

Lulworth and Winfrith's EYFS Aspirations-led Curriculum

EYFS Vision: At Lulworth and Winfrith Primary School, children in Reception will experience a wide range of opportunities that promote our core values of belief, fellowship and harmony where the outcome is a cohort of joyful, independent, confident and determined learners who are able to communicate well and have the ability to think critically, celebrate their achievements and feel a valued part of our school community.

To show curiosity and a growing understanding and tolerance of what makes our diverse school community unique (including our service families), and talk positively about similarities and differences.

To be able to work together collaboratively and use a range of strategies independently and co-operatively to help each other solve problems.

To be able to talk about and notice seasonal changes and develop an understanding of how we can look after plants and animals found and grown in the local environment.

To develop a deep understanding of numbers to ten and to talk about, notice and compare quantities and combinations of numbers in different playful ways.

To show curiosity in the different ways we communicate through our writing and to celebrate the journey of becoming a writer.

Curriculum overview

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Main enquiry YrR Topic Yr1&2	All About me! Homes Through Time	Let's celebrate! Take Me to China	Terrific Tales! London's Burning	Superheroes! Castles	Come Outside! Fantastic Jurassic	Amazing Animals! Sensational Safari
Possible lines of enquiry (but not limited to...)	Starting school and my new class Characteristics of effective learning Nursery Rhymes People who help us / Careers Staying healthy – Food, our bodies, oral health How have I changed? My family - PSED focus What am I good at? How do I make others feel? Being kind & staying safe	Bonfire night celebrations Remembrance The Nativity Christmas Cards Letters to Father Christmas	Traditional Tales	People who help us Who is your superhero? Mums, Dads and extended families Doctors, nurses, vets, dentists, police officers, firefighters	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Planting seeds Van Gough – Sunflowers Mini Beasts	Life cycles Animals around the world Climates / Hibernation Down on the Farm Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats
Experiences	• Photos of families and special people in our lives • Mini-me's • A walk around school and the local area to notice landmarks and people. • My community visit to church and taking part in Harvest Festival. Practice Harvest song or poem for Church service. • Using resources to be creative, and express myself in different ways – art, music, dance. • Autumn Welly walks • Remembrance Day • Favourite Songs • Nursery Rhyme Performances • Halloween • Learn action/clapping songs and rhyming games to play together.	• Guy Fawkes, discussions around people and important events from the past • Bonfire Night and firework safety • Remembrance day. Why is this day so important to our service families? • Large and small games, following the instructions/rules, sharing, taking turns, working together, including matching and dice games. • Stories and discussions about birthdays and other celebrations. Talking about what I do and what you do to celebrate. • Participate in Christmas celebrations. Nativity, Santa • Practice Nativity songs for Nativity performance. • Diwali	• Playground games. Talk about the rules of the games and feelings related to winning and losing. • Making bread (Little Red Hen) • Gingerbread men baking (Gingerbread man) • Porridge tasting (Goldilocks) links to our senses and tastes. Do we all like the same things? • Valentine's Day	• Visits from real life superheroes: Lifeguard, police officer, firefighter etc. • Mother's Day. How is your mum a real life hero? • Easter activities • Easter Egg Hunt • Pancake Day • Participate in and discuss Easter celebrations, including Easter Service. Help prepare for Easter celebrations at school. Practice Easter song or poem for Church service.	• Plant peas and beans in the school garden and create labels for them. • Care for, water and weed the plants they have grown, learning how to be good gardeners. • Learn about different insect-friendly plants, investigating seed packets • Participate in the sunflower challenge, growing our own sunflowers from seeds. • Vincent Van Gogh Study	• Learn about life cycles, observing the life cycle of tadpoles or caterpillars. Discuss the changes they see. Take photos and create drawings. Sequence pictures of a life cycle, using the language of sequencing. • Comparisons of habitats. Where do animals live and why? • Nocturnal animals • Father's day • Transitions into Year 1
Practitioner Oracy Focus	Introduce visuals consistently across EYFS. Model using language appropriately to communicate needs – commentary, repeating back, clarifying, Model good listening and find opportunities to create shared attention and keep interactions going. Model positive language to build a positive self-image using CoETL Model using language to describe feelings.	Use narration to model thinking and problem solving. Model asking questions to find out more and distinguish between a question and a fact. Extend interactions by adding vocabulary. Draw attention to misconceptions by offering alternative points of view. Model using language of negotiation. Recap on prior learning and experiences. Model taking turns to generate a back-and-forth conversation	Model making links between different environments using language of comparison. Model describing changes to seasons and environments. Extend children's vocabulary adding adjectives or using tier 3 vocabulary. Suggest ideas for how things have changed and encourage children to offer their ideas. Suggest ideas for why things might change. Encourage children to narrate their thinking and problem solving. Model imagining, posing questions such as 'what might it be like to...?' and 'what if...?'. Support children to recall simple facts.	Model remembering about changes to seasons from autumn to winter. Model using language related to the past. Remind children of activities and challenges they have encountered so far and how they solved them. Recap on prior learning and experiences. Model explaining why things happen and how things work, using clear, simple language. Introduce subject specific (tier 3) language. Pose 'how' and 'why' questions, modelling how these could be answered. Encourage children to ponder and ask questions, providing sentence stems as required.	Model posing problems, introducing the language of 'could', 'might', 'shall', 'should', 'what if' related to problems. Use narration to model thinking and problem solving and encourage children to do the same. Draw attention to misconceptions, encouraging children to describe what they can see and how this differs to the misconception. Model using subject specific language. Model explaining why things happen and how things work, using clear, simple language.	Recap on prior learning and experiences. Encourage children to recall and use subject specific vocabulary. Model your thinking to make comparisons between places, drawing on prior knowledge and experience Encourage children to describe what they can see and make comparisons with other places. Model your thinking related to planning a celebration, considering all the elements e.g. food, decorations, activities.
Key Texts Year R specific	Dear Zoo & Where's Spot? Not now Bernard Rosie's Walk The leaf thief The tiger who came to tea Rhyme Crime Monster Zoo Funny Bones Conker Chameleon It's Okay to be different	Guy Fawkes Little Red Hen Stick Man The Christmas Story The Nativity Rama and Sita Diwali That's not my Santa Elmer Alive with Poppies	The Gingerbread Man The Runaway Chapatti The great Chapatti chase Goldilocks and the Three Bears Three Little Pigs Three Billy Goats Gruff The Little Red Hen	Real Superheroes A superhero like you Florence Nightingale Peppa Pig Dentist Trip Smile Crocodile Smile	The Tiny Seed Jasper's Beanstalk Eddie's Garden Katie and The sunflowers Seed to Sunflower How to grow a beanstalk The Extraordinary Gardener by Sam Boughton	The Snail and the Whale What the Ladybird heard Day Monkey Night Monkey The Very Hungry Caterpillar Yucky Worms Superworm The Perfect Ribbit Tenn Tiddly, Widdly tadpoles / caterpillars Snail Tadpole to Frog
Key Texts Whole Class English lessons	What the Ladybird Heard Y1 Mrs Mole I'm home Y1 Wanted, the Perfect Pet Y1 Monstersaurus	Alan's Big Scary Teeth Y1 Fergal is Fuming Y2 The Magic Paintbrush Y2 Tell me a dragon Dragons love Underpants There's a Dragon in your book	Traditional tales (Science links: 3 Little Pigs) Vlad and the Great Fire of London Y2	Hibernation Hotel George and the Dragon Winnie and Wilbur: The Naughty Knight Sir Scallywag and the Golden Underpants The Kiss that Missed Good Knight Sleep Tight	The Koala Who Could Be More Bernard A Squash and a Squeeze Disgusting Sandwich	Dread Cat The Boy who Sailed the World Jonty Gentoo: The Adventures of a Penguin The Lighthouse Keeper's Lunch

To show curiosity and a growing understanding and tolerance of what makes our diverse school community unique (including our service families) and talk positively about similarities and differences.		
Milestone One (End of Autumn Term) Children are able to use recently introduced vocabulary to talk positively about some of the things which make them unique. Children follow class rules, using visual supports with greater independence, and know that these help them to be safe. Children show curiosity in stories about different cultures, faiths and celebrations.	Adults will Introduce and model recently taught vocabulary linked to identity, feelings, and personal qualities. Provide regular opportunities for children to talk about themselves through circle times, small-group discussions, and play. Celebrate each child's individuality through displays, stories, and shared experiences. Share a diverse range of stories, artefacts, and images that reflect different cultures, faiths, and celebrations. Encourage children to ask questions, make connections, and talk about what they notice. Create an inclusive environment where all children's backgrounds and traditions are valued and represented. Teach class rules explicitly and consistently, using visual supports to reinforce expectations. Model how to use visual cues to make safe and responsible choices. Encourage children to refer to visual supports independently, offering gentle prompts when needed.	Core Texts/ Experiences / Resources Photos from home Our learning in floor book Small world with Mini me's Church services & Nativity Wider school family & Godly play Jigsaw Characteristics of effective learning characters Celebrating festivals throughout the year: Mother's Day, Father's Day, Christmas, Diwali Visits from fire service / police / school nurse Dandelion Day (Celebrating the Military Child) VE day celebrations Colour Monster It's okay to be different Guy Fawkes Little Red Hen Stick Man The Christmas Story The Nativity Rama and Sita Diwali That's not my Santa Elmer
Milestone Two (End of Spring Term) Children ask some relevant (who, what, where) questions and demonstrate a growing understanding of being part of the school community by talking about events and celebrations which are personally important, as well as those which are important to other children and adults. They seek out other children and are beginning to engage cooperatively in small world and socio-dramatic play where they play out familiar experiences as well as those which build upon recently introduced experiences, stories and associated vocabulary. Children show an awareness of the passing of time, using the past tense when talking about events in their own lives. Children talk about the meaning they are communicating through their drawings and early attempts at writing. They are proud of their achievements.	Adults will Model the use of simple question words (who, what, where) during conversations, stories, and shared experiences. Provide regular opportunities for children to talk about events and celebrations that matter to them and to listen to those important to others. Highlight the roles, routines, and shared experiences that help children feel part of the school community. Provide rich small-world and socio-dramatic play opportunities linked to familiar routines, recent experiences, and new vocabulary. Join children's play sensitively to model cooperation, turn-taking, and the use of recently introduced language. Offer props, story prompts, and real-life resources that inspire children to recreate and extend experiences. Use clear time language (yesterday, last week, when you were younger) when talking with children. Encourage children to reflect on and sequence simple events from their own lives. Provide visual timelines, photos, and memory prompts to support understanding of past and present. Encourage children to talk about the meaning behind their drawings and early writing attempts. Provide a wide range of mark-making tools and celebrate all forms of early communication. Offer positive, specific feedback that highlights effort, intention, and progress, helping children feel proud of their achievements.	
Final Milestone (End of Year R) By the end of their Reception year, children who are on track to meet this milestone will be demonstrating the following behaviours and using language that reflects empathy, openness, and respectful engagement: What the child might be doing: • Asking thoughtful questions about peers' backgrounds, languages, traditions, or family structures (e.g., military families, different cultures, religions). • Engaging in inclusive play or group work with children from different backgrounds. • Participating actively in discussions about identity, diversity, and family life, showing interest in others' stories. • Sharing their own background or family experiences while showing respect for others' perspectives. • Showing kindness and understanding when someone is new, different, or struggling to adjust (especially service children who may move schools frequently). • Correcting stereotypes or biases when heard in conversation, using language that promotes inclusion. What the child might be saying: • "That's really cool! My family does it differently — we celebrate [holiday], but I like hearing about yours." • "He's in the army like my friend's dad — that's why they had to move." • "It's okay if you don't eat that. My friend's religion is different too." • "We're all different, and that makes our class interesting." • "Why do you wear that? I'd like to know more about it." • "My friend moved here from another country — he taught me how to say hello in his language!" These statements and behaviours show the child is developing intercultural awareness, empathy, and a positive attitude toward diversity.		

To be able to work together collaboratively and use a range of strategies independently and co-operatively to help each other solve problems.		
Milestone One (End of Autumn Term) With adult support, children communicate with each other using words (instead of whining and crying noises) They begin to use key phrases when playing and exploring with peers: “Please can I play”, “Please can I have ...” Children begin to understand that if a child is holding something, they cannot take it (snatching), they seek adult support to negotiate with peers. They begin to understand that if a child is playing with something they have to wait until the other child has finished before they can have it (address “S/he’s not sharing” misconception).	Adults will Model simple, clear language for expressing needs and feelings. Gently prompt children to use words when they begin to whine or cry, offering sentence starters they can copy. Acknowledge children’s attempts at verbal communication to reinforce that words are effective and valued Teach and model phrases such as “<i>Please can I play?</i>” and “<i>Please can I have...?</i>” during real interactions and role-play. Provide opportunities in small-group play for children to practise these phrases with peers. Celebrate children when they use these phrases independently to build confidence and consistency. Narrate and model respectful behaviour, such as noticing when someone is holding an object and waiting for a turn. Step in calmly when snatching occurs, helping children use words to negotiate and request a turn. Reinforce the idea that <i>holding something</i> means <i>it is not available yet</i>, helping to address the “not sharing” misconception. Use visual supports, timers, and simple explanations to show when a toy will be available. Praise children for waiting, even for short periods, to build patience and self-regulation. Encourage children to seek adult help when they need support negotiating turns with peers.	Core Texts/ Experiences / Resources Adults in provision Jigsaw Circle times Class charter Traditional tales problem solving: i.e. build a bridge/ raft to help the Gingerbread man cross the river. The Gingerbread Man The Runaway Chapatti Goldilocks and the Three Bears Three Little Pigs Three Billy Goats Gruff The Little Red Hen
Milestone Two (End of Spring Term) Children independently communicate with each other using words and phrases that have been explicitly taught. When playing and exploring, children use key phrases such as: “Please can I play”, “Please can I have ...” They are beginning to resolve their own disputes with peers for example, explaining class rules to each other and gaining cooperation with these rules without the intervention of an adult. Children begin to find their own solutions and help each other solve problems. Children are inspired to solve self-generated and adult led challenges and problems that are meaningful to the children. Children are creative in their solutions and share their ideas, working collaboratively together to achieve success.	Adults will Model and revisit explicitly taught words and phrases during real interactions so children hear them used naturally and frequently. Provide prompts and gentle reminders that encourage children to use these phrases independently with peers. Celebrate children when they use taught language appropriately, reinforcing that words help them communicate successfully. Model calm, respectful problem-solving strategies that children can copy, such as explaining rules or offering alternatives. Step back when appropriate, allowing children time to negotiate with each other before intervening. Provide language scaffolds (e.g., “You can say...”, “Try asking...”) that children can begin to use without adult support. Offer open-ended resources and challenges that invite children to think, experiment, and collaborate. Ask thoughtful questions that guide children toward their own ideas rather than giving them the answer. Encourage children to help each other, recognising and valuing peer-to-peer support. Provide both self-generated and adult-led challenges that connect to children’s interests and current learning. Create environments where children can test ideas, take risks, and adapt their thinking. Celebrate creative solutions and highlight the different ways children approach a problem. Offer tasks and play opportunities that naturally require teamwork, communication, and shared decision-making. Model how to listen to others’ ideas and build on them respectfully. Acknowledge and praise collaborative efforts, helping children recognise the value of working together.	
Final Milestone (End of Year R) By the end of their Reception year, children who are on track to meet this milestone will show strong social, communication, and problem-solving skills. What the child might be doing: • Taking turns and sharing responsibilities in group tasks or challenges. • Listening actively to others’ ideas and building on them rather than dismissing them. • Negotiating roles in a group fairly (e.g., deciding who does what). • Using trial and error or brainstorming together to find solutions. • Encouraging peers who are stuck or offering help without taking over. • Reflecting on what’s working and adapting strategies mid-task. • Resolving disagreements calmly, using respectful language and compromise. What the child might be saying: • “Let’s try your idea first, and then we can try mine if it doesn’t work.” • “You do the writing, and I’ll get the materials — then we can switch.” • “We need to work as a team, so let’s all share our ideas.” • “I think this part is tricky — how do you think we could solve it?” • “Great idea! That might actually work better than what I was thinking.” • “It’s okay if we got it wrong — we can try a different way together.” These actions and phrases reflect collaborative thinking, problem-solving confidence, and a growth mindset — all signs that the child is independently and cooperatively engaging with others to reach shared goals.		

To be able to talk about and notice seasonal changes and develop an understanding of how we can look after plants and animals found and grown in the local environment.		
Milestone One (End of Autumn Term) Children are able to talk about and notice seasonal changes (Autumn). They talk about what they notice is happening to the weather, they realise that not every day is the same and make comments about this to adults. Children use natural resources inside and outside the classroom in their play. Children use natural resources in their art and play. Children explore a range of texts, discussing the seasonal changes and use these as inspiration for a range of play-based activities. Children begin to develop an understanding of deciduous and evergreen trees.	Adults will Take children outside regularly to observe the environment and model language about weather, temperature, and visible seasonal changes. Draw children’s attention to daily differences in weather and daylight, encouraging them to comment and compare. Provide rich vocabulary linked to Autumn and use it naturally in conversations and stories. Offer a wide range of natural materials indoors and outdoors (leaves, conkers, sticks, pinecones) for exploration, play, and creative activities. Model how to use natural resources imaginatively in small-world play, construction, art, and sensory experiences. Celebrate children’s creations and ideas, reinforcing the value of using natural materials. Share high-quality fiction and non-fiction texts that explore Autumn, weather changes, and the natural world. Use these texts as springboards for play-based activities, role-play, storytelling, and creative exploration. Encourage children to make connections between what they read and what they observe outdoors. Introduce simple, clear explanations and vocabulary about different types of trees. Provide opportunities for children to compare leaves, colours, and shapes through hands-on exploration. Use real examples, photos, and outdoor walks to help children notice which trees change and which stay green.	Core Texts/ Experiences / Resources Leaf Man The Leaf Thief Jack and the beanstalk The Tiny Seed Oliver’s Vegetables Jasper’s Beanstalk The Very Hungry Caterpillar Yucky Worms Superworm What the Ladybird heard The Bad Tempered Ladybird Going on a Bear Hunt Rumble in the Jungle Walking through the jungle Handa’s Surprise Running Shoes Day Monkey Night Monkey Planting seeds Growing vegetables to eat
Milestone Two (End of Spring Term) Children are able to talk about and notice seasonal changes (Spring). They use recently introduced vocabulary to talk about plants and animals in the local environment. Children are able to talk about similarities and differences between the local environment and other countries through exploring similarities and differences within and beyond rich texts. Children have a developing awareness of different habitats that animals need in order to survive. Children take ownership over the care of their own minibeasts and plants in the classroom and surrounding area.	Adults will Take children outdoors regularly to observe signs of Spring, modelling vocabulary such as <i>buds, blossom, new shoots, warmer, brighter</i> . Encourage children to compare what they see now with previous seasons, prompting them to talk about changes in weather, plants, and animals. Provide opportunities for children to record or discuss their observations through drawing, talk, and play. Introduce and model recently taught vocabulary linked to growth, life cycles, and local wildlife. Provide hands-on experiences with plants and animals in the local environment, encouraging children to describe what they notice. Use high-quality images, real objects, and outdoor exploration to reinforce new language. Share rich fiction and non-fiction texts that explore different countries, climates, and landscapes. Encourage children to compare what they see in books with their own local environment, highlighting similarities and differences. Provide small-world and role-play opportunities inspired by these texts to deepen understanding through play. Use stories, videos, and real-life examples to show the different habitats animals need to survive. Provide small-world resources that represent varied habitats (ponds, forests, deserts, gardens) and model how animals use them. Encourage children to talk about why certain animals live in certain places. Provide opportunities for children to care for plants and minibeasts in the classroom and outdoor area. Model gentle handling, feeding routines, watering, and observation skills. Encourage children to take ownership of daily care tasks and celebrate their efforts in looking after living things.	
Final Milestone (End of Year R) By the end of their Reception year, children who are on track to meet this milestone will be demonstrating curiosity about nature, observational skills, and a growing sense of environmental responsibility. What the child might be doing: • Observing changes in weather, trees, plants, or animal activity across the seasons (e.g., noticing leaves falling or flowers blooming). • Commenting on the environment during outdoor play or nature walks (e.g., pointing out frost, new buds, migrating birds). • Helping to care for plants or animals at home (e.g., watering plants, feeding class pets, cleaning habitats). • Taking part in eco-friendly actions, such as recycling, litter picking, or using compost bins. • Asking questions or making suggestions about how to protect nature (e.g., “What happens if we don’t water the plants?” or “Should we make a bug hotel?”). • Drawing or writing about seasonal changes or local wildlife in journals or class displays. What the child might be saying: • “The trees look bare now because it’s winter — the leaves fell off in autumn.” • “We have to water the plants every day or they’ll dry out.” • “I saw a bird building a nest — maybe it’s spring now.” • “We shouldn’t pick all the flowers, or the bees won’t have anything to eat.” • “Let’s put the rubbish in the bin so the animals don’t get hurt.” • “It’s getting warmer — I think summer is coming!” These behaviours and statements show the child is noticing patterns in nature, making links between their observations and the seasons, and taking responsibility for the natural world.		

To show curiosity in the different ways we communicate through our writing and to celebrate the journey of becoming a writer.		
Milestone One (End of Autumn Term) Children will demonstrate an increasing understanding of the conventions of story telling and show enjoyment for having their story scribed. Use the resources throughout the continuous provision to communicate meaning through writing using phonic knowledge and increasing control of tools, including pencils. Children will enjoy sharing their writing with each other and adults and can read their writing to others.	Adults will Model storytelling structures through daily story time, oral storytelling, and shared scribing. Invite children to dictate their own stories, showing enthusiasm and value for their ideas. Highlight features of stories—beginnings, characters, problems, endings—using simple, accessible language. Provide a rich range of writing tools and materials across continuous provision, encouraging children to choose and use them independently. Model how to use phonic knowledge to represent sounds in words during shared writing and play. Encourage children to talk about what they are writing or drawing, reinforcing the link between spoken and written language. Offer regular opportunities to develop fine-motor strength and pencil control through purposeful play. Model correct grip, letter formation, and mark-making techniques in a supportive, non-pressured way. Ensure writing resources are accessible, inviting, and linked to children’s interests. Create a classroom culture where children’s writing is valued, displayed, and shared. Invite children to read their writing aloud to adults and peers, offering praise for effort, clarity, and creativity. Model how to listen respectfully and respond positively when others share their work.	Core Texts/ Experiences / Resources Christmas Cards, Mothers day cards, Fathers Day cards We will be developing our sewing and threading skills to make a gift for Mothers Day. Text as writing stimulus: Jack and the Beanstalk, retell parts of the story, speech bubbles. Instructional writing: how to plant a seed. Timeline of how plants grow. Bean diary Hungry Caterpillar - describe foods / adjectives Information leaflets about animals in the garden/plants and growing Mini beasts / Animal Fact File Compare two animals from different countries / habitats Who am I? Animal riddles
Milestone Two (End of Spring Term) Children will talk about the different reasons we write. They will ask adults to scribe for different purposes. They will make marks and use early phonic skills with support to communicate meaning for authentic purposes. For example, making signs for the environment, writing lists of resources needed, making labels for models/pictures. They will use recently introduced vocabulary from the rich texts and experiences we have shared in their play. Their physical strength/coordination is improving and they are able to use tools with greater control including scissors, paint brushes and pens/pencils. They can talk about their drawings/pictures and the meaning these convey.	Adults will Model a wide range of authentic writing purposes during daily routines (lists, labels, signs, messages, instructions). Talk aloud about why we write, helping children connect writing to real needs and meaningful contexts. Encourage children to ask adults to scribe for them when they have a purpose or message to communicate. Provide varied opportunities across continuous provision for children to make marks with purpose—signs, labels, lists, notes, and messages. Model how to use early phonic knowledge to represent sounds in words, supporting children to attempt this independently. Celebrate all attempts at writing, focusing on the meaning behind the marks rather than correctness. Revisit vocabulary from high-quality texts, discussions, and experiences, modelling how to use these words in play and writing. Provide prompts, story props, and themed resources that encourage children to use new vocabulary naturally. Join children’s play to model language and extend their ideas through talk. Offer a wide range of tools—scissors, paintbrushes, pencils, pens—and model how to use them safely and effectively. Provide fine-motor activities that strengthen hand muscles and improve coordination. Encourage children to choose tools independently and use them with increasing control and confidence Invite children to explain the meaning behind their marks, pictures, and early writing. Respond with interest, valuing their ideas and reinforcing the link between spoken and written communication. Display children’s work and celebrate their efforts to build pride and motivation.	
Final Milestone (End of Year R) By the end of their Reception year, children who are on track to meet this milestone will be showing enthusiasm, experimentation, and pride in their writing development — not just focusing on the final product, but also enjoying the process. What the child might be doing: • Exploring different forms of writing (e.g., stories, labels, lists, cards, signs, comic strips, messages). • Using writing in play (e.g., writing menus in a role-play café, creating maps or treasure hunts). • Trying out new vocabulary, spellings, or punctuation even if it's not perfect yet — showing a willingness to take risks. • Sharing their writing with others (reading aloud, posting on a class display, showing pride in their work). • Revisiting or improving writing based on feedback or new ideas. • Drawing or talking about their ideas before writing, showing excitement about putting thoughts into words. • Writing for a purpose (e.g., to inform, entertain, persuade, or express feelings). What the child might be saying: • “I made a sign for our shop — it says ‘open’!” • “I’m writing a story about a dragon — it has three heads!” • “Can I read you my writing? I worked really hard on the ending.” • “I used a full stop and a capital letter — look!” • “I didn’t know how to spell it, but I tried my best.” • “Next time I want to write a letter to my gran — she lives far away.” These behaviours show the child is engaging with writing as a creative, meaningful process, enjoying the different ways writing can communicate ideas, and developing a positive identity as a writer.		

To develop a deep understanding of numbers to ten and to talk about, notice and compare quantities and combinations of numbers in different playful ways.		
Milestone One (End of Autumn Term) Children will demonstrate an increasing understanding of number, pattern, shape, space and measures in their conversations and interactions with adults. They are keen to “have a go” and are not afraid to make mistakes. They use number, pattern, shape, space and measures with confidence in their play demonstrating their understanding. They will have a deep understanding of numbers to five.	Adults will Model mathematical language naturally during play, routines, and conversations, drawing attention to number, pattern, shape, space and measures in context. Provide rich opportunities for children to explore mathematical ideas through hands-on, playful experiences. Ask open-ended questions that prompt children to explain their thinking and make connections. Celebrate effort, curiosity, and perseverance, reinforcing that mistakes are part of learning. Create an environment where children feel safe to try new ideas and explore mathematical concepts without fear of being wrong. Offer gentle prompts and encouragement that build children’s independence and resilience. Provide open-ended resources that invite children to count, sort, build, compare, measure, and create patterns. Join children’s play to model mathematical vocabulary and thinking, extending ideas when appropriate. Encourage children to use number, pattern, shape, space and measures to solve problems and express their understanding. Provide frequent opportunities to explore numbers to five through songs, stories, manipulatives, and real-life contexts. Model subitising, counting, comparing, and composing/decomposing numbers in playful ways. Encourage children to represent numbers to five using fingers, objects, drawings, and marks.	Core Texts/ Experiences / Resources Daily whole class maths lessons based on NECTM fluency resources. An environment that encourages and enables the investigation of maths concepts. The Button Box by Margarette Reid Dear Zoo by Rod Campbell Rosie’s Walk by Pat Hutchins Pete the Cat and his Four Groovy Buttons by Eric Litwin Kipper’s Birthday by Mick Inkpen Bear in a Square by Stella Blackstone Zero is the Leaves on the Tree by Betsy Franco
Milestone Two (End of Spring Term) Children will use their developing knowledge of number in their play and interactions with each other and adults. They will have a deepening understanding of numbers to 10 and the relationships between numbers. They will be able to identify one more and one less. They will be keen to have a go and explore odds and evens and doubles. Children will begin to use mathematical vocabulary in their play, for example, using correct vocabulary when talking about 3D shapes in their junk modelling or construction activities. Parents will comment on their children’s interactions with number beyond the classroom. Children will be able to explain how they know what they know and “What they see” when looking at images, they will begin to use conceptual subitising and explain how they arrived at their answers. They will become confident to use tens frames to represent number and calculation.	Adults will Model mathematical language and thinking during everyday routines and play so children hear number used naturally and meaningfully. Provide rich opportunities for children to count, compare, sort, and explore number through hands-on, playful experiences. Join children’s play to gently extend their mathematical ideas and encourage them to explain their thinking. Provide regular opportunities to explore numbers to 10 through manipulatives, tens frames, stories, songs, and real-life contexts. Model how numbers can be composed and decomposed, helping children see relationships between them. Encourage children to represent numbers in different ways—objects, drawings, fingers, tens frames—to strengthen understanding Model and explore “one more” and “one less” through practical activities, number lines, and everyday situations. Provide playful opportunities to investigate doubles, odds, and evens, encouraging children to “have a go” and test their ideas. Celebrate children’s attempts and curiosity, reinforcing that exploring and making mistakes is part of learning. Introduce and model correct mathematical vocabulary, especially for 3D shapes, during construction, junk modelling, and small-world play. Provide resources that encourage children to describe shapes, patterns, size, and position using precise language. Prompt children to use new vocabulary in their play and celebrate when they do. Ask open-ended questions that prompt children to describe how they know something or how they worked it out. Model conceptual subitising by talking aloud about how groups of objects can be seen in parts (e.g., “I see 3 and 2, so that makes 5”). Provide images, dot patterns, and tens frames that encourage children to explain their reasoning. Model how to use tens frames to represent numbers, compare quantities, and explore simple calculations. Provide tens frames in continuous provision so children can access them independently during play. Encourage children to use tens frames to show their thinking and explain their answers. Share information with parents about the mathematical language and concepts children are exploring in class. Provide ideas for simple, playful number interactions at home that build on classroom learning. Celebrate when parents notice their children using mathematical thinking beyond school.	None the Number by Oliver Jeffers Who Sank the Boat? by Pamela Allen Sidney the Silly Who Only Eats 6 by M. W. Penn and Sarah Tommer Six Dinner Sid by Inga Moore Kipper’s Toybox by Mick Inkpen Titch by Pat Hutchins Jasper’s Beanstalk by Nick Butterworth The ‘Ten Little ...’ series by Mike Brownlow and Simon Rickerty Anno’s Counting Book by Mitsumasa Anno Ten Black Dots by Donald Crews One Odd Day Doris Fisher and Dani Sneed The Shopping Basket by John Burningham Which One Doesn’t Belong? by Christopher Danielson The Doorbell Rang by Pat Hutchins Who Sank the Boat? by Pamela Allen What the Ladybird Heard by Julia Donaldson and Lydia Monks
Final Milestone (End of Year R) By the end of Reception, children who are on track to meet this milestone will be confidently exploring numbers both within 10 and beginning to extend their understanding beyond it, using real-life and imaginative contexts to apply their knowledge. What the child might be doing: • Recognising and using numbers to 10 and beyond in play (e.g., using number cards, dice, number lines, or objects in pretend shops or games). • Subitising small amounts and using this to combine numbers (e.g., instantly seeing 4 and 2 makes 6). • Partitioning numbers (e.g., showing that 8 can be made from 5 and 3 or 6 and 2). • Using a ten-frame, fingers, or blocks to represent and manipulate numbers to 10 and beyond. • Solving simple addition and subtraction problems practically (e.g., “If I have 9 and add 2 more...”). • Making comparisons between groups (e.g., more than, fewer than, equal to). • Exploring number bonds and combinations of 10 through songs, games, or visual tools. • Counting beyond 10 confidently, understanding the pattern of the number system (e.g., 11 is one more than 10, 12 is 10 and 2). What the child might be saying: • “I made 10 using 4 and 6!” or “Look — I’ve got more than you. I have 12 and you have 9.” • “If I take 2 away from 7, I’ve got 5.” Or “Ten and one more is 11!” or “That’s double 4 — it makes 8.” Or “I need 3 more to make 10.” Or “Let’s count how many we have all together — 6 plus 5 is 11.” These behaviours and language show the child is not only fluent with numbers up to 10, but is beginning to apply that knowledge flexibly and meaningfully beyond 10. They are starting to reason about number relationships, which is key for building strong number sense and mathematical thinking.		

Autumn term Teach children to...

Oracy focus	C&L	PSED	PD
Attention, listening and understanding Understand they need to look at who is talking to them Understand they need to think about what the person is saying Listen to and understand instructions about what they’re doing, whilst busy with another task Vocabulary Link new words to those already known Speech sounds Produce speech that is clear and easy to understand, though may still have some immaturities Break words up into syllables, e.g. “Fri..day” – 2 syllables, “Sat...ur..day” – 3 syllables Recognise words that rhyme or sound similar, e.g. “Cat and hat – they rhyme”, “Bananas and pyjamas – they sound similar” Work out what sound comes at the beginning of a word, e.g. “Sit begins with ‘s’. Sun, silly, Sam and sausage all begin with ‘s’.” Sentence building and grammar Use some irregular past tense words, e.g. “I drank all my milk”, “She took my teddy” Conversations and social interaction Start conversations with other people and join in with group conversations Join in and organise role play with friends	Follow simple instructions e.g. put on your coat, sit on the carpet Use language of negotiation e.g. <i>expressing need and feelings</i>: "I am using this right now.", "I want the [object] because I am [action]". <i>language for turn-taking & sharing</i>: "Can I have a turn when you’ve finished?" ". "How many more minutes until my turn?" <i>language for "win-win" problem solving</i>: "How about we build the tower together?" "You can be the [Role A] and I will be the [Role B]." create rules during role play explore and repeat new vocabulary in different contexts answer who, what, where questions appropriately Keeping talk going to create a back and forth conversation Use talk to organise themselves and their play: “Let’s go on a bus... You sit there... I’ll be the driver.” Use sentences of at least 6 words Keep pretend play going Share ideas with others Use new words in sentences Use past tense to talk about events in their life use ‘and’ and ‘because’ in speech use the personal pronoun ‘I’ in speech use ‘went’ as the past tense of ‘go’ in speech	focus attention on a task or activity persevere with a tricky task Share resources and toys with another child Take turns in play, games and tasks Ask for help using phrase: ‘can you help me?’ Using strategies taught to regulate feelings use specific words to talk about feelings: happy, angry, sad, scared, excited, worried know why rules are important Say ‘stop I don’t like it’ as a strategy for resolving conflicts Choose and use resources and activities (with help when needed) Consider the perspective of others e.g. when sharing resources, when someone is hurt/upset Tell an adult in school if they are worried about something	Safely use one-handed tools and equipment. For example, making snips in paper with scissors, using playdough tools. grip a pencil between two fingers and thumb (tripod grip.) Hold scissors in one hand, paper in the other, and cut along a line (straight and curved) Refine their fundamental movement skills, including rolling, crawling, walking, jumping, running, hopping, skipping, climbing (PE) Use a range of movements to travel (hop jump, slide) (PE) Collaborate with others to handle large items e.g. moving a long plank, stacking crates, carrying large hollow blocks. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Literacy	Maths	UW	EAD
listen to a short story, sustaining focus join in with familiar stories, songs and rhymes e.g. singing some of the words, joining in with actions, saying some repeated phrases repeat familiar story language talk about a favourite book hold a book and turn the pages Find the title of the book. say what is happening in a picture / photograph e.gg in a book. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word Recognise words with the same initial sound, such as money and mother link sounds to letters. (see phonics progression map) orally blend orally segment the sounds heard in words Use phonic knowledge to decode regular words and read them aloud accurately Read individual letters by saying the sounds for them. (Set 1) represent initial sound in simple words Represent initial sound in words e.g. name, CVC words	Join in with number rhymes and counting activities. Solve real world mathematical problems with numbers up to 5. e.g. through playing simple games, matching the number of chairs to the number of children Count objects, actions and sounds matching one number name to each item. (up to 5) Find different ways to make 3, 4 and 5 using 5 frames and objects that are the same. Subitise amounts to 5 Compare amounts using language: ‘more than’, ‘fewer than’, the same. Recite numbers in order to 10 know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Understand position through words alone e.g. “The bag is under the table,” – with no pointing. Copy simple patterns e.g. ABAB, AABBAABB Notice and correct an error in a repeating pattern Recognise a repeating pattern Compare size, mass and capacity and use associated language e.g. longer, taller, shorter, heavier, lighter, more, less, full, empty	engage in the world around them talk about things they see and hear in the environment join in national festivals and celebrations name celebrations they join in with e.g. harvest festival, Bonfire Night, Christmas talk about events from the past e.g. things they have done, using photo prompts Talk about members of their immediate family and community Sequence familiar events e.g. meals: breakfast, lunch, dinner, school day Identify key signs / images for current season. E.g. leaves change colour and fall from the tree in autumn (G/S) Recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger etc. (S) Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (H) Know Christians celebrate the birth of Jesus at Christmas time (RE) say how they celebrate Christmas or another celebration. (RE)	make representations of imaginary and real-life ideas, events and objects e.g. self portrait, building their home from construction, role-play home life talk about their creations e.g. why they chose colours/materials, how they joined materials create new colours through mixing join in with familiar songs e.g. birth day songs, worship songs, nursery rhymes draw a representation of themselves including a head, arms, legs, hair and face. (A) Use a variety of artistic effects to express my ideas and feelings. (A) Mix red, blue and yellow paint to make different colours. (orange, purple, green) (A) Talk about their creations e.g. why they chose materials/colours (A) (DT) Mix red, blue and yellow paint to make different colours (orange, purple, green) (A) Create a printed pattern using tools / objects (A) Sing (in a group or on their own), increasingly matching the pitch and following the melody. (M) listen attentively to music (M)
Writing (Autumn 1)	Suggested writing outcomes: Individual letters Composition planning: Talk in sentences of up to 4 words (present and past tense) Word structure and word class: Use the personal pronoun ‘I’ in speech when talking about themselves Phrase and sentence structure: Break the flow of speech into words Write their own name Spelling: Link sounds to letters Orally segment the sounds heard in words Represent initial sound using taught phonics Handwriting: Grip a pencil between two fingers and thumb (tripod grip) Terminology: Word, sound, letter		
Writing (Autumn 2)	Suggested writing outcomes: Write their own name Write CVC words Composition planning: Talk in sentences of 6* words or more (present and past tense) Word structure and word class: Use the personal pronoun ‘I’ in speech when talking about themselves Oral and written composition (drafting): Retell simple stories Describe an event or object using a picture prompt Use clearly identifiable letters to write a word that can be read by others Phrase and sentence structure: Write words that can be read by others, in meaningful contexts Write their own name Write labels and phrases		

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	Spelling: Spell words by identifying sounds in them and representing the sounds with a letter or letters Write the sounds in CVC words in the correct order Identify the number of sounds in a word Handwriting: Know, when writing at a table, to sit on a chair with both feet flat on the floor Know, when writing at a table, to sit on a chair with their back against the back of the chair Know, when writing at a table, to sit on a chair with hips directly under shoulders Know, when writing at a table, to have their elbow and forearm on the table. Use a comfortable grip with good control when holding pens and pencils Use one dominant hand for writing Terminology: Word, sound, letter
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Spring term Teach children to...			
Oracy focus	C&L	PSED	PD
<i>Attention, listening and understanding</i> Understand longer 2 to 3 part spoken instructions e.g. “get your coat, then choose a partner and line up by the door” Understand ‘how’ and ‘why’ questions <i>Vocabulary</i> Understand that words can be put into groups or categories, and give examples from each category e.g. animals, transport, food Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall <i>Sentence building and grammar</i> Join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’, e.g. “I can have a biscuit if I eat all my dinner” <i>Storytelling and narrative</i> Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. “...going on a bear hunt, going to catch a big one, we’re not scared...and he chased them all the way home” Describe events. These may not always be joined together or in the right order, e.g. “Daddy was cross. We was late for the football. It was broken. The car tyre” <i>Conversations and social interaction</i> Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed	use language of negotiation to keep play going e.g. <i>expressing need and feelings: "I feel cross/sad because..."</i>, <i>language for turn-taking & sharing: "First you have the car, then I have the car". "Can we swap?" language for "win-win" problem solving: "We have a problem: we both want the spade. What can we do?"</i>. "Is that fair?", "What if...": Express their preferred role within play Use talk to organise themselves and their play Listen to each other to keep play going Ask ‘who’ ‘what’ ‘where’ questions to find out more information e.g. in their play, linked to stories shared, secret garden visits respond appropriately to ‘how’ and ‘why’ questions use imperative verbs in speech e.g. stop, cut, look, turn, open, close, run, catch, mix, pour, let’s give clear instructions to a group e.g. when playing a game listen attentively to others use language of comparison e.g. more, fewer, less, same, equal, bigger, smaller (link to maths objectives) use future tense (LP R) e.g. “I am going...” , “Tomorrow...” . Retell parts of a known story Understand and use words in books that have been shared Use talk to help work out problems and organise thinking and activities e.g. let’s try... what if... Think about the perspectives of others (LP R)	Play <i>with</i> other children extending and elaborating play ideas. Talk about a time when they were resilient and kept on trying to achieve a goal. Know a challenge is something they might find a bit hard/tricky. Talk about the effects of exercise on their body e.g. get hot/sweaty, thirsty, tired initiate a game with a partner or small group follow the established rules of games vary familiar games to create new versions and new rules identify rules in a game e.g. tag, dominoes control a variety of small tools and resources e.g. hole puncher, stapler, scissors, pva glue, knife for spreading, icing Select food and drink to make healthy choices.	Use tools competently, independently and safely e.g. cutlery, scissors, paint brushes. Throw kick, and catch a large ball (PE) Balance on and off equipment (PE) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Build safely with large blocks and construction kits e.g. a city with different buildings and a park, an obstacle course. Refine their fundamental movement skills, including rolling, crawling, walking, jumping, running, hopping, skipping, climbing (PE) form taught letters correctly with correct start and end point of letters Remember sequences of patterns of movements relating to dance and rhythm (PE)
Literacy	Maths	UW	EAD
Talk about a story identifying the principal characters and main events Talk about what has happened so far in the story to help them predict what could happen next (using their own life experiences talk about and ask questions about different images, characters or events in books that are shared know and talk about the conventions of stories e.g. demonstrated in their pretend play Retrieve basic information from the text. Use phonic knowledge to decode regular words and read them aloud accurately Read words, captions and simple sentences, consistent with phonic knowledge, by sound blending Blend words that contain taught digraphs e.g. night, chin, feet, shop Read words and captions consistent with phonic knowledge by sound blending Read common exception (‘red’) words a, I, the, put, my, he, of, no, be, are, you, said, come, your, write the sounds in CVC words in the correct order. use ‘I’ in writing orally sequence at least five words into a sentence (for writing).	Subitise amounts to 5. Count objects/ actions / sounds matching one number name to each item. (up to 10) Show ‘finger numbers’ up to 5. Count beyond ten verbally Learn numbers are made up of smaller amounts e.g. 5 made up of 1, 2, 2 Represent 6/7/8/9/10 in different ways. e.g. by using five & ten frames, loose parts and numicon. Compare amounts using language: ‘more than’, ‘fewer than’, the same. Learn ‘zero’ is represented as 0 and means ‘none’ Use a number track to 5 Link the number symbol with its cardinal number value to 10 Find one more and one less Recognise even and odd amounts to 10. Recall number bonds to 5 Combine 2 small groups to find how many altogether Subtract by taking away a smaller amount from a larger amount Solve real world mathematical problems with numbers up to 10	Tell an adult in school if they are worried about something online. (C) Use technology (iPad) to take photographs of objects and places (C) Ask questions to find out more information. E.g. “how does it work?” (C) Comment on images of familiar situations in the past. e.g. what they see, how things are same/different to now (H) compare characters from stories, inc. figures from the past. e.g. saying what is the same and different about them (H) know how objects and stories can help us learn about the past (H) ask ‘who’ what’ ‘where’ questions to find out about the world around them (S/G) Explain why things might happen. (S/G) talk about different plants, animals, insects and environments e.g. what they see, how things move (S) ask questions about different plants, animals, insects and environments (S) talk about changes they have seen over time e.g. changes in seasons, weather, garden, changes since they were younger (S/H) group and name members of a category e.g. plants, insects (S) Explain how things work (S)	Join materials using, Sellotape, glue and split pins. (DT) e.g making paper chains Work collaboratively sharing their ideas, resources and skills (A) Choose and use different effects e.g. printing, junk modelling (A) (DT) Evaluate and adapt their creations (with support) (A) (DT) Work collaboratively sharing their ideas, resources and skills (A) use different materials to create their own board game make models and props to support retelling and enacting stories make music in a variety of ways to accompany a familiar story e.g. <i>contrasting sounds: Use a heavy drum for a giant's footsteps and a light triangle or shaker for a tiny mouse. Building "soundscapes" for settings: use rainmakers or shakers to mimic rain, pots, pans, and wooden spoons for dramatic moments.</i> Participate in traditional call and response (M) Explore the different types of sounds made by different instruments (M) Talk about music, expressing their feelings and responses. (M) Use a variety of artistic effects to express my feelings and ideas (A) Choose and use particular colours to paint pictures – e.g. green for a tree, brown for certain animals etc (A) Participate in traditional call and response (M) Apply simple decoration to dough by imprinting (A)

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label pictures write phrases that can be read by others use finger spaces between 2 words. say a complete sentence aloud before writing. write short sentences that can be read by others use finger spaces between every word write some longer words using phonic knowledge (2 syllables +) identify the part of common exception words that is tricky to spell. spell ‘went’ as the past tense of ‘go’ Spell common exception words: a I the put my he of	Compare mass using vocabulary: heavy, heavier, heaviest, light, lighter, lightest. Compare mass, using comparative language, e.g. ‘heavier than’, lighter than Compare capacity using vocabulary: full, empty, nearly full, half full, nearly empty. Compare capacity, using comparative vocabulary, such as ‘than’ Describe length using vocabulary: tall, long, short e.g. the tree is tall. Compare length using vocabulary related to length, height and breadth: tall, taller, tallest, short, shorter, shortest, long, longer, longest, wider, narrower. Continue simple repeating patterns involving numbers or shape Order and sequence events in the day using language: now, next, later, before. Use vocabulary: yesterday, today, tomorrow to describe when events happen	talk about and ask questions about different images and artifacts e.g. photos from home of family, celebrations make comparisons between festivals/celebrations they have participated in e.g. food, music, decorations Know Christians celebrate the birth of a new baby by a christening or dedication service. (RE) Know what happens at a traditional Christian infant baptism and dedication. (RE) Know what happens when a baby is welcomed into a religion other than Christianity. (RE)	Know Kandinsky created artwork using lots of different colours and shapes. (A) Create a sculpture (using dough) (A) Use a variety of artistic effects to express my ideas and feelings (A)
Writing (Spring 1)	Suggested writing outcomes: Write taught common exception words that are spelt correctly (a, I, the) Write labels and phrases Oral and Written Composition: drafting: Say a short phrase aloud before writing (in response to a prompt) Use future tense orally Write phrases that can be read by others, in meaningful contexts Composition evaluate edit: Identify specific successes in their writing, with adult support, e.g. identify a diagraph in their writing. Word structure and word class: Use ‘went’ as the past tense of ‘go’ Phrase and sentence structure: Write labels and phrases Punctuation: Separate 2 words with a space Spelling: Segment the sounds in simple words for spelling Use taught digraphs in writing Write taught common exception words that are spelt correctly (a, I, the) Handwriting: Know, when writing at a table, what a good position for writing looks like Draw common shapes Terminology: Space (between words) Phrase		
Writing (Spring 2)	Suggested writing outcomes: Write taught common exception words that are spelt correctly (to, no, go, into, my) Write short sentences that can be read by others, in meaningful contexts Composition planning: Say a complete sentence aloud before writing. Remember the sentence they have said aloud before writing. Oral and written composition: drafting: Use ‘and’ in an oral sentence to extend their ideas Describe events in detail using pictures or other prompts Write short sentences that can be read by others, in meaningful contexts Composition evaluate / edit: Remember the sentence they have said aloud before writing it Phrase and sentence structure: Write short sentences that end with a full stop Punctuation: Use a full stop at the end of a sentence Separate words with spaces Spelling: Write taught common exception words that are spelt correctly (to, no, go, into, my) Spell words using correct GPC’s Identify the parts of common exception words that are hard to spell Spell ‘went’ as the past tense of ‘go’ Handwriting: Develop core muscle strength to achieve and support good posture when sitting at a table or sitting on the floor. Show accuracy and care when drawing Draw simple representations of common objects Terminology: Full stop Sentence		

Summer term Teach children to...

Oracy focus	C&L	PSED	PD
Vocabulary Name objects, characters and animals from a description, e.g. “It lives in the jungle and is fierce with big teeth and is stripy.” Children at this age will ask if they are unsure Use words more specifically to make their meaning clear, e.g. “I didn’t want my yellow gloves, I wanted the spotty ones that match my hat” Speech sounds Develop good knowledge and understanding of sounds and words, which are important for reading and spelling Sentence building and grammar Use well-formed sentences, longer sentences and sentences with more details, E.g. “I made a big round pizza with tomato, cheese and ham on top” Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions Show that they can use language to reason and persuade, e.g. “Can I go outside because it’s stopped raining?” Storytelling and narrative List events with some detail, E.g. “We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper” add something that’s gone wrong in their own stories, e.g. “...but the little boy dropped his big ice cream on the floor and he was very sad and crying...” Use longer and more complicated sentences within their stories, e.g. “When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile” Conversations and social interaction Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. “Can we go to the park after school today – it’s a lovely sunny day and it will be fun”	Respond to an idea with further questions describe objects or events using adjectives and nouns in response to a question (LP N) ask questions to find out more (LP R) articulate their ideas and thoughts in full sentence use new vocabulary in different contexts (LP R) Create rules for their game and explain them to others (adults and peers) teach others how to play a familiar game listen to and follow instructions respond to ‘how’ and ‘why’ questions with relevant answers ask ‘how’ and ‘why’ questions listen attentively to others use past tense verbs: ‘ran’, ‘walked’, ‘drank’, ‘fell’, ‘sat’, ‘jumped’, ‘found’ in speech.	Identify reasons why they might feel angry, worried, excited Create their own game with a partner or small group Wait their turn in a game Cooperate with others, explaining their perspective Follow the rules of a familiar or unfamiliar game Resolve conflicts peacefully using taught strategies e.g. taking turns, listening to others’ ideas Negotiate with peers using taught strategies and language Plan an activity with peers e.g. inventing new game, celebration event, making decorations Reflect on a conflict and whether what they did was the right course of action or if there was a better solution. How to manage their feelings when they win or lose at a game/race	Negotiate space and obstacles safely Throw, catch, kick and pass a large ball (PE) Adjust speed and change direction (PE) Travel in different pathways using the space around me. (PE) Choose and use shapes and balances e.g. in dance, to music (PE) Use simple gardening tools safely and effectively e.g. trowel, dibber Use a variety of tools accurately and independently have a comfortable tripod grip form taught letters correctly both lower and upper case. (capital letters: I, M, T and the initial letter of their name)

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Give details that they know are important and will influence the listener, e.g. “Ahmed fell over that stone, Javid didn’t push him”			
Literacy	Maths	UW	EAD
Link events of a story with their own experiences. Talk about their favourite stories, comparing them to each other Recognise that additional information may be contained in illustrations, diagrams etc. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. repeat chunks of a story they know well some as exact repetition and some in their own words (LP R) listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (LP R) Use phonic knowledge to decode regular words and read them aloud accurately Blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping. Read common exception words to go so she me we is, into Read words and simple sentences containing taught graphemes Use a range of words and phrases that have been introduced through books e.g. subject specific vocabulary, scoop phrases write phonetically plausible attempts at multisyllabic words write short sentences with a full stop and capital letter. spell: no be are you said come your	Count beyond 10. Recall some number bonds to 10 Build numbers beyond 10 Add and subtract small amounts (within 10) Double numbers, recognising it is the same number repeated up to 5+ Understand the composition of numbers to 10. Use positional language such as top, bottom, middle, between, inside. Answer questions by choosing and using suitable equipment. Count beyond 20 verbally. Write recognisable numbers to 10. Share even amounts of objects to 10, recognising that numbers can be split equally. Share and group objects Recognise even and odd amounts to 10. Solve real world mathematical problems with numbers up to 10. Copy, create and continue patterns of numbers and shapes Devise a scoring system for invented games and explain it to others Compare temperature, using comparative language, such as hot, cold, hotter, colder Name common 2d shapes Explore the properties of everyday 3d shapes	complete a simple program e.g. Beebots on maps. (C) Plant and grow a flower e.g. sunflower Name parts of a plant: leaf, stem, flower, petal, root (S) Notice and talk about the changes that happen to plants as they grow. (S) Care for a plant / flower and know what plants need to grow and thrive Respect and care for the natural environment and all living things e.g. chicks, learning garden. (S) Talk about changes observed over time e.g. weather, seasons, garden, themselves (S) Record what they see in the natural world around them through drawings or diagrams. (S) Predict what will happen during play e.g., with water and floating. (S) Sequence three stages of animal growth, including humans. E.g. simple life cycle (S) Understand the effect of changing seasons on the natural world around them. (S) Talk about the basics of sun safety. Use simple gardening tools safely and effectively e.g. trowel, dibber identify similarities and differences and make links between different celebrations e.g. fireworks are used at multiple celebrations such as Diwali and New Year, the term decoration can be applied to multiple celebrations Talk about happy memories from the past e.g. over the year at school, holiday, birthday To sort objects/images into old and new. (H) Name and describe different people around them that have different jobs e.g. bus driver, midday supervisor, librarian, doctor Know there are different countries in the world. (G) Use geographical words: e.g. forest, beach, soil, hill, when looking at physical features of different environments. (G) Understand environments might vary from one another. e.g. beach and secret garden (G) create a simple map from a familiar story. (G) Follow a simple map to help find objects / features around school. (G) Learn what maps can be used for and why we have maps. (G) Know Christians believe that Easter is a happy celebration because Jesus did not stay dead (RE)	Use a variety of artistic effects to express my ideas and feelings. (A) Draw an object from observation. Create resources for an invented game Act out stories using actions, puppets, small world e.g. known stories, ‘Helicopter Stories’ Bring a story to life using facial expressions, body movements and changes in tone of voice Negotiate and plan with peers to make props for storytelling Adapt to different roles and characters offer ideas for imagined situations (LP R) take part in acting out imagined situations (LP R) Use story telling language such as -Once upon a time -One day -Suddenly -Then/ Next -Finally -Happily ever after Tap a beat / clap in time to a piece of music/simple song. (M) Sing (in a group or on their own), increasingly matching the pitch and following the melody. (M) Talk about what they have heard, expressing their thoughts and feelings. (M) Move their mouth in different ways to make different sounds. (M) Use their voice to make a variety of sounds e.g. sound effects to a story (M) Perform using different instruments (M) Use their voice to make a variety of sounds (M)
Writing (Summer 1)	Suggested writing outcomes: (dictated) Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop Composition planning: Say a complete sentence aloud before writing. Remember the sentence they have said aloud before writing Oral and Written Composition: Use ‘because’ in an oral sentence to give a reason Orally retell the whole of a familiar story (beginning, middle and end) Word structure and word class: Use past tense verbs: ran, walked, drank, fell, sat, jumped, found, in speech Phrase and sentence structure: Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop Write sentences beginning with ‘I’ Punctuation: Form capital letters (T, I, M) Use a capital letter at the start of a sentence Spelling: Write phonetically plausible attempts at multisyllabic words Link sounds to letters, naming and sounding the letters of the alphabet Handwriting: Hold a pencil in a tripod grip in preparation for fluent writing Use a range of small tools, including scissors, paint brushes and cutlery. Show accuracy and care when drawing Separate words with spaces Terminology: Capital letters		

Lulworth & Winfrith EYFS Aspirations Curriculum

Writing (Summer 2)	Suggested writing outcomes: Write taught common exception words that are spelt correctly (put, of, as, his) (dictated) Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop Oral and Written Composition: Use the correct tense when speaking, especially with irregular verbs e.g. went Composition evaluate edit: Re-read a sentence to check it makes sense Listen to or state an idea to improve writing in conversation or discussion Phrase and sentence structure: Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop Write sentences beginning with ‘I’ Punctuation: Use a capital letter at the start of a sentence Use a full stop at the end of a sentence Spelling: Write taught common exception words that are spelt correctly (put, of, as, his) Dictionary use: Know the alphabet song Handwriting: Form lower case letters correctly using print or in line with the school’s handwriting progression. Develop the foundations of a handwriting style which is fast, accurate and efficient. Separate words with spaces
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Statutory Educational Programmes

Communication and Language		Personal, Social and Emotional Development		Physical Development	
The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Literacy	Mathematics	Understanding the World		Expressive Arts and Design	
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.		The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	