













Year Group : Early Years







Long Term Plan: Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Our Woodland Values</p>	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
<p>Nursery</p>	<p>Me, myself and I</p> <ul style="list-style-type: none"> *Use simple sentences to express their needs and ideas e.g. ‘I want a drink’. *Begin to listen and respond to others e.g. follow simple instructions ‘put your coat on’ and answer questions such as ‘where is the cat?’ *Engage in simple back and forth conversations between adults and peers. 	<p>Let’s celebrate:</p> <ul style="list-style-type: none"> *Begin to talk about their own experiences of celebrations *Retell simple events or stories related to festivals *Learn new topic-related vocabulary *Respond to questions and engage in conversations about familiar and unfamiliar celebrations. *Begin to ask questions about different cultural experiences. 	<p>Once upon a time:</p> <ul style="list-style-type: none"> *Listen and respond to familiar stories (e.g. Little Red Riding Hood, Goldilocks and the Three Bears etc.) *Begin to recall and describe what happened in a familiar story. *Develop understanding of new words from stories, using words such as ‘castle’ or ‘giant’ in their play. *Begin to engage in conversations about story ideas and feelings. 	<p>Up, up and away:</p> <ul style="list-style-type: none"> *Begin to talk about past and future journeys (e.g., holidays, school trips, family visits). *Learn and begin to use vocabulary related to transport (e.g., vehicle names, parts, actions, travel words). *Begin to understand simple positional language. *Respond to simple questions and ask about others’ travel experiences. *Begin to create imaginative transport-themed stories. 	<p>A farmers life for me:</p> <ul style="list-style-type: none"> *Listen and respond to simple questions about farms e.g. ‘What sound does a cow make?’. *Begin to use new vocabulary in speech e.g. ‘The sheep is fluffy’. *Talk about what they are doing whilst engaging in farm related play. *Follow 1 or 2 step instructions e.g. ‘Feed the cow then park the tractor.’ 	<p>Paws, claws and jaws:</p> <ul style="list-style-type: none"> *Listen and respond to animal stories, books and discussions to build upon their comprehension skills. *Learn and use new vocabulary in relation to wild animals to expand vocabulary. *Join in with animal sounds, songs and rhymes to increase phonological awareness.
<p>Reception</p>	<ul style="list-style-type: none"> *Listen carefully to adults and peers in group and 1:1 settings. *Follow simple instructions and routines. *Begin to understand and use vocabulary related to emotions, body parts, family, and routines. *Take part in small group discussions about themselves and their families. *Use talk to describe experiences, likes and dislikes. 	<ul style="list-style-type: none"> *Talk about their own experiences of celebrations *Retell simple events or stories related to festivals *Learn and use new topic-related vocabulary *Respond to questions and engage in conversations about familiar and unfamiliar celebrations. *Begin to ask questions about different cultural experiences. 	<ul style="list-style-type: none"> *Retell traditional stories with accuracy and expression using story language. *Use new vocabulary related to story settings, characters, and actions. *Sequence and describe story events using time connectives (e.g., first, then, next). *Ask and answer questions about stories and characters. *Engage in imaginative story-based conversations. 	<ul style="list-style-type: none"> *Talk about past and future journeys (e.g., holidays, school trips, family visits). *Learn and use vocabulary related to transport (e.g., vehicle names, parts, actions, travel words). *Sequence events and give simple directions using positional language. *Respond to questions and ask about others’ travel experiences. *Retell and create imaginative transport-themed stories. 	<ul style="list-style-type: none"> *Use topic-specific vocabulary: crops, harvest, pasture, tractor, wool, eggs, seed, barn, etc. *Listen to and retell farm stories with detail. *Use language to describe processes . *Ask and answer questions about farming life and food origins. *Engage in collaborative storytelling based on farm experiences or visits 	<ul style="list-style-type: none"> *Learn and use topic-specific vocabulary (e.g., predator, prey, claws, habitat). *Ask and answer questions about animals, their features, and habitats. *Retell animal stories using expression and story language. *Engage in small-group discussions about favourite animals or animal facts.

Year Group : Early Years







Long Term Plan: Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Nursery	<p>Me, myself and I</p> <ul style="list-style-type: none"> *Explore moving safely in different spaces *Begin to walk, run, climb, and balance with confidence. *Develop basic fine motor control *Begin to use cutlery at mealtimes and practice basic self-care <p>Real P.E Co-ordination floor movement patterns gallop, hop, step sideways Static balance One leg standing balance</p>	<p>Let’s celebrate:</p> <ul style="list-style-type: none"> *Improve coordination during active play and dancing to music. *Develop control using simple tools and equipment *Practice catching, throwing, and rolling balls *Continue practising dressing skills (buttons, shoes, zips). <p>Real P.E Dynamic balance to agility Jump two feet to two feet Static balance Seated position – no hands or feet</p>	<p>Once upon a time:</p> <ul style="list-style-type: none"> *Move creatively in role-play and storytelling *Develop balance and coordination using obstacle courses or climbing equipment. *Strengthen fine motor skills *Experiment with different ways of moving <p>Real P.E Dynamic balance Walk forwards on a line Static balance Small base Balance on a line</p>	<p>Up, up and away:</p> <ul style="list-style-type: none"> *Explore travelling in different ways *Begin to pedal bikes, use ride-on toys, and move in different directions. *Refine hand-eye coordination *Continue to use fine motor skills <p>Real P.E Co-ordination Ball skills – roll a ball around body while seated Counter balance In pairs seated rock</p>	<p>A farmers life for me:</p> <ul style="list-style-type: none"> *Use gross motor skills to imitate farm activities *Improve strength and coordination *Refine fine motor skills: *Develop independence in dressing and using tools safely <p>Real P.E Co-ordination with equipment Roll a large ball and collect rebound Agility Reaction/response -Catch a large ball</p>	<p>Paws, claws and jaws:</p> <ul style="list-style-type: none"> *Move like different animals to explore movement patterns and body awareness. *Improve control and coordination *Use fine motor skills to create *Begin to recognise own physical limits and adjust movements safely. <p>Real P.E Agility Collect a rolling ball, facing opposite direction Static Balance Floor work</p>
Reception	<ul style="list-style-type: none"> *Develop control and coordination when moving around *Begin to manage own personal needs independently *Strengthen fine motor skills *Explore balance and coordination through simple obstacle courses and guided movement games <p>Real P.E Co-ordination floor movement patterns gallop, hop, step sideways Static balance One leg standing balance</p>	<ul style="list-style-type: none"> *Refine spatial awareness and coordination during dance, music, and festive movement activities. *Develop control using tools and equipment *Explore throwing, catching, and rolling with increasing accuracy. *Continue practising independence with clothing fastenings and self-care routines. <p>Real P.E Dynamic balance to agility Jump two feet to two feet Static balance Seated position – no hands or feet</p>	<ul style="list-style-type: none"> *Move imaginatively in role-play and storytelling *Improve balance, agility, and coordination through obstacle courses and gross motor games. *Strengthen fine motor control *Explore different ways of moving <p>Real P.E Dynamic balance Walk forwards on a line Static balance Small base Balance on a line</p>	<ul style="list-style-type: none"> *Develop gross motor skills using ride-on toys, pedalling, running, and climbing. *Refine hand-eye coordination *Practise controlling movements in different directions and at different speeds. *Continue fine motor development <p>Real P.E Co-ordination Ball skills – roll a ball around body while seated Counter balance In pairs seated rock</p>	<ul style="list-style-type: none"> *Develop strength and coordination through outdoor tasks *Explore gross motor skills through imaginative farm play and role-play activities. *Refine fine motor skills for practical tasks (planting, threading, building). *Increase independence in dressing, self-care, and safe tool use. <p>Real P.E with equipment Roll a large ball and collect rebound Agility Reaction/response -Catch a large ball</p>	<ul style="list-style-type: none"> *Move creatively and confidently *Continue to improve balance, agility, and coordination in group and outdoor activities. *Strengthen fine motor skills *Show awareness of own physical limits and adapt movements safely. <p>Real P.E Agility Collect a rolling ball, facing opposite direction Static Balance Floor work Mini-front support on knees</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Jigsaw Themes for EYFS	<p>Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs and achieving goals</p>	<p>Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
Nursery	<p>Me, myself and I: *Begin to follow nursery rules and routines. *Start to take turns and share with others. *Explore the nursery environment confidently. *Show care for others and resources. *Recognise and talk about feelings.</p>	<p>Let’s Celebrate: *Talk about what makes them special. *Understand that people celebrate in different ways. *Show increasing independence in routines and self-care. *Help care for resources and tidy-up routines</p>	<p>Once upon a time: *Talk about how characters feel in stories. *Begin to understand right and wrong through stories. *Join in with storytelling and role play. *Seek adult support to resolve disagreements.</p>	<p>Up, up and away: *Begin to manage emotions appropriately. *Follow instructions using visual and verbal cues. *Sustain attention in small-group activities. *Begin to adapt behaviour appropriately. *Reflect on experiences and feelings</p>	<p>A farmers life for me: *Join in with group activities to build confidence and belonging. *Take turns and share during play. *Express feelings and preferences about experiences. *Show care for animals, plants, and living things.</p>	<p>Paws, claws and jaws: *Begin to share ideas and opinions with others. *Show care for wild animals and living things. *Increasingly take turns and share during play.</p>
Reception	<p>*Build relationships with peers and familiar adults. *Follow classroom rules and routines. *Develop increasing independence in personal needs. *Recognise and express emotions appropriately. *Take turns and share resources. *Confidently explore the classroom environment.</p>	<p>*Talk about what makes themselves and others special. *Understand that people celebrate in different ways. *Show increasing independence in routines and self-care. *Take responsibility for resources and tidy-up routines. *Show awareness of classroom expectations. *Use basic emotional vocabulary linked to celebrations (e.g., excited, proud, thankful)</p>	<p>*Recognise and talk about feelings in stories and themselves. *Make safe and kind choices in play. *Understand right and wrong through stories. *Work cooperatively in storytelling and role play. *Resolve minor disagreements through communication. *Show care and empathy towards others</p>	<p>*Manage strong feelings and use calming strategies. *Follow multi-step instructions. *Maintain focus during group tasks. *Adapt behaviour to different situations. *Reflect on experiences and express feelings</p>	<p>*Care for living things and the environment. *Work cooperatively and support others. *Show empathy, kindness, and respect. *Manage emotions and follow routines independently. *Take turns, share, and listen to others. *Show resilience when facing challenges</p>	<p>*Care for plants, animals, and the environment. *Work cooperatively with others. *Show empathy, kindness, and respect. *Manage emotions independently. *Follow rules and routines. *Take turns, share, and listen to others. *Show support and encourage peers. *Show resilience when facing challenges</p>







Year Group : Early Years

Long Term Plan: Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Nursery	<p>Me, myself and I:</p> <ul style="list-style-type: none"> *Show an interest in books and stories. *Make marks to represent meaning. *Begin to recognise print and letters in the environment. *Begin RWI single sounds 	<p>Let’s celebrate:</p> <ul style="list-style-type: none"> *Listen to books and stories about celebrations. *Join in with actions and sounds in familiar songs and stories. *Show interest in books and rhymes, developing favourites *Begin RWI single sounds 	<p>Once upon A Time:</p> <ul style="list-style-type: none"> *Enjoy listening to and joining in with familiar stories. *Make marks to represent story ideas. *Notice print and letters in books and the environment *Begin RWI single sounds 	<p>Up, up and away:</p> <ul style="list-style-type: none"> *Listen to and enjoy stories about transport. *Follow simple instructions and answer questions. *Make marks, symbols, or letters to represent transport. *Begin RWI single sounds 	<p>A famers life for me</p> <ul style="list-style-type: none"> *Listen to and enjoy stories and rhymes about farms. *Use some farm-related vocabulary. *Make marks to represent ideas about farms. *Join in with repeated phrases and sounds *Begin RWI single sounds 	<p>Paws, claws and jaws</p> <ul style="list-style-type: none"> *Listen to and enjoy stories and rhymes about wild animals. *Use some wild animal vocabulary. *Make marks to represent ideas about wild animals. *Join in with repeated phrases and sounds. *Begin RWI single sounds
Reception	<ul style="list-style-type: none"> *Listen to and enjoy a range of stories about school, families, and feelings. *Recognise their own name and begin to write it. *Join in with repeated refrains in stories and rhymes. *Begin RWI whole class speed sound sessions - strong start reception *Explore mark-making and give meaning to marks. 	<ul style="list-style-type: none"> *Share and discuss books about celebrations *Sequence events in stories and their own lives *Continue RWI Strong start – segmenting and blending CVC words. *Begin to write simple labels or captions. *Explore environmental print and purposeful writing in role-play areas . 	<ul style="list-style-type: none"> *Explore key story elements: beginning, middle, and end. *Retell traditional tales orally and through drawing, sequencing, and writing. *Use story maps and puppets to support independent storytelling. *Begin to write simple sentences using known sounds . *Continue RWI program in assessed groups. 	<ul style="list-style-type: none"> *Read fiction and non-fiction texts about transport . *Begin to write short sentences about journeys . *Continue RWI in groups and practise segmenting and blending for reading and writing. *Use story maps and symbols to plan and retell transport adventures. *Label diagrams and vehicles using phonetic spelling. 	<ul style="list-style-type: none"> *Read fiction and non-fiction texts . *Label animals, crops, and farm equipment using phonics knowledge. *Sequence and write simple instructions . *Create their own farm stories or diaries using drawings and simple sentences. *Continue RWI Program in assessed groups as appropriate 	<ul style="list-style-type: none"> *Read a range of fiction and non-fiction books about animals. *Write animal fact files, labels, and simple descriptions. *Create and sequence animal-themed stories. *Use phonics knowledge to write simple animal names and captions.







Year Group : Early Years







Long Term Plan: Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Our Woodland Values</p>	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
<p>Nursery</p>	<p>Me, myself and I:</p> <ul style="list-style-type: none"> *Develop an awareness of number through songs, rhymes and play. *Explore counting in meaningful contexts. *Begin to notice and compare quantities. *Match and sort objects by different attributes. *Explore simple patterns. *Recognise and talk about shapes in the environment. *Use early mathematical language to describe size, quantity and position 	<p>Let’s Celebrate:</p> <ul style="list-style-type: none"> *Join in with counting songs, rhymes and games. *Develop awareness of numbers through play. *Compare quantities using mathematical language. *Explore making and changing groups. *Use shapes to build and create patterns. *Explore position and direction. *Use mathematical language to describe size, quantity and shape. 	<p>Once Upon a time:</p> <ul style="list-style-type: none"> *Join in with counting activities and number rhymes. *Count small groups of objects. *Notice and compare quantities. *Explore adding and taking away through play. *Explore 3D shapes in the environment. *Compare size, weight and capacity. *Use mathematical language in play and conversation 	<p>Up, up and away:</p> <ul style="list-style-type: none"> *Develop counting and number awareness through play. *Recognise and compare small quantities. *Use language such as <i>more, less, and same.</i> *Explore and continue simple patterns. *Use positional language in play. *Notice numbers and shapes in the environment. 	<p>A farmers life for me:</p> <ul style="list-style-type: none"> *Count confidently in play and routines. *Recognise and represent small quantities. *Explore adding to and taking away from groups. *Solve simple mathematical problems. *Explore doubling through practical experiences. *Compare measures using mathematical language 	<p>Paws, claws and jaws:</p> <ul style="list-style-type: none"> *Consolidate counting and number awareness. *Explore number relationships and quantities. *Group and share objects in play. *Solve simple mathematical problems. *Use shape, space, and measure in context. *Explain mathematical thinking and ideas.
<p>Reception</p>	<ul style="list-style-type: none"> *Recognise, count and subitise numbers to 3, then 5. *Explore numbers using real objects and fingers. *Match numeral to quantity (1 to 3). *Understand 1:1 correspondence (e.g., one object per number). *Recognise and name basic 2D shapes in play. *Use comparative language: big/small, more/less, full/empty. *Sort and group objects by colour, size, shape. 	<ul style="list-style-type: none"> *Count, recognise, and order numbers to 5, then 10. *Compare quantities using language: more, fewer, the same. *Explore composition of numbers to 5 (e.g., 2 and 3 make 5). *Begin to understand part-whole concepts. *Use 2D shapes to create pictures and patterns. *Explore spatial awareness and position (in, on, under, behind). 	<ul style="list-style-type: none"> *Subitise and count numbers to 6–8. *Explore composition of numbers to 8. *Use number bonds to 5 confidently. *Begin to use a number line and count on/back. *Recognise, name, and describe 3D shapes. *Compare size, weight, and capacity in practical contexts. 	<ul style="list-style-type: none"> *Secure recognition and formation of numerals to 10. *Explore number bonds to 10 using objects and visual models. *Count forwards and backwards to 10. *Compare numbers using greater than/less than/equal to. *Use simple mathematical language to describe position and pattern. *Continue simple AB, ABB, and ABC patterns. 	<ul style="list-style-type: none"> *Count, recognise, and order numbers to 20. *Understand the teen numbers as 10 and some more. *Continue to practise number bonds to 10. *Solve real-life addition and subtraction problems to 10. *Explore doubling and halving in practical contexts. *Use non-standard units to measure and compare length, height, weight. 	<ul style="list-style-type: none"> *Consolidate understanding of numbers to 20. *Secure fluency in number bonds to 5 and 10. *Explore early grouping and sharing (early multiplication/division). *Continue solving real-life problems using all four operations. *Apply shape, space, and measure in meaningful contexts (e.g., maps, models). *Build reasoning and explanation skills: "How do you know?" "Can you show me another way?"

Year Group : Early Years

Long Term Plan: Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Nursery	<p>Me, Myself and I</p> <ul style="list-style-type: none"> *Explore senses and notice differences in themselves. *Make simple models and pictures of themselves or their families. *Use simple classroom technology (cameras, interactive board) to record themselves. *Talk about their home, family, and local environment. *Recall simple personal experiences (“Yesterday I...”, “My favourite toy is...”). 	<p>Let’s celebrate</p> <ul style="list-style-type: none"> *Observe seasonal changes in autumn *Make simple crafts for celebrations using different materials. *Explore digital painting or drawing apps on tablets/ interactive boards. *Talk about celebrations in their own family and compare with others. *Notice similarities and differences in how people celebrate 	<p>Once upon a time</p> <ul style="list-style-type: none"> *Explore properties of materials in story-based play (hard, soft, rough, smooth). *Build simple story props or structures (e.g., houses, bridges). *Record stories or voices using classroom technology. *Explore story settings (forests, castles, houses) and compare them. *Talk about what happened “long ago” in stories and how it differs from now 	<p>Up, up and away</p> <ul style="list-style-type: none"> *Explore movement and forces (push, pull, roll, slide). *Build vehicles with blocks or recycled materials. *Use apps or simple programs to simulate journeys or moving objects. *Talk about journeys they have made or seen and map them. *Notice old and new forms of transport and how they are different 	<p>A farmer’s life for me</p> <ul style="list-style-type: none"> *Observe farm animals, plants, and how things grow. *Build farm structures or tools using construction and craft materials. *Document plant growth or animal observations using photos or video. *Explore local farms and seasonal changes. *Talk about how farming and food production work now and in the past 	<p>Paws, claws and jaws</p> <ul style="list-style-type: none"> *Explore animals, their features, and lifecycles (e.g., chicks, caterpillars). *Make animal models, masks, or habitats using craft materials. *Take photos or record videos of animals; explore animal apps. *Explore where animals live (land, sea, air) and their habitats. *Talk about pets vs wild animals and how humans interact with them
Reception	<ul style="list-style-type: none"> *Explore senses and parts of the body; notice changes in themselves. *Make simple models related to themselves *Use simple classroom technology to record themselves. *Talk about their home, family, and local environment. *Explore personal history: 	<ul style="list-style-type: none"> *Observe seasonal changes in autumn *Create simple celebration crafts using different materials. *Use simple painting or drawing programs on tablets or interactive boards. *Talk about celebrations in other places or countries. *Compare past and present celebrations in their own family. 	<ul style="list-style-type: none"> *Explore materials and their properties (hard, soft, rough, smooth). *Build simple story props and structures (e.g., houses for the Three Little Pigs). *Use simple recording tools to retell stories or record voice. *Compare different story settings and environments *Discuss “long ago” in stories and how life was different for characters 	<ul style="list-style-type: none"> *Explore movement and forces (push, pull, roll, slide) and effects of different surfaces. *Build vehicles using blocks, boxes, or junk modelling. *Use apps to simulate simple journeys or maps. *Explore local and global journeys; look at maps and routes. *Explore changes in transport over time (old and new vehicles). 	<ul style="list-style-type: none"> *Observe plants and animals; explore lifecycles, growth, and basic needs. *Build farm structures and simple tools for planting or animal care. *Use cameras or tablets to document plant growth or farm visits. *Explore farms locally and in other countries; notice the environment and seasons. *Compare farming now and in the past; how food production has changed. 	<ul style="list-style-type: none"> *Explore animals, habitats, and lifecycles; compare features of animals. *Make animal models, masks, or habitats using a variety of materials. *Record videos or take photos of animals; use apps to learn about animals. *Explore habitats and where animals live around the world. *Discuss domesticated animals vs wild animals and how humans have used animals over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p>Respect</p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p>Friendship</p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p>Courage</p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p>Determination</p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p>Awareness</p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p>Excellence</p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Nursery	<p>*Me, myself and I</p> <ul style="list-style-type: none"> *Explore body sounds and simple instruments; respond to different rhythms and tempos. *Draw and paint self-portraits; explore colours, textures, and mark-making. *Build simple structures using blocks and loose parts; experiment with joining materials 	<p>*Let’s celebrate</p> <ul style="list-style-type: none"> *Sing simple songs and rhymes for celebrations; explore loud/soft and fast/slow sounds. *Create cards and decorations using a variety of materials and textures. *Build models for celebrations (e.g., houses, trees, lanterns) using construction kits or recycled materials 	<p>*Once upon a time</p> <ul style="list-style-type: none"> *Explore storytelling through music and sound effects; use instruments to represent characters or actions. *Create props and illustrations from familiar stories (e.g., Three Little Pigs houses). *Build simple story-based structures; use construction kits to create imaginative settings. 	<p>*Up, up and away</p> <ul style="list-style-type: none"> *Explore rhythm and movement through transport-themed songs and chants; respond to beats. *Draw, paint, and collage vehicles and maps; explore shapes and lines. *Build vehicles or ramps using blocks, boxes, and recycled materials; test movement and balance. 	<p>*A farmer’s life for me</p> <ul style="list-style-type: none"> *Learn farm-themed songs; experiment with animal sounds using instruments. *Create farm animals, fields, and crops using paints, clay, and collage. *Build barns, fences, or farm equipment; explore joining and fixing materials together. 	<p>*Paws, claws and jaws</p> <ul style="list-style-type: none"> *Use instruments and body percussion to imitate animal sounds and movements. *Draw, paint, and model animals; explore patterns, textures, and colours. *Build animal habitats or models; combine materials creatively to make 3D animals
Reception	<ul style="list-style-type: none"> *Explore body percussion, rhythms, and simple instruments to represent themselves. *Create self-portraits and family pictures using paints, crayons, and collage materials. *Build and model using blocks, construction kits, and loose parts to represent themselves and their home. 	<ul style="list-style-type: none"> *Learn and perform songs and rhymes for seasonal celebrations; explore dynamics and tempo. *Make decorations, cards, and simple models for festivals using a range of materials. *Construct celebration-themed models, exploring joining techniques and stability. 	<ul style="list-style-type: none"> *Use instruments and body percussion to act out stories and character movements. *Create story props, illustrations, and 3D scenes from familiar tales. *Build story-based structures and models using construction kits and recycled materials 	<ul style="list-style-type: none"> *Explore rhythm and movement in transport-themed songs; use instruments to represent movement and speed. *Draw, paint, and collage vehicles, maps, and routes; explore line, shape, and colour. *Design and build vehicles or simple transport models; test movement, balance, and functionality 	<ul style="list-style-type: none"> *Learn farm-themed songs; create soundscapes for animal and farm activities. *Draw, paint, and model animals, crops, and farm landscapes using a variety of media. *Construct barns, fences, and farm equipment; explore joining, stability, and problem-solving. 	<ul style="list-style-type: none"> *Explore animal-themed songs and rhythms; imitate movements and sounds using instruments. *Draw, paint, and model a range of animals; explore patterns, textures, and details. *Build animal habitats and 3D models; combine materials creatively and problem-solve during construction.