Caldecote Primary School
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EYFS Red Class Curriculum Map 2026-2027

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Amazing Me	Magical Moments	Toys	Traditional Tales	Where do they live?	Land Sea Sky

Themes - Themes may be adapted at various points to allow for children's interests to flow through the provision.

Characteristics of Effective Learning

Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships.

Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents.

Learning and Development: Recognising the importance of learning and development and that children develop and learn at different rates.

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Our Curriculum: We are committed to providing a rich, ambitious and inclusive curriculum that enables every child to flourish and develop a lifelong love of learning. Our curriculum is informed by the EYFS Statutory Framework and Development Matters guidance and is designed around the unique needs, interests and experiences of our pupils. We recognise that pupils learn best through high quality interactions, purposeful play, first-hand experiences and carefully planned learning opportunities. Through a balance of adult-led and child-initiated activities, children develop knowledge, skills and understanding across the seven areas of learning

Educational Visits and Character Education					
Explore the school indoor and outdoor environment Share a Teddy Bear's picnic Create family portraits, paying attention to the details that make us unique	Dress up for a "special occasion" Take part in a Production in the hall Pantomime Trip (optional)	Walk to the post box and post a letter/ card to a group/ member of the community	Visit a farm and see real animals Dress up and tell the class about your favourite book character Share Peace Book by Todd Parr and describe what Peace means to us	Plant seeds and watch them grow Take part in a Mini beast Hunt	Visit a miniature railway and have a train ride Walk barefoot in the grass to ground ourselves Take part in Sport's Day
Role Play - This will be set up as a home corner with enhancements linked to the themes:					
Home Environment Note and list writing Phones and messages	Birthday Party Festivals Party food and clothing Cards and wrapping paper	Chinese New Year Menus Bags, money and purses	Fairy Tale Cottage Invitations to a Ball	Soft animal pets Doctor's Kit	Bus Stop Tickets/ timetables
Whole Class example reading texts linked to themes:					
Autumn: 					

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Spring:



Summer:



Whole class shared reading - Children will have daily story time sessions built into their day. Each story time session will enhance their learning and will open additional lines of development.

Prime Areas of Development - Prime areas of development and learning lay vital foundations in the early years.

The Prime Areas of Learning are: Communication and Language, Physical Development and Personal, Social and Emotional Development.

Communication and Language - Through high-quality interactions, rich vocabulary experiences and meaningful conversations, children develop the listening, attention, understanding and speaking skills they need to express themselves, build relationships and access all areas of the curriculum.

I am learning to listen carefully. I know why listening carefully is important e.g. safety, following instructions. I understand 'why' questions and respond appropriately to them. I am learning new vocabulary e.g. through stories. I can express my point of view using words and actions.	I listen to stories with interest. I can understand and respond to simple questions about what I have heard. I can start a conversation and continue it. I can describe some events with detail. I can use new vocabulary in different contexts.	I listen to rhymes, poems and songs carefully. I can understand a range of questions (who, what, where, when, why) and respond appropriately. I can use talk to resolve my problems. I can understand and use a wide range of vocabulary in my talk.	I listen to non-fiction books. I can talk about a range of stories and books. I can ask simple questions about what I have heard. I can listen to others and respond appropriately in conversations. I can use new vocabulary related to non-fiction.	I am developing new knowledge through listening to these books. I can ask questions about stories that have been read to me and I have read I can hold a conversation with my peers and teachers back and forth. I use recently introduced vocabulary in discussions.	I listen attentively during discussions as a class, with peers and with my teacher. I can ask a range of questions in discussions when 1:1, in small groups and larger class discussions. I can explain why things happen and use new vocabulary during these discussions I explain why things happen.

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I am using longer sentences of 4 – 6 words	I can use simple sentences to share my ideas.	I can link ideas using simple connectives (and, because)	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses.
ELG - Listening, Attention and Understanding: Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG - Speaking:** Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social, Emotional Development - 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.					
I can separate from my familiar adults. I can recognise when I feel happy or sad. I can notice how others might be feeling. I am beginning to follow simple instructions and rules with support. I can choose activities with support. I can ask for help when I need it.	I am becoming more responsible. I am beginning to manage more of my own needs with support. I am starting to try new activities with encouragement. I am beginning to seek out others to share experiences. I play with one or more children and converse with them to extend play.	I am following the rules of my school with reminders. I can express my preferences and begin to speak in familiar groups. I am starting to take turns with support and understand simple rules in play. I am beginning to find solutions to conflicts I am having.	I am showing resilience in the face of challenges. I follow rules without reminders. I am managing my own needs more frequently. I am showing more confidence when talking to new people. I am becoming more confident in joining in with others' play and beginning to develop my own friendships in school.	I am confident when trying new activities. I can explain the reasons for why we have rules. I am developing in confidence, independence, resilience and perseverance. I know people should listen to me just as I should listen to them. I have formed positive adult and peer friendships.	I know right from wrong and I try to behave accordingly. I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. I show confidence when playing and talking to adults and friendship peers. I work and play co-operatively, including turn taking, with others. I show sensitivity to my own needs. I show sensitivity to others needs.

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Pol-Ed themes			
Relationships	Keeping Safe	Wellbeing	Understanding the Law
ELG - Self-Regulation: Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG - Managing Self**: Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG - Building Relationships:** Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.			
Physical Development - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.			
Fine Motor Skills			
I am starting to sit for short periods with some control and support. I am developing a pincer grip. I am learning to hold a pencil correctly with support. I am beginning to make marks and give meaning to my drawings. I am beginning to explore mark making using paint and tools. I can use scissors to make simple cuts along paper with some control.	I am learning to hold a pencil with a tripod pincer grip. I am correctly forming most letters from the 26 in the alphabet. I am learning to write capital letters correctly. I am becoming more accurate when cutting, beginning to follow simple lines. I can control paint tools to create simple shapes and marks. I can create recognisable shapes and simple representations in my drawings. I am becoming more confident using cutlery to cut and manage food.	I can correctly hold a pencil and use it with good control and pressure. I can hold/ move the paper with one hand and write with the other. I am correctly forming all of the 26 letters from the alphabet and capital letters. I can draw with increasing detail and control, representing people, objects and experiences. I can use painting tools confidently to create detailed and purposeful pictures. I can use a range of cutlery independently and with good control	

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I can form recognisable shapes and begin to form some letters. I am starting to use cutlery with some control. I am learning to put on my coat or cardigan/jumper independently.	I can hang up my belongings, put on and take off a coat or jumper and shoes. I can do up a zip or buttons.	

Gross Motor Skills - PE Units (Cambridgeshire scheme)

Gymnastics	Dance	Dance	Games	Gymnastics	Games / Athletics
Fun shapes	Christmas production and On Parade	Toys	Fundamentals 1	Move and hold	Fundamentals 2 Athletics
To jump and land safely. To create shapes on my own and copy those shown by an adult. To show control, strength, balance and coordination. To negotiate space and obstacles safely, with consideration for themselves and others	To move different parts of my body. To copy an action and perform it on my own To dance on the spot and when moving. To dance in unison	To move to music with some prompts. To move in different ways, energetically and safely To perform a few different actions together	To negotiate space and obstacles safely, with consideration for themselves and others. To demonstrate strength and coordination when playing To move energetically. To roll, throw (with two hands), send and receive a ball.	To jump in different ways on the floor and on low apparatus. To balance in different ways and show stillness. To perform a short phrase.	To move energetically. To run towards an end goal with focus. To balance a bean bag on my head. To throw objects in a straight line and increase accuracy when catching.

ELG - Gross Motor Skills: Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG - Fine Motor Skills: Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

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Specific Areas of Development - Specific areas of learning and development provide children with knowledge and skills to flourish in society.

The 4 Specific Areas of Learning are: Literacy, Maths, Understanding of the World, Expressive Arts and Design.

Literacy- Literacy is at the heart of our curriculum. Through a language-rich environment, engaging texts, storytelling and systematic phonics teaching, children develop the knowledge, skills and confidence needed to become successful readers and writers. We nurture a lifelong love of reading and support all children to communicate effectively and express their ideas through mark-making and writing.

Reading:

Comprehension

Asks simple questions about the book. Looks at the pictures when reading a story. Beginning to talk about what might happen next in familiar stories. Beginning to talk about what I like or dislike in a story. Starting to put simple pictures or events in order with support.	Engages in conversation about stories while answering questions. Starting to use new words I have heard in stories and discussions. Knows we read from left to right, top to bottom. Beginning to predict what might happen next when prompted. Beginning to look more in detail at the pictures and talk about what is happening.	Engages in conversation about stories then asks questions. Notices words they do not know the meaning of. Beginning to understand that when answering questions about the text we have to look in the book (when guided by the teacher). Shares opinions of stories – likes and dislikes. Can retell a story through images – such as a story map.	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher. Can make simple predictions from the story based on the story, previously read stories and own life experiences. Links what has been read to them to their own real-life experiences. Can orally re-tell a story in my own words.	Asks questions about key events in the story. Uses new vocabulary introduced by the teacher when read in a book. Makes rational anticipations of key events in the story through inferences. Can explain what has been read to them in their own words. Recognises characters, events, titles, images and key information in a text. Can sequence a simple story-remembering key events.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic. Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think… Explains predictions and justifies why they may happen. Expresses their ideas and views about the characters and events in the story. Recognises the difference between non-fiction and fiction texts.

Word Reading: Little Wandle Reading

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I am beginning to listen to sounds in words and enjoy rhymes and songs. I am beginning to notice print in my environment. I am developing some phonological awareness – for example spotting words with the same initial sound. I am beginning to blend orally. I am learning to recognise Phase 2 graphemes.	I am starting to join in with repeated phrases in familiar stories. I am starting to recognise that print carries meaning. I am starting to remember and recognise Phase 2 tricky words. I am blending Phase 2 graphemes to read words.	Developing phonological awareness so I can hear rhymes. I can then suggest rhymes. I can recognise familiar signs, labels and logos. I understand some words cannot be sounded out. I can identify all the graphemes in my books and the Phase 2 digraphs. I can read simple words, phrases and sentences in my books with some support.	I can read a few common exception words linked to the Little Wandle program. I can re-read these books to develop my confidence in reading and my fluency. I can identify all the graphemes in my books and the Phase 2 and 3 digraphs. I can read common phase 2/3 tricky words.	I can recognise words with the same initial sound e.g. mum and monkey I understand print has meaning and I can read books or be read to. I can read common phase 2/3/4 tricky words I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.	I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge. I know the names of the different parts of a book. I can read common phase 2/3/4 tricky words when they are included in a simple phrase or sentence. I can sound blend all the words in my books that match to my phonic ability.
Little Wandle Phonics:					
Phase 2 Graphemes: s a t p i n m d g o c k ck e u r h b f l Tricky Words: is I the	Phase 2 Graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky Words: put pull full as and has his her go no to into she	Phase 3 Graphemes: ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words Tricky Words: was you they my by all are sure pure	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky Words:	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Tricky Words: Review all taught so far

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	push he of we me be		Tricky Words: Review all taught so far	said so have like some come love do were here little says there when what one out today	
Writing:					
Begins to make marks and give them meaning. Starts to attempt writing using familiar letters of strings of letters. Writing may be brief and not yet sustained.	Attempts short captions using sounds they can hear. Writing is purposeful but short.	Uses plausible phonetic spellings for example 'ct' for cat. Shows improved control and spacing between letter strings. Writing becomes slightly longer and more sustained.	Maintains writing for a clear purpose. Applies phonics to spell most words. Using spacing more consistently.	Writes more than one sentence to convey and idea or simple story. Begins to use spaces, full stops and capitals. Writing is generally readable to others. Starts to independently edit or improve their writing.	
Handwriting: Little Wandle Handwriting					
Unit 1: Practising patterns **Unit 2: Curly letter family** • c, a, d (Week 5) • g, o, q (Week 6) • e, s, f (Week 7) **Unit 3: Long letter family** • l, i, t (Week 8) • j, u, y (Week 9) **Unit 4: Bouncy letter family** • m, n, r (Week 10) • b, p, h (Week 11) **Unit 5: Zig-zag letter family** • v, w, x (Week 12) • z, k (Week 13)		**Unit 6: Capital letters** • Cc, Aa, Dd (Week 15) • Gg, Oo, Qq (Week 16) • Ee, Ss, Ff (Week 17) • Ll, Ii, Tt (Week 18) • Jj, Uu, Yy (Week 19) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)		**Unit 7: Digraphs and trigraphs** • ff, ll, ss (Week 26) • zz, ck, qu (Week 27) • ch, sh, th (Week 28) • ng, nk, ai (Week 29) • ee, igh, oa (Week 30) • oo, ar, or (Week 32) • ur, ow, oi (Week 33) • ear, air, er (Week 34)	

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ELG – Comprehension: Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG - Word Reading: Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG - Writing: Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Mathematics - 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.







Count objects, actions, and sounds. ***Subitise*** Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple patterns. Subitising	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-10*** Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides Time	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-10*** Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs Doubles Combining 2 groups Length, height Time	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-10*** Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge	***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10*** Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships

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ELG - Number: Children at the expected level of development will: • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG- Numerical Patterns: Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding of the World -Involves guiding children to make sense of their physical world and their community through exploration, observation, discussion, stories, visits and first- hand experiences. Children learn about the past, different people and cultures, and the natural world, developing curiosity, knowledge and vocabulary that lay the foundations for later learning.

Past and Present:

I can talk about people in my family. I can say who is important to me. I can talk about things I did when I was younger. I can share memories from home.	I can talk about something I have done or seen. I can remember and describe special events. I can explain what happened first and next. I can compare my experiences with those of my friends.	I can compare photographs from the past and present. I can use words such as old, new, before and after. I can notice similarities and differences between the past and now. I can compare toys, from different times. I can explain how toys have changed over time.	I can talk about people I have learned about through stories and first-hand experiences. I can notice changes in people, places and objects.	I can talk about the jobs people do in our community. I can explain how different people help us. I can ask questions about people's lives. I can use information from books, photographs and adults to help me understand the past. I can compare homes or schools from different times.	I can talk about the lives of people around me and their roles in society. I can describe some similarities and differences between transport in the past and now. . I can compare transport from different times. I can use stories, books and discussions to help me understand the past. I can explain my ideas using appropriate historical vocabulary such as past, present, before, after, old and new.

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					I can talk about how I have changed since I was a baby.
People, Cultures and communities:					
I can talk about the people who are important to me. I can talk about my family and who I live with. I can share things that are special to me.	I can talk about my classroom and school. I can recognise people who help me at school and in the community. I can describe places I know in my local area. I can talk about celebrations and traditions that happen in my home. I can learn about different celebrations, traditions and beliefs. I can respect and show interest in different ways of life.	I can describe what I can see around me. I can notice features of my environment. I can use stories, photographs and maps to learn about places. I can talk about places I have visited.	I can talk about similarities between myself and others. I can talk about things that make people unique. I can talk about what I observe when I go on walks and visits.	I can talk about different communities in our country. I can recognise similarities and differences between cultures. I can talk about life in other countries through stories and non-fiction texts. I can use maps, pictures and books to learn about different places.	I can describe my immediate environment using what I have seen, discussed, read and explored. I can talk about similarities and differences between religious and cultural communities in this country. I can explain some similarities and differences between life in this country and life in other countries. I can use information from stories, non-fiction texts, discussions and maps to share my understanding. I can talk positively and respectfully about people, places and communities that may be different from my own.
The Natural World:					
I can notice things I see, hear, touch, smell and taste.	I can make observations and share what I notice.	I can observe changes when I mix, heat, cool or explore materials.	I can describe seasonal changes I observe. I can use stories, non-fiction books and experiences to help	I can explore the natural world around me through observation and investigation.	I can recognise the four seasons.

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I can talk about what I observe around me. I can explore natural materials such as leaves, sticks, stones and soil. I can ask questions about things that interest me.	I can talk about changes in the weather. I can notice how things grow and change over time. I can identify some common plants and animals.	I can predict what might happen and talk about my ideas.	me learn about the natural world. I can talk about different habitats and the animals that live there. I can explain how environments can be different from one another. I can record my observations through drawing, talk, photographs or simple charts.	I can compare my local environment with places I have learned about. I can talk about what animals and plants need to live. I can make observations and draw pictures of animals and plants. I can care for living things.	I can talk about similarities and differences between the natural world around me and contrasting environments. I can explain some important processes and changes in the natural world.
Religious Education and Worldviews units:					
What does it mean to 'belong' and why is it important to celebrate special times?		How are new beginnings celebrated in our communities and what symbols are associated with new life?		What can we learn from spiritual, religious and moral stories?	

ELG - Past and Present: Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG - People, Culture and Communities: Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG - The Natural World: Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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Expressive Arts and Design- involves enabling children to explore and play with a wide range of media and materials, while developing their imagination, creativity and ability to express their ideas, thoughts and feelings through art, music, movement, design, role play and storytelling. Through these experiences, children learn to communicate, create and respond in imaginative and meaningful ways.

Creating with materials:

I can explore different materials using my senses. I can investigate colours, textures, shapes and patterns. I can talk about what I notice when I use different materials. I can experiment with a variety of tools and resources.	I can hold and use creative tools safely. I can paint, draw, print, model and construct. I can join and combine materials in different ways. I can try different techniques to create effects.	I can choose materials for a purpose. I can explain why I have selected particular resources. I can develop my own ideas through creating and making. I can adapt my work as I create.	I can create pictures, models and constructions from my imagination. I can represent things I have seen, experienced or learned about. I can add detail to my creations.	I can talk about what I have made. I can describe the process I used. I can identify what I like about my work. I can make changes and improvements to my creations.	I can safely use and explore a variety of materials, tools and techniques. I can experiment with colour, design, texture, form and function. I can plan and create my own artwork, models and designs. I can talk about my creations and explain how I made them. I can share my ideas and use a range of materials to express them creatively.

Being imaginative and Expressive:

I can join in with songs and rhymes.	I can create my own pretend play scenarios.	I can move in different ways to music. I can use props and	I can retell stories I know. I can create my own characters and storylines. I can use small world	I can perform songs, rhymes, poems and stories with others.	I can invent, adapt and recount stories and narratives with my friends and teachers.

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Happy, Healthy, High-Achieving

EYFS Red Class Curriculum Map 2026-2027

I can use my imagination during play. I can pretend to be different people, animals or characters. I can respond to music, stories and experiences.	I can work with others in imaginative play. I can copy actions, dances and rhythms. I can express my feelings through movement and performance.	resources to support my ideas. I can act out familiar stories and experiences. I can remember and join in with familiar songs.	resources, puppets and role play to tell stories. I can add details and ideas to make my stories interesting.	I can take turns and cooperate during performances. I can express ideas confidently in front of a group. I can adapt and extend stories through imaginative play. I can move in time with music and respond creatively to what I hear.	I can create my own imaginative ideas and develop them through play and storytelling. I can sing a range of familiar songs and rhymes. I can perform songs, rhymes, poems and stories with others.
Music: Kapow units					
Exploring Sounds	Celebration Music	Music and Movement	Musical Stories	Big Band	Transport

ELG - Creating with Materials: Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

ELG - Being Imaginative and Expressive: Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.