



EYFS ACORN CURRICULUM MAP 2025-2026



Foundation Stage topics are generally linked to the interests of the children in the current class and may vary for different groups of children in the class. The Early Learning Goals describe skills the children are expected to have rather than knowledge and so these can be covered through many different themes or topics. There are some general themes, which are covered each term. Skills are mapped out into terms as a general guide, but many will be taught on an individual or group basis when appropriate for each child, depending on their stage of development.

	Autumn 1 All About Me	Autumn 2 Let's Celebrate!	Spring 1 Once upon a Time	Spring 2 Come Outside!	Summer 1 Wonderful Wild World	Summer 2 At the Beach
Potential Themes/ Interests of the children.	Starting school Family Superheroes People who help us	Bonfire Night Diwali Light and Dark Winter Christmas	Traditional Tales Castles Royals Chinese New Year	Life cycles Outdoors Growing and sowing Spring Easter	Wild animals from different climates and countries around the world	Under the sea Seaside Holidays from the past and now Dinosaurs and fossils Summer
Key Events	Black History Month- October	Bonfire Night 5.11 Remembrance Day 11.11 Diwali 12.11 Anti-bullying week 13.11 Nursery rhyme week 13.11 Children in need 17.11 Advent 3.12	Chinese New Year 10.2 Valentine's Day 14.2	Pancake Day 13.2 World Book Day 07.3 Mother's Day 10.3 Red Nose Day 15.3 Easter	Earth Day 22.4 World Bee Day 20.5	Pride Month- June World Ocean Day 08.6 Father's Day 21.6

		Christingle 01.12 Hanukkah 7-15.12				
Suggested Texts- Fiction and Non-fiction	Pete the cat All are welcome The colour monster Super Duper You	Binny's Diwali Little Glow Poppies Stickman The Christmas Pine	Ruby's Chinese New Year Goldilocks and the three bears The gingerbread man The three little pigs	Farmer Duck Rosie's Walk Little Red Hen Oliver's Vegetables	Meerkat Mail Lost and Found Tinga Tinga Tales Handa's Surprise	Lucy and Tom at the seaside- Shirley Hughes Somebody swallowed Stanley
Key Questions/ Learning	Who am I? What do I look like? Do we look the same? Who is in my family? Are our families the same? What is my body? Name simple body parts Who can help me? What are senses? What makes me special- how am I unique? What am I good at? How have I changed from being a baby to now? How has what toys I play with changed?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Which celebrations are important to me/other people in the world? Can we talk about the similarities and differences between countries and celebrations? Let's explore celebrations- Christmas, Diwali,	What is a traditional tale? Are all characters the same? How do the characters feel in different stories? Are all settings the same? What were stories like many years ago? Can I retell a story in my own words? Can I innovate a story and create my own?	What is a season? How is Spring different from other seasons? What is a life cycle? How do plants grow? How can we care for them? What are tadpoles? What happens in the tadpole/butterfly lifecycle?	What is a street/town/city/country? Which country do I live in? Where is my country on a map/globe? What are other countries called? Are all countries the same? Look at differences between rainforests/deserts/Antartica Which animals live in which countries and why?	What is a holiday? What do you like to do on holiday? Where have you been on holiday? Where did people go on holiday a long time ago? How did people travel to their holiday in the past? What clothes did people wear on holiday long ago? What games or activities did children play on holiday in the past? What did people eat on holiday a long time ago? How are holidays now different from

		Remembrance Day and Bonfire Night. Which				holidays in the past? What is the same about holidays now and holidays then?
Potential Wow Spiritual Moments	Autumn exploration in the Forest School area.	Nativity performance Christmas Tree Walk	Theatre trip to see Fairytale panto.	Farmer visit- bringing in a lamb Gardening in the outside area Hunter's Farm shop	Releasing butterflies in Forest School. Walk about and picnic around Stockgrove Rushmere.	Beach day in school- create a holiday experience
Parental Involvement	Parents Evening See us shine Parents visiting sharing their jobs	Christmas Nativity Religious visitors from our community	Parents Evening See us shine	Send seeds home to be grown with parents- sunflower growing competition Special Ladies Assembly	Class Assembly	Special Men's Assembly Sports Day
JIGSAW PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
JIGSAW RE	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes a place special?
Linked Kapow Units	History: Peek into the past: Can you guess who? Past and Present My life timeline Toy box	History: Remembrance Lesson: What does it mean to remember?	History: Adventures through time: Wearing the crown DT: Junk Modelling	Geography: Outdoor adventures DT: Cooking and nutrition: Soup	Geography: Around the world Art and Design: Painting and mixed media: paint my world	History: Peek into the past: Spot the difference. History: Adventures through time: Picture detective

	<p>History: Adventures through time: Family tree My Achievements Toy box</p> <p>Art and Design: Drawing Marvellous Marks</p>	<p>Art and design: Craft and Design: Let's get crafty</p> <p>Art and design: Autumn crafts: Nature wreaths</p> <p>Art and design: Christmas craft: salt dough decorations</p> <p>Music: Celebration Music</p>	<p>DT: Textiles Bookmarks</p> <p>Art and design: Winter craft: Threaded snowflakes</p>	<p>Spring craft: petal mandala suncatchers.</p> <p>Art and design: Easter craft: egg threading</p>	<p>Art and design: Sculpture and 3D: Creation Station.</p>	<p>Transport through time</p> <p>Geography: Exploring maps</p> <p>DT Structures: Boats</p> <p>Art and design: Summer craft: Salt painting</p>
Forest School	<p>Seasonal changes What is Forest school? What do we do here? Where are the boundaries? What are the expectations and rules?</p>	<p>Seasonal changes What is Autumn? Can I see signs of Autumn? Can I find animals in Autumn? What has happened to the trees? why?</p>	<p>Seasonal changes What is Winter? Can I see signs of Winter? What has happened to the trees? Where are the animals?</p>	<p>What is Spring? What happens in Spring? Can I see signs of Spring? What is 'new life'? Which animals are born in Spring? Can we see daffodils?</p>	<p>Minibeasts- Bees-world bee day. What is a minibeast? How can I find out more about them? How many minibeasts can I find?</p>	<p>What is Summer? How has Forest school changed over the year? What changes have we seen? What is summer like? What signs of Summer can I see? What can I do to be sun safe?</p>
	<p>Autumn 1 All About Me</p>	<p>Autumn 2 Let's Celebrate!</p>	<p>Spring 1 Once Upon a Time</p>	<p>Spring 2 Come Outside!</p>	<p>Summer 1 Wonderful Wild World</p>	<p>Summer 2 At the Beach</p>

Communication and Language

<p style="text-align: center;">Listening, Attention and understanding</p>	<ul style="list-style-type: none"> - Understand why listening is important. - Follow instructions provided they are not over-engaged in their own activity. - Ask and respond to why questions. - Show interest in the lives of other people or events. - Show interest in non-fiction books. 	<ul style="list-style-type: none"> - Listen to and follow a one step instruction. - Listen to stories with increased attention and recall. - Listen to one another in one to one or small groups. 	<ul style="list-style-type: none"> - Know they need to be quiet and concentrate when listening - Listen to a whole story from beginning to end. - Remember key points from a story without needing prompts. - Respond to instructions involving a two-part sequence. 	<ul style="list-style-type: none"> - Maintain attention, concentration and sitting quietly during appropriate activities. - Show specific interest in a non-fiction book linked to a topic or theme. 	<ul style="list-style-type: none"> - Listen and respond to ideas expressed by others in conversation and discussion. - To understand questions such as who, what, where, when, why and how. 	<ul style="list-style-type: none"> - To have conversations with adults and peers back with back and forth interactions.
<p style="text-align: center;">Speaking- Oracy</p>	<ul style="list-style-type: none"> - Begin to expand vocabulary to include new words. - Ask simple questions to understand. - Retell a simple past event in 	<ul style="list-style-type: none"> - Use talk pretending that objects represent something else. - Use talk to connect ideas, explain what has happened and anticipate 	<ul style="list-style-type: none"> - Use new vocabulary in different contexts. - Use language to imagine and recreate roles and experience in play situations. 	<ul style="list-style-type: none"> - Use complete sentences more regularly. - Ask questions to learn more about an event or task - Use talk to organise, sequence and 	<ul style="list-style-type: none"> - To link statements and stick to a main theme. - To talk about why things happen. 	<ul style="list-style-type: none"> - To talk to a range of adults around the school - To talk in sentences using a range of tenses- past and present.

	<ul style="list-style-type: none"> the correct order. - Use talk to relive and recall past experiences. 	<ul style="list-style-type: none"> what might happen. - 	<ul style="list-style-type: none"> - Link statements, Sticking to a main theme or intention. 	<ul style="list-style-type: none"> clarify thinking, feelings and ideas. 		
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Personal, Social and Emotional Development

Self-Regulation	<ul style="list-style-type: none"> - Describe themselves in positive terms and talk about their own abilities. - Be confident to speak to others about needs, wants, interests and opinions. - Begin to express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> - Know when they are upset about a situation and explain why. - Choose their own equipment that is necessary to complete a task. - Show enthusiasm and excitement when anticipating and engaging in certain activities. 	<ul style="list-style-type: none"> - Recognise themselves as a valuable individual. - Willingly express their feelings when they have been upset. - Be confident to try new activities. - Say when they like some activities more than others. 	<ul style="list-style-type: none"> - Be confident to speak in a familiar group. - Be happy to talk about their own ideas. - Choose resources they need for a given activity. - 	<ul style="list-style-type: none"> - Say when they do and do not need help. - To be able to increasingly maintain their focus during extended whole class teaching sessions and independent learning activities. 	<ul style="list-style-type: none"> - To be able to use positive strategies to begin regulating their behaviour with increasing independence. - To increasingly show perseverance when encountering challenge.
Managing Self	<ul style="list-style-type: none"> - Show that they can stick with an activity, even if it is challenging. 	<ul style="list-style-type: none"> - Enjoy the responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> - Be able to talk about a challenging task and be 	<ul style="list-style-type: none"> - Willingly participate in a wide range of activities. 	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of a challenge. 	<ul style="list-style-type: none"> - To show a 'can do' attitude to change and transition

	<ul style="list-style-type: none"> - Select and use activities and resources with help. - Be confident to talk to other children when playing, communicating freely about their home and community. 	<ul style="list-style-type: none"> - Be outgoing towards unfamiliar people and be more confident in new social situations. - Show confidence in asking others for help. 	<ul style="list-style-type: none"> - prepared to have a go. - Welcome and value praise for what they have done. - Show excitement and enthusiasm when anticipating engaging in certain activities. 	<ul style="list-style-type: none"> - Be confident in speaking in front of a small group. - Have an awareness of keeping teeth clean and not eating too many sweets. 	<ul style="list-style-type: none"> - To describe themselves in positive terms. - Be confident to speak to others about wants, needs, interests and opinions. 	<ul style="list-style-type: none"> - To describe themselves in positive terms and talk about their abilities.
Building Relationships	<ul style="list-style-type: none"> - Learn to listen to one another and show respect when doing so. - Initiate play, offering for others to join in. - Initiate conversations, attending to and taking account of what others say. 	<ul style="list-style-type: none"> - Explaining knowledge and understanding and asking appropriate questions of others. - Take steps to resolve conflicts with others and attempt to find a compromise. 	<ul style="list-style-type: none"> - Build constructive and respectful relationships - Play co-operatively with others and take into account their ideas. 	<ul style="list-style-type: none"> - Be happy to listen to others' organisational ideas. - Show sensitivity to others' feelings. - Form positive relationships with adults and other children. 	<ul style="list-style-type: none"> - To communicate with a range of people within school. - To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. 	<ul style="list-style-type: none"> - To develop relationships with other adults around the school- to support transition. - To have developed strong friendships.
Physical Development						

PE Planning units	Working with others (EYFS) Ball skills (EYFS)	Dance (EYFS) Throwing and catching (EYFS)	Fun and Games (EYFS) Movement development (EYFS)	Me and Myself (EYFS) Team Games	Fitness (EYFS) Tennis	Athletics Coordination & Skills
Gross Motor Skills	<ul style="list-style-type: none"> - Show increasing control when linking movements together. - Know that it is good to be active and sometimes get out of breath. - Mount stairs, steps or climbing equipment using alternate steps. - Show increasing control when throwing, catching and kicking a ball. 	<ul style="list-style-type: none"> - Move freely with confidence in a range of ways. - Walk downstairs two feet each step. - Stand momentarily on one foot. - Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed. 	<ul style="list-style-type: none"> - Start to experiment with different types of movement. - Recognise how they can refine a range of physical actions such as rolling, running, skipping etc. 	<ul style="list-style-type: none"> - To play by the rules given and develop co-ordination. - To learn to play as a team. 	<ul style="list-style-type: none"> - Jump off objects safely and carefully - Negotiate space carefully. - Travel with confidence and skill when moving around under, over and through various equipment. 	<ul style="list-style-type: none"> - To learn to play against an opponent. - To follow instructions safely and carefully when playing team games.
Fine Motor Skills	<ul style="list-style-type: none"> - Draw lines and circles using gross motor movements. - Use one-handed tools and 	<ul style="list-style-type: none"> - Begin to hold a pencil correctly using the tripod grip and show good control. - Copy some letters, especially from 	<ul style="list-style-type: none"> - Show a preference for a dominant hand. - Begin to show anti-clockwise movements and retrace vertical lines. 	<ul style="list-style-type: none"> - Begin to form recognisable letters. - Use a pencil and hold it effectively to form recognisable 	<ul style="list-style-type: none"> - To hold scissors safely and correctly and cut out various materials. - To paint using thinner brushes. 	<ul style="list-style-type: none"> - To create detail in drawings, using a range of tools accurately. - To cut shapes, materials and resources with

	<p>equipment e.g. child scissors.</p> <ul style="list-style-type: none"> - Hold pencil between thumb and two 	<p>their own name.</p> <ul style="list-style-type: none"> - Handle tools, objects, construction and malleable materials safely and with increasing control. 		<p>letters, especially in their own name.</p>	<ul style="list-style-type: none"> - To form letters using the correct letter formation and control the size, considering where they sit on the given line. 	<p>skill and accuracy.</p> <ul style="list-style-type: none"> - To independently use a knife and fork for all appropriate meals.
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Literacy

Word Reading	<ul style="list-style-type: none"> - Join in with rhymes and stories. - Join in with the rhythm of well-known rhymes and songs. - Recognise their own name. 	<ul style="list-style-type: none"> - Identify sounds in words, in particular initial sounds. - Segment and blend simple words orally demonstrating knowledge of sounds (with support) - Link sounds to letters taught. 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Identify rhymes - Blend sounds into words so that they can read short words. - Read a few common exception words. 	<ul style="list-style-type: none"> - Read simple sentences and words. - Read some letter groups (special friends) that represent one sound and say sounds for them. - Read more common exception words. 	<ul style="list-style-type: none"> - Begin to read longer captions and sentences using taught sounds. 	<ul style="list-style-type: none"> - Begin to read longer captions and sentences using taught sounds.
RWI Phonics	<p>Read single-letter set 1 sounds- first 16</p>	<p>Read all set 1 single letter sounds. Blend into words orally Expected number of sounds: 25</p>	<p>Blend sounds to read words. Read short Ditty stories. Expected number of sounds: 25</p>	<p>Read Red storybooks Read set 1 special friends Expected number of sounds: 31</p>	<p>Read Green storybooks. Read 4 double consonants. Expected number of sounds: 35</p>	<p>Read Green storybooks. REad the forest 6 set 2 sounds. Expected number of sounds: 41.</p>

Comprehension	<ul style="list-style-type: none"> - Hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> - Tell a story to friends - Talk about their favourite book. 	<ul style="list-style-type: none"> - Talk about events and characters in books. - Use vocabulary and events from stories in their play. 	<ul style="list-style-type: none"> - Make suggestions about what might happen next in a story. - Re-read books to build up their confidence, fluency and their understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> - Read simple words and sentences. - Begin to answer questions about what they have read. - To know that information can be retrieved from books. 	<ul style="list-style-type: none"> - Use vocabulary that is influenced by their experience of books. - To answer questions about what they have read. - To use a book to find the answer to a given question.
Writing	<ul style="list-style-type: none"> - Be more confident in writing identifiable shapes and letters. - Begin to write their name. 	<ul style="list-style-type: none"> - Be more confident to form lower case letters. - Be able to write their name with confidence. 	<ul style="list-style-type: none"> - Use RWI Fred fingers to segment 'pinch' and write simple words using the sounds that they know. - Spell simple words by identifying sounds and then writing the sounds with the letters. 	<ul style="list-style-type: none"> - Use their phonic knowledge to write words that match their spoken sounds. - Talk about sentences and start to write short sentences. 	<ul style="list-style-type: none"> - Begin to form lowercase and capital letters correctly. - Write some common exception words. - Begin to use a capital letter at the start and a full stop at the end of a sentence. - Spell small, familiar words correctly and make phonetically plausible 	<ul style="list-style-type: none"> - Write simple sentences which can be read by themselves and others. - Form lowercase and capital letters correctly. - Begin to write longer words which are spelt phonetically. - Use a capital letter at the start and a full stop at the end of a sentence. - Re-read what they have

					attempts at more complex words. - To begin to read their written work back and check for meaning.	written to make sure it makes sense.
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Mathematics Number and Numerical Patterns

Mastering Number	<ul style="list-style-type: none"> - Subitising within 3. - Focus on counting skills. - Explore how all numbers are made of 1s - Focus on composition of 3 and 4 - Subitise objects and sounds - Comparison of sets - 'just by looking' - Use the language of comparison: more than and fewer than 	<ul style="list-style-type: none"> - Focus on counting skills - Focus on the 'five-ness of 5' using one hand and the die pattern for 5 - Comparison of sets - by matching - Use the language of comparison: more than, fewer than, an equal number - Explore the concept of 'whole' and 'part' - Focus on the composition of 3, 4 and 5 	<ul style="list-style-type: none"> - Subitise within 5 focusing on die patterns - Match numerals to quantities within 5 - Counting – focus on ordinality and the 'staircase' pattern - See that each number is one more than the previous number. - Focus on 5 - Focus on 6 and 7 as '5 and a bit' - Compare sets and use language of 	<ul style="list-style-type: none"> - Focus on the 'staircase' pattern and ordering numbers - Focus on ordering of numbers to 8 - Use language of less than - Focus on 7 - Doubles – explore how some numbers can be made with 2 equal parts. - Sorting numbers according to attributes - odd and even numbers 	<ul style="list-style-type: none"> - Counting – larger sets and things that cannot be seen. - Subitising – to 6, including in structured arrangements - Composition – '5 and a bit' - Composition - of 10 - Comparison – linked to ordinality - Play track games 	<ul style="list-style-type: none"> - Subitise to 5 - Introduce the rekenrek - Review and Assess: Automatic recall of bonds to 5 - Review and Assess: Composition of numbers to 10 - Review and Assess: Comparison - Review and Assess: Number patterns - Review and Assess: Counting
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		<ul style="list-style-type: none"> - Practise object counting skills - Match numerals to quantities within 10 - Verbal counting beyond 20 	<ul style="list-style-type: none"> comparison: more than, fewer than, an equal number to - Make unequal sets equal 			
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Mathematics Shape, Space and Measure

<p>White Rose Shape, Space and Measure</p>	<p>Creating sorting rules - Explore sorting techniques and create sorting rules. Measure -Compare size of objects, compare mass, compare capacity. Patterns –Explore simple patterns, copy and continue simple patterns, create simple patterns.</p> <p>Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. • Development Matters – 3 and 4-year-olds – Talk</p>	<p>Shape – Identify and name 2d shapes, compare 2d shapes, explore shapes in the environment, combine shapes. Position – Describe position. Sequencing- Exploring day and night.</p> <p>Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. • Development Matters – 3 and</p>	<p>Mass and Capacity – Compare mass, find a balance, explore capacity, compare capacity, Length, Height and Time - Explore length, compare length, explore height, compare height, talk about time, order and sequence time.</p> <p>Development Matters – Reception – Compare length, weight and capacity. • Development Matters – Reception – Compare length, weight and capacity. • Development Matters – 3 and 4-year-olds – Begin to describe a</p>	<p>3D Shape – Recognise and name 3D shapes, find 2d shapes within 3d shapes, select appropriate 3D shapes due to properties, explore 3D shapes in the environment. Patterns – Identify more complex patterns, copy and continue patterns, explore patterns in the environment.</p> <p>Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children</p>	<p>Manipulate shapes – select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, use shapes to copy 2D shape pictures find 2D shapes within 3D shapes.</p> <p>Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. • Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can</p>	<p>Pattern – Identify units of repeating patterns, create own pattern rules, explore own pattern rules. Position – Replicate and build scenes, visualise from different positions, describe positions, give instructions to build.</p> <p>Development Matters – Reception – Continue, copy and create repeating patterns. • Development Matters – 3 and 4-year-olds Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Describe a familiar</p>
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	<p>about and identify the patterns around them.</p> <ul style="list-style-type: none"> • Development Matters – Reception – Continue, copy and create repeating patterns. 	<p>4-year-olds Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <ul style="list-style-type: none"> • Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<p>sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>recognise a shape can have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> • Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Development Matters • 3 and 4-year-olds – Notice and correct an error in a repeating pattern. • Reception – Continue, copy and create repeating patterns. 	<p>have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes 	<p>route. Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>
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Understanding of the World

Past and Present	<ul style="list-style-type: none"> - Remember and talk about significant events in their own experiences e.g. birthdays. 	<ul style="list-style-type: none"> - Recognise and describe special times or events for family and friends e.g. Diwali, Christmas. 	<ul style="list-style-type: none"> - Begin to compare and contrast characters in stories about the past. 			<ul style="list-style-type: none"> - Use appropriate language to describe the past such as ‘in the past.’ - To know some similarities and
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	<ul style="list-style-type: none"> - Know and understand that grandparents are older than their parents. 	<ul style="list-style-type: none"> - Understand that people celebrated events like Diwali and Christmas before they were born. 	<ul style="list-style-type: none"> - Begin to be familiar with words and phrases associated with long ago such as 'in the past' and 'a long time ago' - Begin to understand that some familiar stories were set in a time before they were born. 			<p>differences between things in the past and now, drawing on experiences and what has been read in class.</p> <ul style="list-style-type: none"> - To know about the past through settings, characters and events encountered in books read in class and storytelling.
<p>People, Culture and Communities</p>	<ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Show an increased interest in the lives of people who are familiar to them. - Talk about members of their immediate family and community. 	<ul style="list-style-type: none"> - Begin to understand that not all people celebrate the same things as them. - Recognise that people have different beliefs and celebrate special times in different ways. - Have a greater understanding about why 			<ul style="list-style-type: none"> - Draw simple information from a map. - Recognise differences and similarities between life in this country and life in other countries. 	

	<ul style="list-style-type: none"> - Show an interest in different occupations and ways of life. - Talk about people that are helpful to them both from within and outside of their family. 	<p>certain events are being celebrated.</p>				
<p>The Natural World</p>			<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Talk about some of the things they have observed such as plants, animals, natural and found objects. - Ask questions about some of the things they have observed such as plants and animals. - Understand more about growth, decay and changes over time. 	<ul style="list-style-type: none"> - Ask questions about aspects of their familiar world such as the place they live or the natural world. - To identify the features of a place and identify the animals that live there. - Identify features of living things such as animals with legs or those with wings. - Recognise some environments 	<ul style="list-style-type: none"> - Talk about why things happen and how things work. - Have a greater awareness of seasonal change. - To identify and recognise the features of the seasons; Autumn, Winter, Spring, Summer. - Understand the changing seasons in the natural world around them.

				<ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. 	<p>which are different to the one in which they live.</p> <ul style="list-style-type: none"> - To know and compare habitats. - To know there are many countries around the world. - To know more about the features of the world- forests, rainforests, jungles, deserts and oceans. 	
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Expressive Arts and Design

<p>Creating with Materials</p>	<ul style="list-style-type: none"> - Select an appropriate brush for a given purpose. - Explore what happens when they mix colour. - To explore and be inspired by the work of artists 	<ul style="list-style-type: none"> - Realise that tools can be used for a purpose. - Use simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques. - Experiment with colour, design, texture, form and function. 	<ul style="list-style-type: none"> - Understand that different media can be combined to make new effects. - To explore and be inspired by the work of artists 	<ul style="list-style-type: none"> - Select tools and use techniques needed to shape, assemble and join materials they are using. - To use materials to explore sculpture. 	<ul style="list-style-type: none"> - To explore and be inspired by the work of artists - To be able to identify texture, shape and colour. - To share creations, talk about processes
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		<ul style="list-style-type: none"> - Experiment with different textures. - To explore and be inspired by the work of artists 	<ul style="list-style-type: none"> - To design and make models with a purpose. - To explore and be inspired by the work of artists 		<ul style="list-style-type: none"> - To explore and be inspired by the work of artists 	<ul style="list-style-type: none"> - and evaluate their work. - To adapt work where necessary.
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> - Enjoy joining in with dancing and singing games. - Begin to move rhythmically. - Tap out simple repeated rhythms. 	<ul style="list-style-type: none"> - Sing a few familiar songs. - Imitate movement in response to music. - Explore and learn how sounds can be changed. - To begin joining in with whole school singing assemblies. 	<ul style="list-style-type: none"> - Explore and learn how sounds can be changed. - Sing songs, make music and experiment with ways of changing them. 	<ul style="list-style-type: none"> - Begin to build a repertoire of songs and dances. - To join in with whole school singing assemblies. - Explore the different sounds of instruments. 	<ul style="list-style-type: none"> - Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. - To begin to compose their own simple music. - To perform with increasing confidence. 	<ul style="list-style-type: none"> - To begin to choreograph their own simple dances using movements they have learned.