide range of small tools, including scissors, paint brushes and cutlery</p>

Key Vocab	Space Stop Start Movement	Travel Control	Bouncing Jumping Landing Sequence
Development Stage	 <p>4 finger grip Static Tripod grip</p>	 <p>Static Tripod Grip Dynamic Tripod Grip</p>	 <p>Dynamic Tripod Grip</p>
<p>Literacy</p> <p>Word reading</p> <p>Comprehension</p> <p>Writing</p>	<p>To form some lower case letters correctly</p> <p>To write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)</p> <p>To identify known letters to match initial sounds (set 1)</p> <p>To match phase 1 set 1 letters and sounds (GPCS)</p> <p>To retell the key events in stories</p> <p>To start to recall facts from non-fiction</p> <p>To understand new vocabulary</p> <p>To talk about what has happened in the story so far and anticipate what might happen next</p> <p>To listen carefully to stories, rhymes, non-fiction and songs</p> <p>To say the phase 2 sounds in CVC words and begin to write cvc words eg c-a-t</p> <p>To start to blend the sounds together</p> <p>To read some tricky words (l, the, put, pull)</p>	<p>To form most lower case letters correctly</p> <p>To write some upper case letters correctly.</p> <p>To use a tripod grip most of the time,</p> <p>To write CVC words and labels, applying phase 2 phonics.</p> <p>To spell some tricky words – l, the, my, we</p> <p>To write captions and begin to read captions</p> <p>To begin to write short sentences with adult help.</p> <p>To describe the key events in detail</p> <p>To recall facts from a non-fiction book and use new vocabulary</p> <p>To say what might happen next linked to other similar stories</p> <p>To talk about stories, rhymes, non-fiction and songs using my own words and new vocabulary</p> <p>To start to identify some digraphs (all of Phase 2 diagraphs)</p> <p>To segment the sounds in CVC words for writing</p> <p>To blend the sounds in CVC words for reading</p> <p>To read and begin to recognise in books Phase 2 tricky words</p>	<p>To form most upper and lower case letters correctly</p> <p>To hold my pencil in a good tripod grip</p> <p>To read and write Phase 2 and 3 tricky words, spelling most correctly.</p> <p>To write simple sentences (remembering finger spaces with support) which can be read by an adult.</p> <p>To read my own sentences</p> <p>To explain what I have read or has been read to me</p> <p>To retell simple stories</p> <p>To recall facts from information</p> <p>To say what I think might happen next</p> <p>To use new vocabulary throughout my play and in discussions</p> <p>To know all phoneme GPCS</p> <p>To match the letter and sound for at least 10 digraphs</p> <p>To read CVC words containing known digraphs and make phonetic spelling attempts when writing words.</p> <p>I can read tricky words up to Phase 3 Little Wandle</p> <p>ELGs</p> <p>Reading</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Strategies for reading including segmenting and blending</p> <p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Writing</p> <p>Write recognisable letters, most of which are correctly formed</p>



			<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p> <p><i>Knowledge of correct letter formation for all letters</i></p>
Key Vocab	<p>Story, rhyme, poem, Phoneme, Grapheme, Segment, Blend, Tricky words, CVC word, Letter, Blurb, Title, message, label</p>	<p>Non fiction, caption, sentence, digraph, trigraph, capital letter, predict, sequence, decode.</p>	<p>Retell, recall, fact, vocabulary, full stop, invitation, letter.</p>
Expectation	<p><u>Au1</u> <i>I can draw a representational picture and write my name</i></p> <p><u>Au2</u> I can independently write cvc words to label and begin to write a simple caption with adult help.</p>	<p><u>Spring 1</u> I can write a simple caption using cvc words</p> <p><u>Spring 2</u> I can write a short sentence using my phonic knowledge to make phonetic spelling attempts. I may need promoting from an adult to use finger spaces.</p>	<p>I can write for a variety of purposes using my phonic knowledge to apply phonetic spelling attempts and blend to read words e.g. to write a story of 1-2 sentences.</p>
Mathematics	<p><u>Subitise</u> – Perceptually subitise within 3. Identify sub groups within larger arrangements. Create their own patterns of numbers within 4. Practise using their fingers to represent quantities. Experience subitising in a range of contexts, including temporal patterns made by sounds. Move onto subitise within 5, perceptually and conceptually.</p> <p><u>Cardinality, ordinality & counting</u> – relate the counting sequence to cardinality. Use rhyme and song to develop their knowledge of the counting sequence. Have a wide range of experience to develop their 1:1 correspondence. Have a wide range of opportunities to understand that anything can be counted, including actions and sounds. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on one hand. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><u>Composition</u> – See that all numbers can be made of 1s. Compose their own collections within . Explore the concepts of wholes and parts by looking at a range of objects with parts, some which can be taken apart and some which can't. Explore the composition of numbers within 5.</p>	<p><u>Subitise</u> – Increase confidence in subitising by continuing to explore patterns within 5, including structures and random arrangements. Explore a range of patterns made by some numbers greater than 5. Experience patterns that show a small group and 'one more'. Continue to match arrangements made by finger patterns. Explore symmetrical patterns in which each side is a familiar pattern, linking this to doubles.</p> <p><u>Cardinality, ordinality & counting</u> Continue to develop verbal counting to 20 and beyond. Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of numbers. Become more familiar with the counting pattern beyond 20.</p> <p><u>Composition</u> – Continue to explore the composition of 5 and practise recalling missing or hidden parts for 5. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of 5 and a bit. Explore the composition of odd and even numbers, looking at the shape of the numbers.</p>	<p><u>Subitise</u> – Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are the same but have a different number. Subitise structured and unstructured patterns, including those that show numbers within 10, in relation to 5 and 10. Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p><u>Cardinality, ordinality & counting</u> Continue to develop verbal counting to 20 and beyond, counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting.</p> <p><u>Composition</u> Explore the composition of 10.</p> <p><u>Comparison</u> Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p><u>SSM</u> I can name my pattern eg ABAB I can identify 2D and 3D shapes I can compose and decompose shapes, recognising shapes within shapes.</p> <p><u>ELGs</u></p>



	<p>Camparison – Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than'. Compare sets – just by looking, as well as by subitising and matching. To compare sets by matching, noting that the matching sets contain equal amount and are the same number.</p> <p>SSM - To continue and copy patterns. To create own patterns. To select, rotate and manipulate shapes, to solve puzzles and problems e.g. through a range of jigsaws</p>	<p>Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10.</p> <p>Comparison – To compare sets and play games which involve comparing sets. Continue to compare sets by matching, identifying when sets are equal. Compare numbers, reasoning about which is more.</p> <p>SSM - To name my pattern e.g. ABAB and identify 2D and 3D shapes</p>	<p>Statutory ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Statutory 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.</p>
<p>Understanding the world</p> <p>Past & present</p> <p>People, cultures & Communities</p> <p>Natural World</p>	<p>To talk about changes that have happened to me throughout my life To talk about my family and people in the community and their roles To become more aware of the past linked to myself and my family and how it has changed To talk about what I can see in pictures of the past – e.g. Remembrance day/Bonfire night/ Personal past – pictures of parents when young. To make detailed observations of the world around me thinking about my senses- feel, hear, see, smell To starting to explore the natural world To talk about how different people celebrate To start to use stories and pictures to talk about differences in life in other countries To describe what I can see, hear and feel outside I can talk about the area I live in, including the weather etc. To talk about the differences in materials</p>	<p>To talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. To talk about the past and about what I have heard and seen in stories and picture books and how this is different/ the same To explore and talk about the natural world using what I know from stories/ nonfiction To draw information from a simple map eg on google maps or a map of the world. To talk about some special places for people in our and other communities To start to talk about the differences in lives in other countries To describe animals and plants (both from photos and real life experiences) To describe my own environment and local area eg comparisons to Urmston and another environment eg the jungle To talk about the weather linked to seasonal change To talk about changes of state e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</p>	<p>To talk about the lives of people I am familiar with To talk about the roles of people in society eg Doctor, Dentist, Police I can give similarities and differences between the past and now To talk about the past using books and stories talking about the characters, settings and events To describe the school environment using what I know from • Observation • Discussion • Stories/ non-fiction • Maps To talk about religion and culture within my country (UK) through religious celebrations and festivals and how people may celebrate differently To contrast the natural world around me with different environment eg talk about what is the same and different in life in this country and in other countries To make observations of animals and plants and use these observations to draw pictures To talk about some of the changes in the natural world (including seas)</p> <p>ELG's Past and present Know about the past through settings, characters and events encountered in books read in class and storytelling Talk about the lives of 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</p> <p>People, culture and communities</p>



			<p>Know some similarities and differences between different religious and cultural communities in the UK, drawing on their experiences and what has been read in class</p> <p>Natural world Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ons and changing states of matter)</p>
Key Vocab	<p>Change, life, past, now, family, special, environment, similarity, difference, local, autumn, celebrations, weather, materials</p> <p>Computing press, click, touch, internet safety, login information, pictures, screen, shape, technology*</p>	<p>Lifetime, similarities, differences, map, countries, experiment, test, compare, spring, growth, life cycle, contrast, habitat, freezing, melting.</p> <p>Computing robot, move, buttons, press Computer, Tablet, digital literacy-internet software*, choices, press, click, touch, icon*</p>	<p>People who help us - jobs, characters, setting, historical events, observe, discuss, religions, world, compare, contrast, left, right, places of worship.</p> <p>Computing video, text*, sound, object* remote control</p>
<p>Expressive arts and design</p> <p>Being imaginative & Expressive</p> <p>Creating with Materials</p> <p>We will be following Charanga's EYFS Creative Scheme – x1 lesson per week erials</p>	<p>To use various tools for artwork and design e.g. playdough tools To select my own art and design materials to create with To tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. To recount and retell familiar stories with my friends and adults (small world/ role play) To role play imaginary scenarios linked to experiences To know some popular songs and can sing them supported by an adult To listen and respond to sounds I can sing with others and supported by an adult</p> <p>ADAs Seasonal art – Harvest – mix media – drawing vegetables/printing, exploring media</p>	<p>To use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) To be able to combine different techniques e.g. collage, paint, crayon, clay to create art To talk about my artwork or designs- linked to some of the materials/ techniques I used I can use materials and props to retell stories and create imaginary situations linked to what I know To adapt well known stories and narratives and small world/ role play them with others To use what I know and have read to help create my own stories To sing well known songs in a group or alone and match the pitch and melody To listen carefully to music and start to move to it I can join in with singing and dancing</p> <p>ADAs Flowers – Georgia O'Keefe</p>	<p>To safely use tools e.g. scissors To explore using materials and techniques To design art/ a product thinking about colour, texture and function To explain what I have made To talk about how I made it To adapt and recount narratives and stories with my friends and adults, roleplaying using props To invent my own stories To sing well known nursery rhymes To perform songs, rhymes, poems and stories alone and with others I can sometimes move in time with music</p> <p>ADAs Making secondary and tertiary colours – colour mixing and colour wheel. Exploring tools and lines – paintbrushes, pencils, pastels, scissors ELG's Creating with materials</p>

	Diwali – clay work Christmas crafts – mix media	(artist study) Nature art - April Gornik (artist study)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being imaginative and expressive</u> 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
Key Vocab	Thin, thick, straight, wavy, long, short, observational, self portrait, act, perform, familiar story, role, character, dab, dot, texture, pattern, transient, collage, stroke, splatter	Tools, collage, create, materials, stories, pattern, rhythm, explore, dancing	Texture, function, explanation, perform, voice, expression, movement,
ELG			

Key Texts

NB: We use a wide range of stories through our 'Think Equal scheme' which promote and celebrate inclusion, disability, ethnicity and culture whilst supporting children with feelings and emotional regulation.

Reception	The Gruffalo Autumn 1	Julia Donaldson	Fiction	Rhyme, imagination, sequencing
Reception	Owl Babies Autumn 2	Martin Waddell	Fiction	Emotions, separation, reassurance
Reception	Whatever Next!	Jill Murphy	Fiction	Adventure, imagination, storytelling
Reception	Look Inside Your Body	Louie Stowell (Usborne)	Non-fiction	Early biology, self-awareness
Reception	Seasons (First Discoveries)	Gallimard Jeunesse	Non-fiction	Weather, seasonal change

Reception	On the Way Home Autumn 2	Jill Murphy	Fiction	Narrative skills, imagination
Reception	Stanley's Stick Autumn 1	John Hedgley	Fiction	Nature, Imagination, Geography
Reception	Amazing Animals (DK) Spring 1	DK Publishing	Non-fiction	Habitats, categorising
Reception	A First Book of Nature	Nicola Davies	Non-fiction	Nature, poetry, observation
Reception	The Best Diwli Ever	Sonali Shah	Fiction	Culture, Ethncity, Festival, Celebration
Reception	Martha Maps it out	Leigh Hodgkinson	Fiction	Ethnicity, Geography, Environment
Reception	Little People Big Dreams collection	Amanda Gorman	Non Fiction	Inclusion, Ethnicty, Culture, History
Nursery/Reception	Goldilocks and the Three Bears	Traditional	Fiction	Morals, storytelling, character awareness
Nursery/Reception	The Three Little Pigs	Traditional	Fiction	Problem solving, repetition, construction
Nursery/Reception	Little Red Riding Hood	Traditional	Fiction	Stranger danger, narrative structure
Nursery/Reception	Jack and the Beanstalk	Traditional	Fiction	Fantasy, sequencing, consequence

Nursery/Reception	The Gingerbread Man	Traditional	Fiction	Pace, chasing theme, repetition
Nursery/Reception	The Tiger Who Came to Tea	Judith Kerr	Fiction	Surprise, hospitality, imagination
Nursery/Reception	Mog the Forgetful Cat	Judith Kerr	Fiction	Pets, humour, memory
Nursery/Reception	Room on the Broom Autumn 2	Julia Donaldson	Fiction	Friendship, rhyming, helping others
Nursery/Reception	Peace at Last	Jill Murphy	Fiction	Sounds, bedtime routine, frustration
Nursery/Reception	All Are Welcome	Alexandra Penfold	Fiction	PSED – Diversity, inclusion
Nursery/Reception	The Colour Monster Autumn 1	Anna Llenas	Fiction	PSED – Emotions, regulation
Nursery/Reception	How Do You Feel?	Anthony Browne	Fiction	PSED – Emotional literacy
Nursery/Reception	From Head to Toe	Eric Carle	Fiction	Physical Development – Movement, actions
Nursery/Reception	Counting Crocodiles	Judy Sierra	Fiction	Maths – Counting, rhyming
Nursery/Reception	Ten Black Dots	Donald Crews	Fiction	Maths – Numeracy, shapes

Nursery/Reception Autumn 2	Why Should I Brush My Teeth?	Katie Daynes	Non-fiction	Health and Self-care
Nursery/Reception	Amazing Machines (series)	Tony Mitton	Non-fiction	Understanding the World – Transport, mechanics
Nursery/Reception	Lunar New Year	Natasha Yim	Non-fiction	Culture, inclusivity, celebration

Enrichment and Visitors	On-site Aututumn walk – collecting natural objects Delemare Forest Reception trip	Reception & Nursery – Nativity /Christmas Show Rec - Trip to post box – post letters to santa Rec – Visit to the church at Christmas – Christianity Dental Nurse – Oral Health Sing at De’Brook – Initial link	Library visit Parent speakers – to talk about their jobs	Reception- Mothers day themed stay and play Garden centre and Spring local walk Local church visit – easter	Second Reception extrenal trip – St Anne’s Beach/Smithills farm on a rota as Nursery go too so EYFS trip Summer term – mystery reader – family member to read story on a Tuesday	Reception - EYFS Sports Day Father day/special person stay and play Library visit Mosque visit
Festival, Celebrations and Events		Bonfire Night Remembrance Day World Nursery Rhyme Week St Andrew’s Day Hanukkah Christmas	National storytelling week Lunar New Year Children’s Mental Health Week Safer Internet Day	St David’s Day St Patrick’s Day Shrove Tuesday Ash Wednesday World Book Day Holi Mother’s Day / someone special day Ramadan Easter St George’s Day	Eid al-Fitr Earth Day - 22nd April 2024 - link with Think Equal lessons	Eid Al-Adha Father’s Day / someone special day
Computing is developed throughout the year through use of iPads, interactive whiteboards, remote control resources, listening centre etc. and is woven into the curriculum. Characteristics of Effective Learning and the Fundamental British Values are woven throughout our EYFS Curriculum.						