Aylward Primary School

EYFS Curriculum

Curriculum intent

At Aylward Primary School we offer a curriculum rich in wonder and memorable experiences. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children will leave the Early Years Foundation Stage with a secure foundation for learning. We are committed to ensuring children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.
We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. Our curriculum recognises children's prior learning and experiences, building on and developing knowledge and vocabulary to support the next step on their learning journey.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum implementation

At Aylward Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for high quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Read Write Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. Children are taught handwriting and spelling through explicit, systematic teaching of correct letter formation, pencil grip, and early spelling patterns, with regular opportunities to practise and apply these skills so they develop accuracy, confidence, and readiness for future learning.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through themes which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them of what their child is learning and to explain how they can support this at home.

Children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum impact

At Aylward, children in our EYFS demonstrate high levels of engagement in their learning, they will have been exposed to a wide range of vocabulary and have developed the skills to communicate effectively with others. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. Children demonstrate an enjoyment for learning and develop a wider sense of the world around them. Children at Aylward leave the EYFS and transition to Year 1 with the skills, knowledge, experiences and confidence to succeed in future learning.

At the end of the EYFS children are assessed using the Early Learning Goals, this measures if children have met a Good Level of Development. We expect all children, to achieve age related expectations or to have made good progress from their individual starting points. All children will be given the best foundations to prepare them for a life-long learning journey.

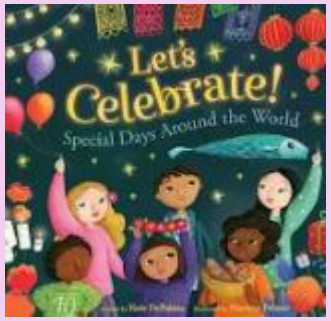
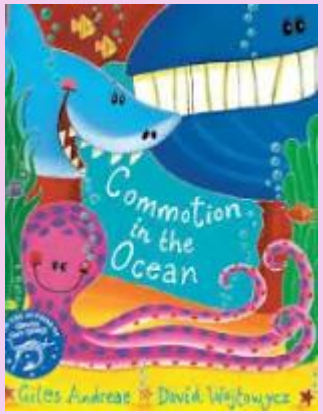
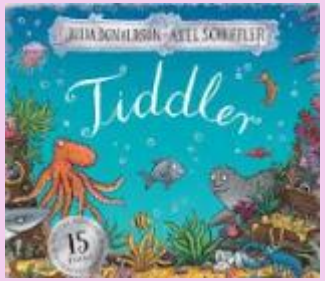
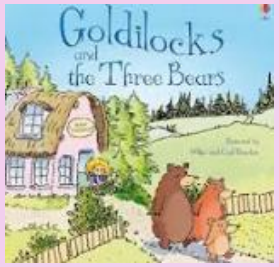
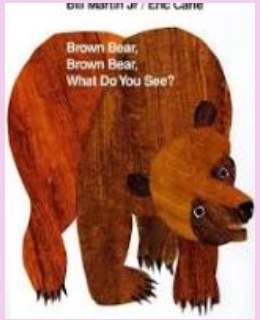
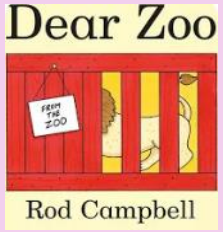
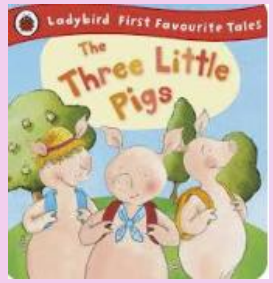
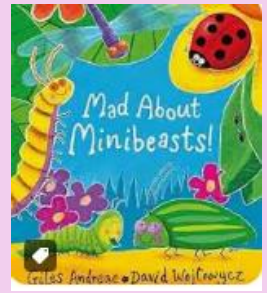
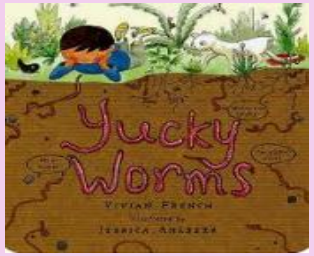
EYFS Vision Statement

At Aylward, we provide a nurturing and inclusive environment where every child is inspired and motivated to explore, enjoy and achieve a good level of development. We are committed to building a wide range of skills that create a strong foundation in readiness for Year 1 and future success in school and life.

Nursery Curriculum Overview

Curriculum Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Colours	Celebrations and family	Life in the Ocean	Traditional Tales – Goldilocks and the three bears Bears	Traditional Tales	Mini-beasts
Additional themes	Autumn	Winter		Spring	Farm animals	Summer
CORE Texts	The Colour Monster	Goodbye Autumn, Hello Winter Let's celebrate – special days around the world	Commotion in the ocean Tiddler	Goldilocks and the Three Bears Brown bear, Brown Bear Dear zoo – wild animals We're going on a Bear Hunt	The Three Little Pigs Little Red Hen The Gingerbread Man Handa's hen	Mad about mini-beasts Yucky worms Bee: Nature's tiny miracle
Science	Autumn – Seasonal Changes	Winter – Seasonal Changes	Life in the Ocean	Spring – Seasonal Changes Bears	Farm Animals	Summer – Seasonal Changes Mini-beasts
RE	What special days do we celebrate? Christianity/Judaism		What makes me happy? Buddhism/Humanism How should we treat living things? Buddhism/Jainism		Where did my name come from? Islam How can we use our hearing and other senses to find out about things? Hinduism	
Geography	Investigate patterns and places Where in the world are we from? Seasonal changes		Investigate places/communicate geographically Where in the world do bears lives? Seasonal changes		To communicate geographically Why do some animals live on a farm? Where do mini-beasts live?	
History		Who is in my family?		Special memories		Changes over time
Art & Design	Art: Paint, Mix, Create!!	D&T: Sliding Santa Chimneys	Art: Collage: Rainbow Fish	D&T: Cooking and Nutrition: Porridge	Art: Sculpture: Fruit and Vegetable Heads	D&T: Structures: Boats
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Music	Nursery Rhymes	African Music	Nursery Rhymes		Instruments and Rhythm	
PE	Running and negotiating space		Balance		Ball skills	

CORE Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster 	Goodbye Autumn, Hello Winter  Let's celebrate – special days around the world 	Commotion in the ocean  Tiddler 	Goldilocks and the Three Bears  Brown bear, Brown Bear  Dear zoo – wild animals  We're going on a Bear Hunt	The Three Little Pigs  Little Red Hen  The Gingerbread Man  Handa's hen 	Mad about mini-beasts  Yucky worms  Bee: Nature's tiny miracle 

Colours

Autumn 1

Knowledge

- To know the names of colours red, blue, green, yellow
- To know the names of additional colours such as purple, pink, orange, grey
- To know colours are all around us
- To know colours can be mixed to make a different colour
- To know colours can help us organise, sort and compare
- To know and identify colours in the environment e.g. the sky is blue
- To know how different colours and materials can be used to create things.
- To know different countries and cultures create different types of art.

Vocabulary

Red, yellow, blue, green, orange, pink, purple, grey, brown, black, white, colourful, light, dark, colours

Experiences and Enrichment

- Colour sorting post office
- I spy colour game
- Colour/rainbow day

Suggested enhanced provision opportunities

- Colour matching, sorting and comparing
- Colour mixing
- Rainbow fine motor activities
- Photographing colours in the environment
- Investigating colours - leaves

Autumn

Knowledge

- To know there are different seasons.
- To know the weather can change.
- To know the seasons can affect what we see outside
- To know my clothes may change to suit the weather and seasons

Vocabulary

Spring, Summer, Autumn, Winter, weather, change, cold, warm, sun, rain, wind, colder,

Experiences and Enrichment

- Autumn leaf hunt
- Nature walk

Suggested enhanced provision opportunities

- Sensory autumn tuff tray
- Leaf printing and rubbings
- Autumn leaf painting – colour mixing
- Mud kitchen – pumpkin soup
- Loose parts – autumn materials

Autumn 2

Celebrations and families

Knowledge

- To know they are part of a family unit
- To know families can be different
- To know the names of people in my family
- To know people in their family care for them
- To know people celebrate 'special occasions'
- To know birthdays are a type of celebration
- To know celebrations can include food, clothes, music, gifts and decorations
- To recognise that people celebrate different things for different reasons.

Vocabulary

Celebration, tradition, birthday, same, different, god, family, friends, clothes, decorations, special, happy,

Experiences and Enrichment

- Family members sharing festivals and celebrations
- A Nursery 'celebration'
- Family picnic

Suggested enhanced provision opportunities

- Story trays and celebration tuff trays
- Family portraits
- Family themed story sacks
- Writing celebration cards
- Creating decorations
- Birthday cake playdough
- Loose parts family portraits in frames
- Small world families and homes

Autumn 2

Winter

Knowledge

- To know there are different seasons.
- To know the weather can change.
- To know the seasons can affect what we see outside
- To know my clothes may change to suit the weather and seasons
- To know the sun may not shine as much in Winter
- To know it gets darker earlier

Vocabulary

Spring, Summer, Autumn, Winter, weather, change, cold, warm, sun, rain, wind, colder, snow, ice, snowflake, snowball, frost, darker, earlier

Experiences and Enrichment

- Frozen nature walk
- Frozen water experiments

Suggested enhanced provision opportunities

- Sensory winter tuff tray
- Story trays
- Winter animal play
- Frozen toy rescue
- Snowflake painting
- Winter clothes dressing up
- Tweezer snowballs
- Water painting when cold

Spring 1

Life in the Ocean

Knowledge

To know the ocean is a big place with lots of water

To know that many different animals live in the ocean

To know and name some types of ocean animals/creatures

To know and name features of sea creatures

To know the ocean and it's animals need to be looked after

To know about water safety

Vocabulary

sea, ocean, dolphin, shark, turtle, fish, octopus, whale, crab, beach, water, sand, rock pool, shell, seaweed, fin, tentacles, scales,

Experiences and Enrichment

- Ocean role play outside – cover the ground in blue fabric
- Storytelling session

Suggested enhanced provision opportunities

- Story tray
- Investigate shells, seaweed, pebbles etc. with magnifying glasses
- Rock pool exploration
- Water investigation station
- Underwater ocean videos
- Ocean life models
- Sorting trays
- Ocean sensory trays
- Fishing game
- Cosmic Yoga – Squish the fish

Traditional Tales - Bears

Spring 2

Knowledge

To use their knowledge of stories in acting them out with friends.

To know how to create recognisable representations of objects.

To know some animals are called 'wild animals'

To know where some wild animals and types of bears live

To know there are different types of bears

To know what bears eat and what they need to survive

To know some bears hibernate

To know wild animals can sometimes be dangerous

Vocabulary

Big, medium, small, large, bear, brown bear, polar bear, cub, paw, teeth, fur, hibernate, claws, black bear, cave, wild, zoo, forest, mountain, river, cold, icy

Experiences and Enrichment

- Make our own porridge and eat it
- Bear hunt re-tell outside following the setting

Suggested enhanced provision opportunities

- Size sorting – porridge, chairs, bed etc.
- Story trays
- Goldilocks role play
- Small world story trays
- Porridge shopping lists
- Make bear masks
- Playdough bears
- Sensory tray – porridge
- Build a bear cave
- Setting up construction zoo
- Letter to the zoo

Spring 2

Spring

Knowledge

- To know there are different seasons.
- To know the weather can change.
- To know the seasons can affect what we see outside
- To know my clothes may change to suit the weather and seasons
- To know baby animals are born in Spring
- To know trees grow new leaves and flowers grow in Spring

Vocabulary

Spring, Summer, Autumn, Winter, weather, change, cold, warm, sun, rain, wind, colder, grow, flower, blossom,

Experiences and Enrichment

- Spring walk – looking for signs of spring with binoculars – take photos

Suggested enhanced provision opportunities

- Flower painting
- Exploring flowers
- Animal and plant life cycles
- Matching baby animals to their adult animal

Traditional Tales – Farm Animals

Summer 1

Knowledge

- To know there are different types of animals.
- To know the names of different farm animals
- To know which animals live on a farm
- To know some of our food comes from farms (milk, eggs, vegetables etc.)
- To know there are different types of animals in different countries
- To know how to use props appropriately for particular stories.
- To know how to use available props to develop stories and make imaginative play more purposeful.

Vocabulary

similarities, differences, home, animals, growing up, non-animals, grow, growth, farm, food, life cycle, egg, milk, crops, farmer, cow, pig, duck, horse, goat, sheep, chicken, donkey, barn, tractor

Experiences and Enrichment

- Ark Farm visit

Suggested enhanced provision opportunities

- Farm small world and traditional tale story trays
- Role play – traditional tales with dressing up/puppets/props
- Large and small construction – creating farm pens etc.
- Animal paper plate painting
- Planting vegetables/crops - create our own farm
- Create own gingerbread men
- Sorting size – three billy goats
- Make our own bread – little red hen

Summer 2

Mini-Beasts

Knowledge

To know mini-beasts are very small.

To name mini-beasts.

To know where different mini-beasts live.

To know mini-beasts are living things.

To know how different mini-beasts move.

To know what mini-beasts eat.

To know mini-beasts change as they grow.

To know mini-beasts need to be cared for.

Vocabulary

Similarities, differences, changes, lifecycle, mini-beast, insect, bug, leg, wing, body, antennae, shell, web, head, crawl, fly, buzz, slither, spin, hop, spider, ladybird, fly, bee, , ant, worm, snail, , slug, caterpillar, butterfly, worm

Experiences and Enrichment

Wild Fangs workshop
Mini-beast hunt
Create a bug hotel

Suggested enhanced provision opportunities

- Mini-beast loose parts
- Small world
- Investigation station
- Playdough mini-beasts
- Collages
- Matching, sorting and comparing mini-beasts
- Sequencing life cycles
- Mini-beast hunts

Summer

Knowledge

- To know there are different seasons.
- To know the weather can change.
- To know the seasons can affect what we see outside
- To know my clothes may change to suit the weather and seasons
- To know how to keep safe in the sun – hat, suncream etc.
- To know the sun stays out for longer, it gets darker later

Vocabulary

Spring, Summer, Autumn, Winter, weather, change, cold, warm, sun, rain, warmer, hot, sunshine, lighter, later, suncream

Experiences and Enrichment

- Summer family picnic

Suggested enhanced provision opportunities

- Creating shadows in the sun
- Ice cubes for melting
- Summer shop role play
- Sorting and comparing seasons
- Ice cream shop
- Keeping teddy safe in the sun

Nursery Skills Progression

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

CAL Key Vocabulary:

talk, speak, listen, stope, quiet, think, hear, say, answer, my turn, your turn, who, what, where, why, when, next, then, like, don't like, need, want, feel

Communication and Language

Prime area

Listening, Attention and Understanding Nursery Goal:

- Listen attentively to stories, songs and rhymes and respond by joining in
- Understand and respond to two and three part instructions
- Start a conversation and take it in turns to speak

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To listen to simple stories and use pictures to help me know what is happening To understand simple instructions and questions e.g. Where is your hat? To listen to others talk and start to join in To listen to different songs and rhymes and join in with some I know e.g. nursery rhymes To respond and give my attention when someone speaks to me (using my name helps)		To listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc. I know how to follow instructions with two key words accurately To listen to and answer questions using who, what, when, where		To listen carefully to songs, stories and rhymes and respond by joining in To understand and respond to questions or instructions with two parts or three parts e.g. 'Get your coat and wait at the door.' To start a conversation and take it in turns to speak	

Communication and Language

Prime area

Speaking Nursery Goal:

- Explain, describe, recount and retell using recently introduced vocabulary
- Use a sentence of 4-6 words
- Use connectives to link words and sentences e.g. and, because, or

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To use the names for a range of familiar objects, people and actions To speak to another child or familiar adult To link words together in the start of a sentence e.g. more milk please To use talk in my play to help organise e.g. “You sit there…. I will be the mummy” To answer where/what questions To talk about myself		To use some new vocabulary e.g. story vocabulary To talk about what has happened in the story after listening to it To join in with songs and rhymes and the vocabulary within them To develop my sentences e.g. I have more milk please To answer a wider range of questions – who, what, when, where To retell parts of stories and experiences		To listen to and talk about stories in more detail To use a sentence of 4-6 words To develop social phrases such a 'Good morning.' To take turns in back-and-forth conversations To use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice To answer why questions To retell parts of stories and experiences in simple sequences	

PSHE at Aylward - New for 2026..pptx

Personal, Social and 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. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED Key Vocabulary:

fair, unfair, share, care, same, helpful, rules, kind, gentle, responsibility, view, opinion emotion, take turns, unique, friend, like, dislike, behaviour, risk, unhealthy, healthy, confident, germs, dentist, teeth, happy, sad, angry, excited

Personal, Social and Emotional Development

Prime area

Self-Regulation Nursery Goal:

•Begin to recognise and talk about their own feelings, using simple words to describe emotions and needs.
•Develop the ability to follow simple routines, instructions and boundaries with increasing independence.
•Show growing confidence in managing their attention, waiting for a turn and persevering with challenges.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To begin to separate from parent/carers To select and use activities and resources, with some support if needed.	To separate from parent/carers confidently To name basic emotions; happy/sad To learn about daily routines and classroom rules. To be aware of behavioural expectations in the Nursery. To recognise things they are good at.	To recognise emotions in themselves and others through voice changes, facial expressions etc. To keep trying with when challenged with support. To give focused attention to adults for a short time	To show independence in accessing and exploring the environment. To identify feelings using words like happy, sad, angry, excited To sustain attention in activities for longer	To use phrases such as 'stop I don't like it' . To keep trying when something feels difficult.	To talk about my feelings and feelings of others To follow basic instructions and the "rules" of the setting consistently

Personal, Social and Emotional Development

Prime area

Managing Self Nursery Goal:

•Begin to manage their emotions with support, using strategies such as talking to an adult, taking time out, or seeking comfort when needed.
•Understand that their actions and choices can affect themselves and others, beginning to make positive choices.
•Follow classroom expectations and begin to adapt their behaviour to different situations.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To wash hands after using the toilet with support. To attempt self-care routines with support To know what teeth are and understand what a toothbrush is for. To share my preferences and interests.	To explain why we need to brush our teeth. To begin to be aware of how to handle resources and equipment safely.	To listen to and follow rules set. To select and use resources and activities independently To know that we must respect our resources and put them back when we have finished with them. To use the toilet independently most of the time To use most resources and equipment safely on their own, e.g. scissors, forks and spades.	To independently put on a coat/jacket To recognise that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. To recognise when their body needs rest To talk about some ways to keep healthy. To know what a dentist does.	To manage their own personal belongings; book bag, water bottle, jacket etc. To begin to recognise how others may be feeling. To make healthy choices. To choose the right resource to carry out a plan. To collaborate with others to move large items, e.g. a plank.	

Personal, Social and Emotional Development

Prime area

Building Relationships Nursery Goal:

- Develop positive relationships with adults and other children
- Begin to share, take turns and cooperate during play and group activities with increasing confidence.
- Use communication skills to join play and work collaboratively with others.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To play alongside others happily.	To show confidence in asking adults for support. To play with other children, sharing interactions. To recognise skills that help make a friend.	To learn how to share resources and play in a group with support. To take turns whilst playing and waiting patiently to have a go with support. To play with others extending and elaborating play ideas.	To talk with others to resolve conflicts and resolve issues (some support needed). To be assertive in an appropriate way.	To develop confidence speaking with different members of the school e.g., older children, different staff etc.	I know how to play with others cooperatively.

Physical Development

PE at Aylward.pptx

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PD Key Vocabulary:

run, hop, jog, walk, jump, roll, bend, balance, throw, catch, hands, feet, stop, space, direction, avoid, move , safely, personal space, body, movement, rules, climb, high, low, faster, slower, freeze, catch, pass, bounce, roll, turn-taking, team

Physical Development

Prime area

Gross Motor Nursery Goal:

- Moves confidently in different ways, such as running, climbing, jumping and balancing.
- Uses large muscle movements to push, pull, carry and lift objects safely.
- Shows increasing coordination and control during outdoor play and physical activities.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To use the toilet with help To attempt climbing apparatus confidently. To pedal a tricycle. To demonstrate awareness of using equipment safely. To run safely without bumping into others.	To use the toilet with little support To run, jump and hop. To use large muscle movements to wave streamers, paint and make marks. To join in with adult-led movement activities. To adjust speed and direction when moving. To stop and start on instruction.	I know how to use the toilet independently most of the time To choose movements to match the task, for example running to play chase or crawling through a tunnel. To begin to balance on one foot when shown. To climb stairs using alternate feet.	To manage toileting needs and washing hands more mostly independently. To begin to create and lead own movement games and activities. To walk along a line on the floor or beam. To use arms and body to steady themselves.	To use large-scale muscle movements with increasing coordination and control. To throw a large ball underarm with two hands. To begin to catch a ball with two hands. Roll and stop a ball.	To balance using equipment such as balance bikes, scooters and climbing apparatus. To skip, hop and stand on one leg. To take part in games they have created themselves or as part of a team.

Physical Development

Prime area

Fine Motor Nursery Goal:

- Uses one-handed tools, such as spoons, paintbrushes and mark-making tools, with increasing control.
- Develops a comfortable grip when holding crayons, pencils and other small tools.
- Makes purposeful marks and begins to control movements needed for drawing, painting and early writing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To make marks in a range of ways.	To use mark making resources with increasing independence. To begin to show a preference for a dominant hand To manipulate play dough and other malleable materials To use a pincer grip to effectively complete activities such a peg boards, tweezers etc.	To copy and continue marks e.g. sensory tray patterns To use a comfortable grip when using pens/pencils. To hold jugs and containers to pour from one to another.	To make snips in paper using scissors To begin to form familiar letters e.g. letters in their name.	To hold a pencil with a strong grip. To use mark making tools to form lines and circles and other simple pre-writing shapes.	To use scissors to make longer snips in paper, cutting along a line. To form most letters in their name correctly. To use a dominant hand.

Literacy

English Knowledge and Skills Progression.pptx

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy Key Vocabulary:

Reading, writing, phonics, books, vocabulary, oracy, fiction, non-fiction, rhyme, fairy tale, fantasy, illustrator, fact, character, setting, blend, word, beginning, middle, end, library, imagination, story, author, text, title, alphabet

Literacy

Specific area

Comprehension Nursery Goal:

- To listen to and talk about familiar stories, rhymes and non-fiction books.
- To recall key events, characters and information from texts they have shared.
- To answer simple questions and make predictions using pictures and prior knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recall, Retell and Sequence	To listen to stories, songs and rhymes To enjoy sharing stories with an adult and talk about familiar pictures or characters.	To join in with repeated words, phrases or actions in familiar stories. To explore non-fiction books with an adult and talk about what they can see.	To talk about familiar characters or events using pictures from a story.	To recall a simple event or character from a familiar story with support. To answer simple questions about a story, e.g. "Who?", "What?" or "Where?", with support.	To describe what has happened in a story using pictures and simple language. To use pictures to guess what might happen next in a familiar story. To sequence simple events from familiar stories with pictures.	To say why they think something might happen next using simple words or picture clues.
Vocabulary	To enjoy listening to rhymes and songs and join in with actions. To begin to respond to familiar words used regularly by adults.	To begin to use familiar words they have recently heard during play with adult modelling.	To join in with repeated phrases, rhymes and familiar parts of stories. To begin to show understanding of new words by pointing, choosing or acting them out.	To begin to use familiar story words or repeated phrases during play or story time.	To begin to use familiar new vocabulary spontaneously during play and everyday conversations. To respond to simple questions about new words using pictures, objects or simple verbal responses.	

Literacy

Specific area

Word Reading Nursery Goal:

•To show an interest in print, books and letters in the environment.
•To recognise familiar words, letters and their own name.
•To develop phonological awareness by joining in with rhymes, hearing sounds in words and beginning to blend orally.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To show an interest in books, stories and print. To notice that print carries meaning in the environment, e.g. signs, logos and labels. To recognise the letter at the start of their name in print. To recognise familiar logos, symbols and environmental print.	To begin to notice rhyme and clap syllables in words. To hold books correctly and turn pages one at a time. To understand that books have a front cover and that pages are read in order. To name pictures to match RWI cards e.g. pirate, dinosaur etc.	To join in with rhyming words and familiar refrains. To listen for and identify the first sound in familiar words. To recognise their name card	To identify words with the same initial sound.	To begin to hear the sounds in words and orally blend them together with some support. To recognise that letters represent sounds.	To understand that English is read from left to right and top to bottom. To hear the sounds in words and orally blend them together To begin to recognise some familiar letters, especially those in their own name.

Literacy

Specific area

Writing Nursery Goal:

- Write some familiar letters accurately
- Orally segment words with single sounds and identify the initial sound in words
- Apply some print knowledge to writing including writing own name

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Letter formation	To start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc	To make the marks that I want with a pencil To write the first letter of their name To draw lines and circles with control using gross motor movements	To develop more control over mark making	To attempt to copy some of the letters in my name e.g. first two or three letters	To write some letters with good formation including those in my name To draw a range of shapes and pictures including many of the pre-writing shapes	
Spelling	To tune into sounds during listening games	To hear and say the initial sound in my name To recognise their name card	To hear initial sounds in some words To recognise their name card with no support e.g. a picture		To orally segment single CVC words with some support To hear and say the initial sounds in most words	
Composition	To create marks	To make marks with some representation e.g. 'a shopping list'	To make marks for a range of purposes		To give meaning to marks To write their name	

Maths

Maths at Aylward.pptx

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths Key Vocabulary:

under, over, next to, between, behind, in front, round, longer, shorter, same, different, 2D, 3D, now, later, how long, count, number, next, before, after, one, two, three, four, five, six, seven, eight, nine, ten, more, less, shape, pattern, soon, later, heavy, light, square, triangle, circle, rectangle, oval

Maths

Specific area

Number Nursery Goal:

- Strong understanding of numbers to 5
- Noticing and commenting on patterns in the environment and other places e.g. books
- Notices differences in shape, size, quantities etc. and is beginning to use mathematical language to describe and compare.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numbers to 5	To begin to use number words in play and routines.	To recite some number names in sequence to 5 and beyond To recognise that objects can be counted and that the last number counted represents how many there are.	To count small amounts using one-to-one correspondence. To show numbers to 3 using concrete resources.	To match objects to small groups by quantity. To show up to 5 fingers to match numerals	To count, recognise and order numbers to 5 To match quantity to numerals to 5 To solve practical problems with numbers to 5	
Subitising	To notice and respond to changes in quantity in everyday situations (more/less, one/many).	To subitise 1 and 2	To subitise up to 3 objects	To show three in a range of ways e.g. three fingers, three sticks etc.	To subitise up to 5	
Comparing	To compare sizes using words or gesture, using words such a bigger/smaller	To compare shapes using words such as 'round' and 'straight'	To recognise differences between objects- size, length, weight and capacity – use comparative language –bigger, longer, holds more, heavier etc.		To make comparisons between quantities using language 'more than' and 'fewer than'	

Maths

Specific area

Numerical Pattern Nursery Goal:

- Explain, continue and create patterns
- Sequencing events using time language
- Talk about and explore 2D and 3D shapes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numerical Patterns	To notice patterns and arrange things in patterns	To spot patterns and talk about them e.g. stripes on a scarf	To extend a pattern that has been made	To create my own simple patterns (ABAB) To find one more or less to 3	To talk about patterns and spot errors and correct them	To continue and create patterns
Sequencing and Patterns of Time	To react to changes in amounts e.g. hiding and returning rhymes- two dicky birds	To start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc. To talk about what happened today and yesterday.	To start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event		To sequence a pattern of events using time language e.g. first, next, then.	
Shape and Space	To combine shapes and objects e.g. stacking blocks/ cups	To explore shapes and create representations of objects using them	To use shapes for building thinking about their properties e.g. flat sides for stacking	To combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. To understand position language (no pointing)	To talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat) To name some of the common 2D shapes	To describe a familiar route using words like ‘in front of’ and ‘behind

Specific area

Understanding the World

Geography at Aylward.pptx

Science at Aylward.pptx

History at Aylward.pptx

RE at aylward.pptx

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World Key Vocabulary:

Map, country, tree, house, flat, garden, season, Autumn, Winter, Spring, Summer rain, snow, cold, sunny, hot, hear, see, smell, habitat, farm, barn, stable, hibernate, den, cub, polar, long ago, past, old, new

memory, birthday, celebration, wild animal, farm animal, god, same, different, festival

Specific area

Understanding the World

Past and Present Nursery Goal:

•Talk about themselves and members of their family.
•Notice and describe some ways they have changed as they have grown.
•Recall and share simple experiences from their own lives.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To develop own preferences and begin to show them.	To talk about themselves and immediate family. To show an interest in other people's lives (familiar people).	To talk about how their lives have changed over time e.g. staying home, going to nursery etc. To talk about significant memories from their own experiences.	To begin to sequence familiar events using simple language (e.g. first, then).	To describe simple ways, they have changed and developed.	To talk about significant events in their lives demonstrating an understanding things have happened in the past.

Understanding the World

Specific area

People, Culture and Communities Nursery Goal:

- Show interest in other people, their families, and their experiences.
- Begin to recognise and talk about different cultures, celebrations, and communities.
- Develop positive attitudes towards similarities and differences between people.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To identify similarities and differences between themselves and a peer. To develop relationships within the nursery. To talk about special days and celebrations in my life and in others' lives. To recognise that people celebrate different things for different reasons. To use words like *happy, family,* and *friends* to describe how I feel during celebrations.		To describe some of the job roles people may have. To recognise people have different homes, families and lives. To demonstrate kindness and inclusion during play.		To name some other countries in the world. To describe some of the differences they notice in people, countries and communities through experiences, photos and stories.	

Specific area

Understanding the World

The Natural World Nursery Goal:

•Explore and observe the natural world through play and first-hand experiences.
•Notice changes in the weather, seasons, plants, and animals.
•Show care and concern for living things and the environment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To explore the environment around them. To begin to describe what they see, hear and feel outside.	To explore how things work . To observe changes in weather during outdoor play.	To notice signs of seasonal changes around them. To identify and name some common ocean animals To describe simple features of sea creatures	To develop an understanding that animals and plants need food, water and care just like them. To explore and talk about the forces they feel. To identify and name types of bears and other wild animals	To describe the world around us by observing animals and plants To begin to understand the need to respect and care for the natural environment and living things To make comparisons between farm animals and wild animals.	To use a wide range of vocabulary to talk about what they see To notice changes in mini-beasts as they grow (life cycles). To observe mini-beasts and look for them in their habitats. To describe how mini-beasts move.

Expressive Arts and Design

Art at Aylward.pptx Music at Aylward.pptx

DT at Aylward v2.pptx

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe .

Expressive Arts and Design key vocabulary:

smooth, shiny, rough, paint, colours, drawing, chalk, crayons, joining, making, planning, hard, soft, singing voice, beat, high, low, fast, slow, loud, quiet, sound, instrument, action songs, talking voice,

Specific area

Expressive Arts and Design

Creating with Materials Nursery Goal:

•Explore and use a range of art materials and tools.
•Begin to join, combine, and arrange different materials to create simple models and pictures.
•Talk about and share what they have made.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To learn about art and music of Africa for Black History Month. To explore a range of materials for art. To mix colours through play and experimentation. To use fingers, brushes and simple tools with increasing control. To talk about the colours and marks created. To explore making marks using paint and different tools.	To manipulate salt dough to create Diva's. To use a variety of construction materials. To explore simple moving mechanisms. To assemble materials to create a slider. To join materials using glue and tape. To test whether a slider works.	To learn about different textures and talk about them. To use self- chosen materials to create my own ideas. To create closed shapes with continuous lines. To tear, cut and stick a range of materials. To explore different textures through collage. To select materials to create simple pictures. To talk about choices made when creating artwork.	To understand that tools can be used for a purpose and to select what they need with a goal in mind. To mix and combine ingredients. To use simple cooking tools safely. To follow simple instructions. To talk about healthy foods and different tastes.	To draw with more detail and accuracy. To explore joining natural materials together. To shape and arrange objects to create a face. To use simple tools safely. To describe features of a sculpture.	To use a range of art materials, joining and colour mixing purposefully and freely To talk about what they have made. To explore different construction materials. To build simple floating structures. To test and adapt designs. To talk about what worked well.

Specific area

Expressive Arts and Design

Being Imaginative and Expressive Nursery Goal:

•Sing familiar songs and respond to music through movement and simple instruments.
•Explore making their own sounds, rhythms, and simple musical patterns.
•Begin to develop stories and ideas through role play and small world play.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen with increased attention to sounds Join in with some familiar songs To engage in pretend play.	Respond to what they heard expressing their feelings Sing familiar songs and begin to move rhythmically To explore the sounds instruments make.	To begin to act out different scenarios using props to enhance imaginative play. To engage in role play by making stick puppets of different story characters. To sing and join in with a wider range of songs beginning to copy pitch/tone.	To engage in role play by making stick puppets of different story characters. Imitate movement in response to music To develop role play and ideas with small world toys or props. To create more complex small world set ups and create stories. To draw with increasing detail and complexity, e.g. adding face details etc.	Tap out simple repeated rhythms Play instruments with increasing control to express their ideas and feelings.	Explore and learn how sounds can be changed Sing to self and make up simple songs and rhythms To develop own role play or small world stories linked to what they know or have heard in stories.