



## Curriculum Overview 2024-2025

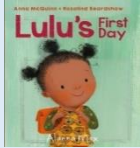
### Year N Autumn 1 – Prime areas

**General Themes:** Getting to know you, starting pre-school, all about me, my family

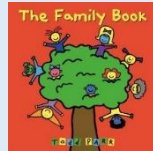
General Themes: Colours, emotions,

### Core Texts

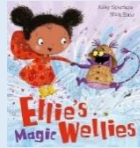
Lulu's First Day  
By Anna McQuinn



The Family Book  
By Todd Parr



Ellie's Magic Wellies  
By Amy Sparkles



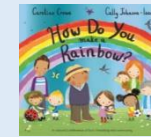
I Love Me  
By Marvyn Harrison



The colour Monster  
By Anna Lianas



How do you make a rainbow?  
By Caroline Crowe



The Jar of Happiness  
By Ailsa Burrows



#### Personal, social and emotional development – Self-regulation

- Say what class they are in and follow rules and routines with support.
- Respond to their peers and familiar adults (with some adult support).
- Identify and name own emotions and say no or stop as needed.

#### Personal, social and emotional development – Managing self

- Explore and choose resources that they want to play with (with support).
- Give examples of healthy and unhealthy habits and why it is important (e.g. handwashing/toothbrushing)
- Say when they need the toilet or needs to be changed.

#### Personal, social and emotional development – Relationships

- Play with one class mate (parallel) interacting with facial expressions and gestures.
- Identify when they are feeling happy or sad and communicate this with another person (e.g. STOP I don't like it)

#### Communication and language – listening, attention and understanding

- Sit and listen to a short story.
- Focus on one task at a time and will stop when asked.
- Follow a simple instruction with gestures/images
- Follow and join in with simple rhymes.

#### Communication and language - Speaking

- Add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes'
- Use the names of familiar and unfamiliar objects correctly.
- Answer questions about themselves.
- Repeat pure sounds and use them within 2-3 word sentences.
- Use facial expressions and actions to convey point of view.
- Approach another child to talk to.
- Talk to other children when engaged in a similar theme.

#### Physical development – Gross motor

- To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder.
- Use alternate feet when climbing stairs (using bannister as a support)
- To explore different ways of moving (eg marching, tip toes) and travelling at a steady pace.
- To copy movements demonstrated by an adult (eg moving both arms at the same time).
- To navigate large obstacle/people without colliding (may need adult support)
- To get up from the floor and stand still on two legs. To bend over to pick up an item without falling over.
- To get up from the floor and stand in one place .
- To throw a ball/beanbag to a space.
- To sit on a balance bike and begin to move with adult guidance.

#### Physical development – Fine motor

- To eat independently and beginning to use a fork effectively.
- To use whole hand (tweezer) scissors to make snips in paper (may not be showing a hand preference yet)
- To select and hold mark making equipment to make marks
- To use whole hand to move items from one area to another (guided by sight eg puzzle pieces) and use pincer grip to move one object at a time (eg buttons, pom poms)
- Will put arms in to coat with adult support and lift up own hood.

#### PSHE (Jigsaw)

Being me in my world

#### Healthy Movers

Whatever the Weather-  
We are Brilliant  
Wiggle Weave and Watch

#### Enrichment

## Curriculum Overview 2024-2025

### Year N Autumn 1 – Specific Areas

<b>Maths</b> <ul style="list-style-type: none"><li>Identify when they see 1 item (no matter the placing)</li><li>Say number names to 6 in order.</li><li>Count 1 item whilst touching 1 object and be able to represent it with objects or fingers.</li><li>Mark make to represent amounts.</li><li>Use the word ‘more than’ when discussing quantities in play or routines.</li><li>Explore and make arrangements with shapes, combining them to make new shapes.</li><li>Use positional language and gestures in their play.</li><li>Use language related to size and weight.</li><li>Recognise and talk about patterns (e.g. in clothing / print)</li><li>Talk about familiar events in their normal day.</li></ul>		<b>Reading</b> <ul style="list-style-type: none"><li>Identify rhyming words.</li><li>Say an object that begins with a sound (I spy)</li><li>Look at books with a familiar adult</li><li>Look at pictures from favourite books and talk about what they notice.</li><li>Identify print in books and the environment.</li></ul>		<b>Writing</b> <ul style="list-style-type: none"><li>Explore and use different mark making equipment.</li></ul>	
<b><u>Understanding the world (History)</u></b> <ul style="list-style-type: none"><li>To notice how they are the same and different from their classmates.</li><li>To name people in their family and talk about occasions at home</li><li>To act out different (familiar) roles in the role play</li></ul>		<b><u>Understanding the world (Geography)</u></b> <ul style="list-style-type: none"><li>To navigate the learning environments (inside and out) and say what they observe. (sense of sight)</li><li>To know where they live and the environment in their locality.</li></ul>		<b><u>Understanding the world (Computing)</u></b> <ul style="list-style-type: none"><li>To independently use electronic toys for a purpose.</li></ul> <b><u>Understanding the world (Science)</u></b> <ul style="list-style-type: none"><li>To observe their environment and materials using their senses (it smells sweet. It feels hard)</li><li>To navigate the learning environments (inside and out) and say what they observe. (sense of sight)</li><li>To name things they observe in their natural environment (eg tree, flower, insects)</li><li>To push, pull, stretch, squeeze materials through play doh, magnets, water</li></ul>	<b><u>Understanding the world (RE)</u></b> <ul style="list-style-type: none"><li>To notice how they are the same and different from their classmates.</li><li>To name people in their family and talk about occasions at home</li><li>To act out different (familiar) roles in the role play</li></ul>
<b><u>Expressive arts and design (Music)</u></b> <ul style="list-style-type: none"><li>To join in with nursery/number rhymes and copy actions</li><li>To listen (with increased attention) to sounds</li><li>To explore instruments and the sounds they make.</li></ul> <b><u>Imagination</u></b> <ul style="list-style-type: none"><li>To participate in pretend play (with support)</li><li>To explore small world resources using gesture and movement</li></ul> Can show like/dislike something through facial expressions or gestures.		<b><u>Expressive arts and design (Art)</u></b> <b><u>How can we explore colour? (Access Art)</u></b> <ul style="list-style-type: none"><li>To intentionally make marks</li><li>To name and match colours</li><li>To create closed lines in their drawing and then use those shapes to represent objects.</li></ul>		<b><u>Expressive arts and design (DT)</u></b> <ul style="list-style-type: none"><li>To handle different textures, food, materials and say what they feel/taste like</li></ul>	

## Curriculum Overview 2024-2025

### Year N Autumn 2 – Prime areas

General Themes: Nursery Rhymes, Autumn.

General Themes: Celebrations

### Core Texts

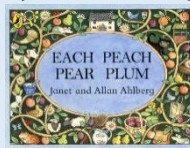
Hello Autumn  
By Jo Lindley



Oi Frog  
By Kes Gray



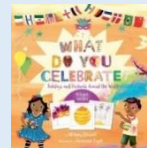
Each Peach Pear Plum  
By Allan Ahlberg



The Best Divali Ever  
By Sonali Shah



What do you celebrate?  
By Whitney Stewart



Stickman  
By Julia Donaldson



What the Ladybird heard  
at Christmas  
By Julia Donaldson



#### Personal, social and emotional development – Self-regulation

- Say what class they are in and follow rules and routines with support.
- Respond to their peers and familiar adults (with some adult support).
- Identify and name own emotions and say no or stop as needed.

#### Personal, social and emotional development – Managing self

- Explore and choose resources that they want to play with (with support).
- Give examples of healthy and unhealthy habits and why it is important (e.g. handwashing/toothbrushing)
- Say when they need the toilet or needs to be changed.

#### Personal, social and emotional development – Relationships

- Play with one class mate (parallel) interacting with facial expressions and gestures.
- Identify when they are feeling happy or sad and communicate this with another person (e.g. STOP I don't like it)

#### Communication and language – listening, attention and understanding

- Sit and listen to a short story.
- Focus on one task at a time and will stop when asked.
- Follow a simple instruction with gestures/images
- Follow and join in with simple rhymes.

#### Communication and language - Speaking

- Add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes'
- Use the names of familiar and unfamiliar objects correctly.
- Answer questions about themselves.
- Repeat pure sounds and use them within 2-3 word sentences.
- Use facial expressions and actions to convey point of view.
- Approach another child to talk to.
- Talk to other children when engaged in a similar theme.

#### Physical development – Gross motor

- To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder.
- Use alternate feet when climbing stairs (using bannister as a support)
- To explore different ways of moving (eg marching, tip toes) and travelling at a steady pace.
- To copy movements demonstrated by an adult (eg moving both arms at the same time).
- To navigate large obstacle/people without colliding (may need adult support)
- To get up from the floor and stand still on two legs. To bend over to pick up an item without falling over.
- To get up from the floor and stand in one place .
- To throw a ball/beanbag to a space.
- To sit on a balance bike and begin to move with adult guidance.

#### Physical development – Fine motor

- To eat independently and beginning to use a fork effectively.
- To use whole hand (tweezer) scissors to make snips in paper (may not be showing a hand preference yet)
- To select and hold mark making equipment to make marks
- To use whole hand to move items from one area to another (guided by sight eg puzzle pieces) and use pincer grip to move one object at a time (eg buttons, pom poms)
- Will put arms in to coat with adult support and lift up own hood.

**Healthy Movers**  
Pop the Bubbles  
Hide and Seek  
Yum Yum

**Enrichment**



## Curriculum Overview 2024-2025

### Year N Autumn 2 – Specific Areas

<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"><li>• Identify when they see 1 item (no matter the placing)</li><li>• Say number names to 6 in order.</li><li>• Count 1 item whilst touching 1 object and be able to represent it with objects or fingers.</li><li>• Mark make to represent amounts.</li><li>• Use the word ‘more than’ when discussing quantities in play or routines.</li><li>• Explore and make arrangements with shapes, combining them to make new shapes.</li><li>• Use positional language and gestures in their play.</li><li>• Use language related to size and weight.</li><li>• Recognise and talk about patterns (e.g. in clothing / print)</li></ul> <p>Talk about familiar events in their normal day.</p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Identify rhyming words.</li><li>• Say an object that begins with a sound (I spy)</li><li>• Look at books with a familiar adult</li><li>• Look at pictures from favourite books and talk about what they notice.</li><li>• Identify print in books and the environment.</li></ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• Explore and use different mark making equipment.</li></ul>	
<p><b><u>Understanding the world (History)</u></b></p> <ul style="list-style-type: none"><li>• To notice how they are the same and different from their classmates.</li><li>• To name people in their family and talk about occasions at home</li><li>• To act out different (familiar) roles in the role play</li></ul>	<p><b><u>Understanding the world (Geography)</u></b></p> <ul style="list-style-type: none"><li>• To navigate the learning environments (inside and out) and say what they observe. (sense of sight)</li><li>• To know where they live and the environment in their locality.</li></ul>	<p><b><u>Understanding the world (Computing)</u></b></p> <ul style="list-style-type: none"><li>• To independently use electronic toys for a purpose.</li></ul> <p><b><u>Understanding the world (Science)</u></b></p> <ul style="list-style-type: none"><li>• To observe their environment and materials using their senses (it smells sweet. It feels hard)</li><li>• To navigate the learning environments (inside and out) and say what they observe. (sense of sight)</li><li>• To name things they observe in their natural environment (eg tree, flower, insects)</li><li>• To push, pull, stretch, squeeze materials through play doh, magnets, water</li></ul>	<p><b><u>Understanding the world (RE)</u></b></p> <ul style="list-style-type: none"><li>• To notice how they are the same and different from their classmates.</li><li>• To name people in their family and talk about occasions at home</li><li>• To act out different (familiar) roles in the role play</li></ul>
<p><b><u>Expressive arts and design (Music)</u></b></p> <ul style="list-style-type: none"><li>• To join in with nursery/number rhymes and copy actions</li><li>• To listen (with increased attention) to sounds</li><li>• To explore instruments and the sounds they make.</li></ul> <p><b><u>Imagination</u></b></p> <ul style="list-style-type: none"><li>• To participate in pretend play (with support)</li><li>• To explore small world resources using gesture and movement</li><li>• Can show like/dislike something through facial expressions or gestures.</li></ul>	<p><b><u>Expressive arts and design (Art)</u></b></p> <p><b><u>How can we explore colour? (Access Art)</u></b></p> <ul style="list-style-type: none"><li>• To intentionally make marks</li><li>• To name and match colours</li><li>• To create closed lines in their drawing and then use those shapes to represent objects.</li></ul>	<p><b><u>Expressive arts and design (DT)</u></b></p> <ul style="list-style-type: none"><li>• To handle different textures, food, materials and say what they feel/taste like</li></ul>	



## Curriculum Overview 2024-2025

### Year N Spring Term 1 – Prime areas

**General Themes:** Winter, cold weather animals. Hot and cold.

General Themes: on the move,  
transport.

### **Core texts**

Hello Winter  
Jo Lindley



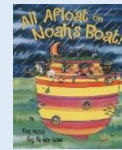
Little Robin Red Vest  
By Jan Fearnley



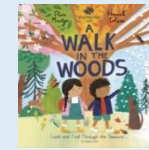
I definitely don't like Winter.  
By Fiona Barker



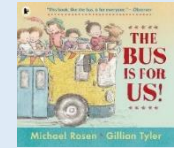
All afloat on Noah's boat  
By Tony Mitton



A walk in the woods  
By Flora Martyn



This bus is for us  
By Michael Rosen



#### **Personal, social and emotional development – Self-regulation**

- Follow class routines and rules more independently.
- Talk to and engage with familiar adults and classmates.
- Identify how others are feeling as a result of their actions (non-verbal clues).

#### **Personal, social and emotional development – Managing self**

- Select resources needed for teacher directed activities/play.
- Identify whether a food type is healthy or not
- Go to the toilet when prompted and attempt to manage own hygiene

#### **Personal, social and emotional development – Relationships**

- Approach others to play in a small group.
- Know ways to show remorse e.g say sorry/hug/shake hands
- Can identify basic emotions in others: happy, sad, excitement, anger, nervous
- Knows how to comfort someone who feels sad

#### **Communication and language – listening, attention and understanding**

- Join in with repeated refrains of familiar stories.
- Pause activity to listen to further instructions.
- Follow a simple instruction
- Remember a song to sing.

#### **Communication and language - Speaking**

- Repeat correct tense in a sentence back to the adult.
- Use topic vocabulary correctly when talking to a familiar adult.
- Answer what and when questions
- Pronounce p, b, m, w, t, d, g, k, correctly within 3-4 word sentences.
- Model grammatically correct sentences
- Say what they like or dislike in every day experiences.
- Start and continue a conversation with an adult showing awareness of needs.
- Talk to decide on roles within their play.

#### **Physical development – Gross motor**

- To use paintbrushes/rollers and are able to make large marks moving from the elbow (vertical and horizontal)
- Independently climb stairs using alternate feet.
- To confidently climb equipment
- To match movements to adult direction eg jump when asked to with some control and pace
- To confidently use a range of movements with increasing control in their physical play (crawl/climb and crossing the midline - waving).
- To be able to find a space away from others (space bubble)
- To shift weight from one foot to another.
- To kneel/squat in one position for up to five minutes.
- To throw a beanbag/ball (over arm and under arm) to a designated space.
- To sit on a balance bike and move it from a –b with control and building up some speed by using alternate feet.
- To stand on a 3-wheel scooter and begin to move with support.

#### **Physical development – Fine motor**

- To hold a knife and fork correctly.
- To use scissors and make some snips in paper using standard scissors.
- To use a preferred grip to apply enough pressure to mark make (with support if needed/ hand over hand)
- To use a range of fine motor skills (eg pincer grip) to pick up small objects, pinch and turn knobs and one finger to turn on equipment and both hands when picking up larger objects (eg hand to hold a bucket whilst the other collects items to fill)
- To put on own coats (no fastenings)

PSHE (Jigsaw)

**Healthy Movers**  
Choo Choo  
Jungle Journey

**Enrichment**



St. John's  
CE Primary School

## Curriculum Overview 2024-2025

### Year N Spring Term 1 – Specific Areas

<ul style="list-style-type: none"><li>Identify when they see 2 items (no matter the placing)</li><li>Say number names to 10 in order.</li><li>Count 3 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.</li><li>Mark make to represent numbers.</li><li>Use the word 'less/fewer than' when discussing quantities in play or routines.</li><li>Select shapes for a purpose (eg triangle for a roof) and name using correct terms</li><li>Follow positional language within instructions (eg route of an obstacle course).</li><li>Use language related to length and capacity.</li><li>Recognise an ABAB pattern</li><li>Sequence events correctly (eg routines in day or a story)</li></ul>		<b>Reading</b> <ul style="list-style-type: none"><li>Count and clap syllables in a word.</li><li>Match pictures to segmented words.</li><li>Handle books carefully and say what they see.</li><li>Talk about familiar stories they have heard.</li><li>Identify letters from their name.</li></ul>		<b>Writing</b> <ul style="list-style-type: none"><li>Mark make and give meaning to marks using different strokes that lead to letter writing. (eg directions and shapes)</li></ul>
<b>Understanding the world (History)</b> <ul style="list-style-type: none"><li>To name some similarities and differences between themselves and peers.</li><li>To talk about their own experiences outside of school eg clubs/parties they attend</li><li>To name and show interest in some jobs in the community eg doctors, vets, police, plumber</li></ul>	<b>Understanding the world (Geography)</b> <ul style="list-style-type: none"><li>To name things they observe in their environment and select resources they need.</li><li>To know names of other countries (discuss holidays).</li></ul>	<b>Understanding the world (Computing)</b> <ul style="list-style-type: none"><li>To explore and make things work by pressing buttons.</li></ul> <b>Understanding the world (Science)</b> <ul style="list-style-type: none"><li>To use all their senses for hands-on exploration of their environment and different materials saying what they notice.</li><li>To describe items in the natural environment (tall, green, pretty, rough)</li><li>To use vocabulary such as push, pull, stretch, squeeze to match actions.</li></ul>		<b>Understanding the world (RE)</b> <ul style="list-style-type: none"><li>To name some similarities and differences between themselves and peers.</li><li>To talk about their own experiences outside of school eg clubs/parties they attend</li><li>To name and show interest in some jobs in the community eg doctors, vets, police, plumber</li></ul>
<b>Expressive arts and design (Music)</b> <ul style="list-style-type: none"><li>To sing a song from memory</li><li>To copy the sounds/words that an adult makes (voice)</li><li>To copy sounds that an adult makes (instrument)</li></ul> <b>Imagination</b> <ul style="list-style-type: none"><li>To use objects to represent other items in their role play</li><li>To create storylines when using small world equipment</li></ul>	<b>Expressive arts and design (Art)</b> <b>What can we see? Access Art</b> <ul style="list-style-type: none"><li>To say what they have drawn.</li><li>To draw pictures with more detail – adding features to a face</li><li>To select colours for a purpose</li></ul>		<b>Expressive arts and design (DT)</b> <ul style="list-style-type: none"><li>To select resources/materials according to size/texture to create an end goal, joining materials as required.</li><li>Can say whether they like/dislike something eg food, music, movement, picture and express a preference.</li></ul>	



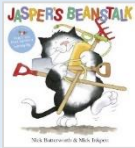
## Curriculum Overview 2024-2025

### Year N Spring Term 2– Prime areas

**General Themes:** Growing, Spring  
Easter

### Core Texts

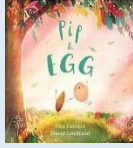
Jasper's Beanstalk  
By Nick Butterworth



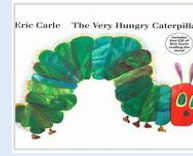
That's my flower  
By Alice Hemming



Pip and Egg  
By Alex Latimer



The Very Hungry Caterpillar  
By Eric Carle



Hello Spring  
By Jo Lindley



The Ugly Duckling  
By Mara Alperin



#### Personal, social and emotional development – Self-regulation

- Follow class routines and rules more independently.
- Talk to and engage with familiar adults and classmates.
- Identify how others are feeling as a result of their actions (non verbal clues).

#### Personal, social and emotional development – Managing self

- Select resources needed for teacher directed activities/play.
- Identify whether a food type is healthy or not
- Go to the toilet when prompted and attempt to manage own hygiene

#### Personal, social and emotional development – Relationships

- Approach others to play in a small group.
- Know ways to show remorse e.g say sorry/hug/shake hands
- Can identify basic emotions in others: happy, sad, excitement, anger, nervous
- Knows how to comfort someone who feels sad

#### Communication and language – listening, attention and understanding

- Join in with repeated refrains of familiar stories.
- Pause activity to listen to further instructions.
- Follow a simple instruction
- Remember a song to sing.

#### Communication and language - Speaking

- Repeat correct tense in a sentence back to the adult.
- Use topic vocabulary correctly when talking to a familiar adult.
- Answer what and when questions
- Pronounce p, b, m, w, t, d, g, k, correctly within 3-4 word sentences.
- Model grammatically correct sentences
- Say what they like or dislike in every day experiences.
- Start and continue a conversation with an adult showing awareness of needs.
- Talk to decide on roles within their play.

#### Physical development – Gross motor

- To use paintbrushes/rollers and are able to make large marks moving from the elbow (vertical and horizontal)
- Independently climb stairs using alternate feet.
- To confidently climb equipment
- To match movements to adult direction eg jump when asked to with some control and pace
- To confidently use a range of movements with increasing control in their physical play (crawl/climb and crossing the midline - waving).
- To be able to find a space away from others (space bubble)
- To shift weight from one foot to another.
- To kneel/squat in one position for up to five minutes.
- To throw a beanbag/ball (over arm and under arm) to a designated space.
- To sit on a balance bike and move it from a –b with control and building up some speed by using alternate feet.
- To stand on a 3-wheel scooter and begin to move with support.

#### Physical development – Fine motor

- To hold a knife and fork correctly.
- To use scissors and make some snips in paper using standard scissors.
- To use a preferred grip to apply enough pressure to mark make (with support if needed/ hand over hand)
- To use a range of fine motor skills (eg pincer grip) to pick up small objects, pinch and turn knobs and one finger to turn on equipment and both hands when picking up larger objects (eg hand to hold a bucket whilst the other collects items to fill)
- To put on own coats (no fastenings)

#### Healthy Movers

Hot Hot Hot Treasure  
Munch Crunch 5-a-day  
Aiming High

#### Enrichment



## Curriculum Overview 2024-2025

### Year N Spring Term 2– Specific Areas

<b>Maths</b> <ul style="list-style-type: none"><li>Identify when they see 2 items (no matter the placing)</li><li>Say number names to 10 in order.</li><li>Count 3 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.</li><li>Mark make to represent numbers.</li><li>Use the word 'less/fewer than' when discussing quantities in play or routines.</li><li>Select shapes for a purpose (eg triangle for a roof) and name using correct terms</li><li>Follow positional language within instructions (eg route of an obstacle course).</li><li>Use language related to length and capacity.</li><li>Recognise an ABAB pattern</li><li>Sequence events correctly (eg routines in day or a story)</li></ul>		<b>Reading</b> <ul style="list-style-type: none"><li>Count and clap syllables in a word.</li><li>Match pictures to segmented words.</li><li>Handle books carefully and say what they see.</li><li>Talk about familiar stories they have heard.</li><li>Identify letters from their name.</li></ul>		<b>Writing</b> <ul style="list-style-type: none"><li>Mark make and give meaning to marks using different strokes that lead to letter writing. (eg directions and shapes)</li></ul>
<b>Understanding the world (History)</b> <ul style="list-style-type: none"><li>To name some similarities and differences between themselves and peers.</li><li>To talk about their own experiences outside of school eg clubs/parties they attend</li><li>To name and show interest in some jobs in the community eg doctors, vets, police, plumber</li></ul>		<b>Understanding the world (Geography)</b> <ul style="list-style-type: none"><li>To name things they observe in their environment and select resources they need.</li><li>To know names of other countries (discuss holidays).</li></ul>		<b>Understanding the world (Computing)</b> <ul style="list-style-type: none"><li>To explore and make things work by pressing buttons.</li></ul> <b>Understanding the world (Science)</b> <ul style="list-style-type: none"><li>To use all their senses for hands-on exploration of their environment and different materials saying what they notice.</li><li>To describe items in the natural environment (tall, green, pretty, rough)</li><li>To use vocabulary such as push, pull, stretch, squeeze to match actions.</li></ul>
<b>Expressive arts and design (Music)</b> <ul style="list-style-type: none"><li>To sing a song from memory</li><li>To copy the sounds/words that an adult makes (voice)</li><li>To copy sounds that an adult makes (instrument)</li></ul> <b>Imagination</b> <ul style="list-style-type: none"><li>To use objects to represent other items in their role play</li><li>To create storylines when using small world equipment</li></ul>		<b>Expressive arts and design (Art)</b> <b>What can we see? Access Art</b> <ul style="list-style-type: none"><li>To say what they have drawn.</li><li>To draw pictures with more detail – adding features to a face</li><li>To select colours for a purpose</li></ul>		<b>Expressive arts and design (DT)</b> <ul style="list-style-type: none"><li>To select resources/materials according to size/texture to create an end goal, joining materials as required.</li><li>Can say whether they like/dislike something eg food, music, movement, picture and express a preference.</li></ul>





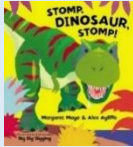
## Curriculum Overview 2024-2025

### Year N Summer Term 1– Prime areas

General Themes: Paws, Jaws and claws.

### Core Texts

Stomp Dinosaur Stomp  
By Margaret Mayo



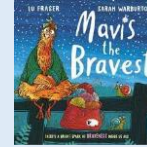
The Stompysaurus  
By Rachel Bright



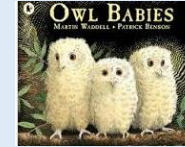
Dinosaurs don't draw  
By Elli Wollard



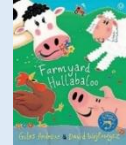
Mavis the bravest  
By Lu Fraser



Owl babies  
By Martin Waddell



Farmyard Hullabaloo  
By Giles Andreae



#### Personal, social and emotional development – Self-regulation

- Carry out simple roles of responsibility when asked and say why there are class rules.
- Talk and respond to unfamiliar adults in the setting demonstrating more confidence.
- Find solutions for conflicts and rivalries, sharing point of view.

#### Personal, social and emotional development – Managing self

- Select and use activities with an end goal in mind.
- Say how they can be healthy.
- Manage own hygiene and toileting needs (eg changing themselves).

#### Personal, social and emotional development – Relationships

- Extend and elaborate their child-initiated play.
- Respond to wider range of emotion in others e.g. recognise anger and the need for children to calm down

#### Communication and language – listening, attention and understanding

- Listen to stories for a longer period and retell the story.
- Pay attention to more than one thing at a time.
- Follow a two part instruction.
- Sing a repertoire of songs.

#### Communication and language - Speaking

- Use some correct tenses when speaking independently.
- Use a wider range of vocabulary linked to topics
- Answer why questions.
- Speak clearly in a variety of situations pronouncing words correctly in short sentences (4-6 words).
- Model extending grammatically correct sentences
- Share their point of view and explain it simply.
- Start and continue a conversation with a classmate and familiar adult.
- Talk to others to extend their role and direction of play.

#### Physical development – Gross motor

- To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements from the wrist.
- To confidently climb equipment and larger apparatus
- To travel in different ways with confidence (rolling, crawling, jumping, running, walking and climbing)
- To match their developing physical skills to match task and activities (eg crawl, run, walk across a plank)
- To find a space and to stop safely when directed.
- Balance on one leg for a short period of time
- To sit comfortably on the floor or a chair for up to five minutes.
- To throw a large ball/beanbag from themselves to a smaller target
- To sit on a tricycle and move it from a –b by using cycling movements with feet
- To stand on a 3-wheel scooter and push off with the other foot and move from one area to another.

#### Physical development – Fine motor

- To use a sawing action when using a knife and the fork to hold the food in place.
- To use scissors by holding them in preferred hand and cut following a straight/curved line using the other hand as a support.
- To use one dominant hand and have a comfortable grip (eg tripod), to mark make with control.
- To select and manage own movements to complete a task.
- To do up zips/buttons with support using a range of fine motor skills.

#### Healthy Movers

Steering  
Birds in Trees

#### Enrichment



## Curriculum Overview 2024-2025

### Year N Summer Term 1 – Specific Areas

#### Maths

- Identify when they see 3 items (no matter the placing)
- Say number names in order to 10 and above.
- Count 5 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.
- Form some numbers correctly
- Solve real world mathematical problems with numbers up to 5.
- Use language more than/fewer than when explaining their maths learning.
- Describe basic shapes using some mathematical language (eg straight, round, sides)
- Follow and give a sequence of instructions using positional language (eg put the teddy under the chair next to the ball)
- Compare objects linked to size, weight, length and capacity.
- Continue an AB pattern with adult support (spotting any errors that may occur).
- Using language of first, then, next when sequencing.

#### Reading

- Identify initial sounds in words and say when they are start with the same letter.
- Blend orally segmented words with no resources.
- Turn the pages and tell the story from the pictures
- Talk about familiar stories using story language.
- Recognise own name.

#### Writing

- Form clear letters and say what they have written (eg letters from name or initial sounds)

#### Understanding the world (History)

- To name, describe and talk about the lives of people who they know (family and friends)
- To say what some professions do (eg plumbers fix taps)

#### Understanding the world (Geography)

- To talk about the world around them and the people and places that are familiar using a wide range of vocabulary.
- To respect class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures
- To say how other countries are the same or different.

#### Understanding the world (Computing)

- To identify different types of digital devices and what they do (function) exploring them in their play.

#### Understanding the world (Science)

- To respect class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures
- To know life cycle of a plant (seed, shoot, plant, dies) saying changes.
- To say what actions happen when a force is applied.

#### Understanding the world (RE)

- To name, describe and talk about the lives of people who they know (family and friends)
- To explore resources (in all environments) that have been put out showing curiosity and identifying similarities and differences.
- To say what some professions do (eg plumbers fix taps)

#### Expressive arts and design (Music)

- To create own song inspired by something familiar.
- To match the sounds they make to another (pitch, tone, tempo)
- To identify and describe sounds in a piece of music
- Play instruments (with increasing control) to express their ideas and feelings.

#### Imagination

- To take part in simple pretend play following rules of the game
- To create more imaginative and complex stories as part of small world play.

#### Expressive arts and design (Art)

#### How can we use our imaginations? Access Art

- To use drawing to represent movement and/or noises.
- To show different emotions in their drawings
- To explore colour mixing and say what they have observed.
- To say what worked and what needed a change to be made.

#### Expressive arts and design (DT)

- To say what worked and what needed a change to be made.
- Can give an opinion on food, music, movement or picture and give a reason why.



## Curriculum Overview 2024-2025

### Year N Summer Term 2 – Prime areas

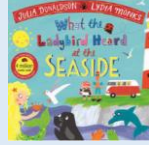
**General Themes:** Our community, people who help us, moving onto big school, our local area.

### Core Texts

Hello Summer  
By Jo Lindley



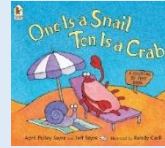
What the ladybird head at  
the seaside  
By Julia Donaldson



Clem and Crab  
By Fiona Lumbers



One is a snail, ten is a crab  
By April Pulley Sayre



Stella and Seagull  
By Georgina Stevens



The Everywhere bear  
By Julia Donaldson



When a Dragon goes to  
school  
By Caryl Hart



#### Personal, social and emotional development – Self-regulation

- Carry out simple roles of responsibility when asked and say why there are class rules.
- Talk and respond to unfamiliar adults in the setting demonstrating more confidence.
- Find solutions for conflicts and rivalries, sharing point of view.

#### Personal, social and emotional development – Managing self

- Select and use activities with an end goal in mind.
- Say how they can be healthy.
- Manage own hygiene and toileting needs (eg changing themselves).

#### Personal, social and emotional development – Relationships

- Extend and elaborate their child-initiated play.
- Respond to wider range of emotion in others e.g. recognise anger and the need for children to calm down

#### Communication and language – listening, attention and understanding

- Listen to stories for a longer period and retell the story.
- Pay attention to more than one thing at a time.
- Follow a two part instruction.
- Sing a repertoire of songs.

#### Communication and language – Speaking

- Use some correct tenses when speaking independently.
- Use a wider range of vocabulary linked to topics
- Answer why questions.
- Speak clearly in a variety of situations pronouncing words correctly in short sentences (4-6 words).
- Model extending grammatically correct sentences
- Share their point of view and explain it simply.
- Start and continue a conversation with a classmate and familiar adult.
- Talk to others to extend their role and direction of play.

#### Physical development – Gross motor

- To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements from the wrist.
- To confidently climb equipment and larger apparatus
- To travel in different ways with confidence (rolling, crawling, jumping, running, walking and climbing)
- To match their developing physical skills to match task and activities (eg crawl, run, walk across a plank)
- To find a space and to stop safely when directed.
- Balance on one leg for a short period of time
- To sit comfortably on the floor or a chair for up to five minutes.
- To throw a large ball/beanbag from themselves to a smaller target
- To sit on a tricycle and move it from a –b by using cycling movements with feet
- To stand on a 3-wheel scooter and push off with the other foot and move from one area to another.

#### Physical development – Fine motor

- To use a sawing action when using a knife and the fork to hold the food in place.
- To use scissors by holding them in preferred hand and cut following a straight/curved line using the other hand as a support.
- To use one dominant hand and have a comfortable grip (eg tripod), to mark make with control.
- To select and manage own movements to complete a task.
- To do up zips/buttons with support using a range of fine motor skills.

#### Healthy Movers

Deep Blue Sea  
Pick Up Packets  
Smiley Brush Brush

#### Enrichment



## Curriculum Overview 2024-2025

### Year N Summer Term 2 – Specific Areas

<p><b>Maths</b></p> <ul style="list-style-type: none"><li>• Identify when they see 3 items (no matter the placing)</li><li>• Say number names in order to 10 and above.</li><li>• Count 5 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.</li><li>• Form some numbers correctly</li><li>• Solve real world mathematical problems with numbers up to 5.</li><li>• Use language more than/fewer than when explaining their maths learning.</li><li>• Describe basic shapes using some mathematical language (eg straight, round, sides)</li><li>• Follow and give a sequence of instructions using positional language (eg put the teddy under the chair next to the ball)</li><li>• Compare objects linked to size, weight, length and capacity.</li><li>• Continue an AB pattern with adult support (spotting any errors that may occur).</li></ul> <p>Using language of first, then, next when sequencing.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Identify initial sounds in words and say when they are start with the same letter.</li><li>• Blend orally segmented words with no resources.</li><li>• Turn the pages and tell the story from the pictures</li><li>• Talk about familiar stories using story language.</li><li>• Recognise own name.</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Form clear letters and say what they have written (eg letters from name or initial sounds)</li></ul>	
<p><b><u>Understanding the world (History)</u></b></p> <ul style="list-style-type: none"><li>• To name, describe and talk about the lives of people who they know (family and friends)</li><li>• To say what some professions do (eg plumbers fix taps)</li></ul>	<p><b><u>Understanding the world (Geography)</u></b></p> <ul style="list-style-type: none"><li>• To talk about the world around them and the people and places that are familiar using a wide range of vocabulary.</li><li>• To respect class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures</li><li>• To say how other countries are the same or different.</li></ul>	<p><b><u>Understanding the world (Computing)</u></b></p> <ul style="list-style-type: none"><li>• To identify different types of digital devices and what they do (function) exploring them in their play.</li></ul> <p><b><u>Understanding the world (Science)</u></b></p> <ul style="list-style-type: none"><li>• To respect class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures</li><li>• To know life cycle of a plant (seed, shoot, plant, dies) saying changes.</li></ul> <p>To say what actions happen when a force is applied.</p>	<p><b><u>Understanding the world (RE)</u></b></p> <ul style="list-style-type: none"><li>• To name, describe and talk about the lives of people who they know (family and friends)</li><li>• To explore resources (in all environments) that have been put out showing curiosity and identifying similarities and differences.</li><li>• To say what some professions do (eg plumbers fix taps)</li></ul>
<p><b><u>Expressive arts and design (Music)</u></b></p> <ul style="list-style-type: none"><li>• To create own song inspired by something familiar.</li><li>• To match the sounds they make to another (pitch, tone, tempo)</li><li>• To identify and describe sounds in a piece of music</li><li>• Play instruments (with increasing control) to express their ideas and feelings.</li></ul> <p><b><u>Imagination</u></b></p> <ul style="list-style-type: none"><li>• To take part in simple pretend play following rules of the game</li><li>• To create more imaginative and complex stories as part of small world play.</li></ul>	<p><b><u>Expressive arts and design (Art)</u></b></p> <p><b><u>How can we use our imaginations? Access Art</u></b></p> <ul style="list-style-type: none"><li>• To use drawing to represent movement and/or noises.</li><li>• To show different emotions in their drawings</li><li>• To explore colour mixing and say what they have observed.</li><li>• To say what worked and what needed a change to be made.</li></ul>	<p><b><u>Expressive arts and design (DT)</u></b></p> <ul style="list-style-type: none"><li>• To say what worked and what needed a change to be made.</li><li>• Can give an opinion on food, music, movement or picture and give a reason why.</li></ul>	