



Veryan School Curriculum

For mixed age Nursery to Year 2

Veryan Environment Structure

We are a small school. We have two classes.

We believe that children learn best when they are understood, nurtured, and challenged as individuals—not simply as members of a year group. In our mixed-age classroom, we create a learning environment where relationships are prioritised and every **individual learner** is seen as unique, focusing on **stage not age**. The environment will be enhanced as the third teacher to allow high quality play for our youngest learners and support next step teaching.

Guiding Principles

Stage Not Age	We teach to the developmental stage of the child, not their chronological year group. This enables flexibility, personalisation, and responsive teaching.
Individual Learners, One Class	Our classroom is not divided by year group but viewed as one class full of unique individuals with differing needs, strengths, and learning pathways.
Relationships First	Trusting relationships are the foundation of all learning. Knowing each child well allows us to plan meaningful learning experiences and offer timely support.
Next-Step Teaching	We aim to identify the next step for each child and support them through carefully planned opportunities that keep them learning on the cusp of their confidence —challenged, supported, and motivated.

Curriculum Implementation (teaching)



We deliver the statutory frameworks (EYFS and National Curriculum KS1) but plan flexibly across them. Teaching is layered and responsive, with clearly planned progression in core areas.

Teaching is underpinned by the understanding that:

1. The best teachers understand how new information is processed in the brain and how children develop long-term memory
2. Good teaching seeks to develop strategies for teaching that are underpinned by the knowledge and understanding of

-cognitive load theory (Sweller)

-principles of instruction (Rosenshine)

-research around executive function and foundational skills

Scaffolding & Challenge in mixed age classes: the cusp of confidence

Scaffolding

- Use visuals, repetition, gesture, and real-life contexts.
- Model language, thinking, and problem-solving aloud.
- Break learning into small, manageable steps.
- Provide practical, sensory, and concrete materials.
- Repeat key experiences across different play contexts.

Challenging more able

- Encourage reasoning, prediction, and explanation.
- Offer open-ended tasks with multiple pathways.
- Ask "What if...?", "Can you show me another way?" "Convince me that..."
- Extend vocabulary, connect to wider knowledge, and invite reflection.
- Allow for leadership roles, peer teaching, and self-directed projects.

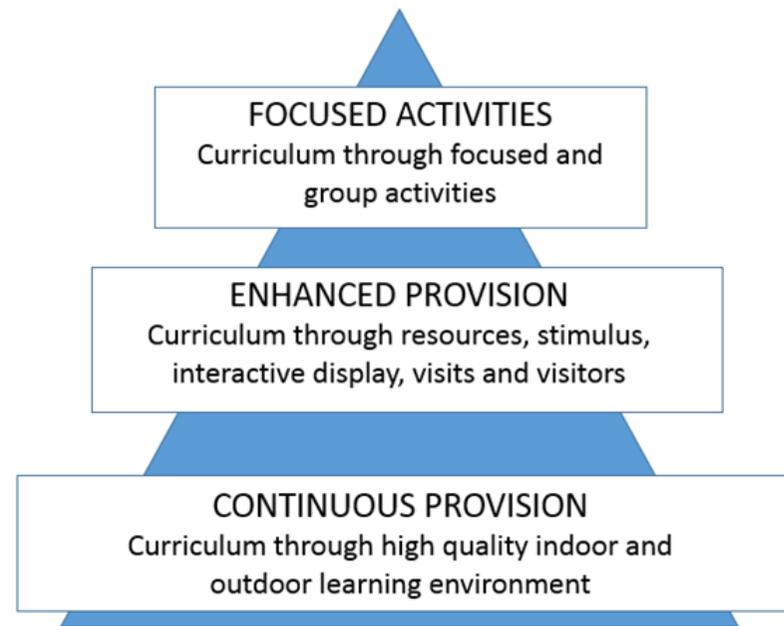
Classroom Structure & Provision

We use a blend of whole-class sessions, small group tasks, independent learning, and free-flow play. The learning environment is intentionally structured to support exploration, collaboration, and deep thinking.

Key Strategies

- **Flexible Grouping:** Not fixed by year group—based on assessment information.
- **Continuous Provision:** Carefully planned and enhanced with provocations and open-ended resources to allow all children to practise and revisit skills and deepen understanding.
- **Adult-Led Time:** Short, focused, purposeful teaching time.

Outdoor Learning: Regular and central to curriculum delivery, offering rich opportunities for risk-taking, independence, and real-world connection.



Continuous	Enhanced
<ul style="list-style-type: none">• Available to all the children, all of the time• Includes the learning environment, resources and adult interactions• Reflects the unique needs of your children• Evolves over the year from a core or skeleton offering	<ul style="list-style-type: none">• The added extras to your provision• Usually based on children's interests, needs or learning themes• Change on a weekly or bi weekly time scale• Includes play provocations, tuff tray set ups and activities

Curriculum Intent (content – what we teach)

Our curriculum is put together to provide relevant, subject specific knowledge that builds in complexity over time. We recognise that learning is acquiring knowledge and that the children's skills will develop as they learn more.

Our curriculum selects what we regard as invaluable knowledge for children at each stage of their journey. A key part of this is recognising that expanding children's vocabulary and teaching them the oracy skills to use it, play a key part in driving academic success.

Our curriculum content and the progression of knowledge is supported by selected schemes of learning for example Read, Write Inc to help us teach early reading and Kapow resources to help provided exciting content for the humanities. Our LIVING curriculum adds exciting experiences rich in relevant knowledge and skills that develop children's understanding of their locality and Britain's diversity.

Flourish
spiritually,
morally and
culturally



Have access to
ambitious and
aspirational
opportunities



Know more
and
remember
more



Engage in
coherently
planned and
sequenced
learning



Fully access
learning through
thoughtful
curriculum
design and
adaptation



Key vocabulary that we use in our curriculum plans

When we say we are developing **the curriculum** we mean - reviewing the **body of knowledge we intend children to learn.**

When we talk about making **progress** we mean children **knowing and recalling more.**

When we say developing **vocabulary**, we recognise that **the number of words a child knows and uses**, directly relates to their academic success and therefore aim to teach new words specifically.

When we talk about **'need to knows'**, we understand that **knowledge** learnt brings about further understanding and further knowledge acquisition.

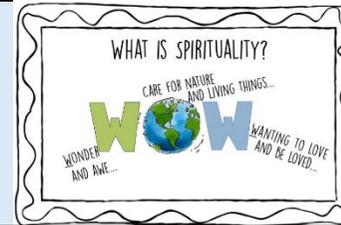
When we say we want children to gain the **'need to dos', (skills)** we understand that **these develop as more knowledge is learnt.**

INTENT	IMPLEMENTATION	IMPACT
The knowledge that we have planned to teach	How we teach the knowledge	Knowing if the children have learnt it
Progression of knowledge Organisation of knowledge	Rainbow MAT teaching Strategy	Assessment Policy

Our Wider Curriculum is organised under these broader topics. The individual subject curriculum content is organised under these headings.

Autumn 1		Seasonal Studies	
Autumn 2		Weather Watchers	In this topic, children Explore seasonal changes and different types of weather using their five senses. They observe how weather affects daily life, including clothing, nature, and activities. Through hands-on investigations, they explore and compare materials, learn about their properties, and discover how some materials can change shape. Children build vocabulary, ask questions, and develop early scientific enquiry skills by observing, describing, and making simple comparisons.
Spring 1		Wildlife Wonders	Children will explore the natural world, learning how animals and plants grow and change over time. They will observe wildlife and seasonal changes, developing respect and care for all living things. Through asking questions and using maps, children will discover their local environment and understand where they live within the wider world. They will use their observations to explore, describe, and navigate their surroundings, developing curiosity and a sense of connection with nature and community.
Spring 2		Seeds and Sprouts	Children will explore how plants grow and change over time, learning about different life cycles and the parts of common plants and trees. They will make careful observations of plants in their environment, developing respect and care for nature. Through understanding the seasons and weather, children will connect with the natural world and appreciate the cycles of growth all around them.
Summer 1		Busy bees & Blooming Flowers	In this topic, children explore the natural world, focusing on how plants grow and what they need to stay healthy. They will plant seeds, care for them, and observe how they change over time. By comparing environments near and far, children will begin to understand how people, homes, and nature differ around the world. They'll ask questions, investigate changes, and develop a deepening respect for living things and the environment through hands-on learning and meaningful experiences.
Summer 2		Coastal Explorers	In this topic, children will explore coastal environments and learn about the plants, animals, and habitats found near the sea. They will observe how living things depend on each other and discover how food chains work in seaside habitats. Using maps, photographs, and fieldwork, children will investigate the geography of the coast, comparing features of different places both locally and around the world. Through hands-on exploration, they will develop curiosity, care for nature, and an appreciation for our coastal environment.

Spirituality is embedded into our curriculum



Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Seasonal Studies		Weather Watchers		Wildlife Wonders		Seeds and Sprouts		Busy Bees		Coastal Explorers	
<p>Observing Seasonal Changes in Nature Experiencing the beauty of trees changing color, flowers blooming, or snow falling, inspiring awe and appreciation for the natural world's cycles.</p> <p>Using the Five Senses Outdoors Feeling the cool breeze, smelling fresh rain, hearing birdsong, or touching different textures, deepening their connection and wonder with their environment.</p> <p>Caring for Plants and Wildlife Helping on Life — Discussing how weather affects animals, plants, and people, encouraging empathy and a caring attitude toward other living beings</p> <p>Reflecting on Weather's Impact on Life — Discussing how weather affects animals, plants, and people, encouraging empathy and a caring attitude toward other living beings</p>		<p>Experiencing Awe and Wonder in Nature Children pause to feel the warmth of the sun, hear the wind in the trees, or watch snow fall — sparking a sense of wonder at the beauty and power of the natural world.</p> <p>Caring for Living Things Through Seasonal Changes As children observe how plants grow, change, or struggle in different weather, they develop empathy and a desire to care for nature and living creatures.</p> <p>Understanding Our Impact on the Environment By exploring how people prepare for and adapt to weather, children begin to reflect on how we care for our world and each other during change and challenge.</p> <p>Finding Peace and Stillness Outdoors Quiet moments of observation — like watching clouds drift or raindrops fall — offer calm reflection and connection with the world, encouraging mindfulness and inner peace.</p>		<p>Wonder at Life's Cycles Children experience awe as they observe how animals and plants grow, change, and complete life cycles, appreciating the miracle of life all around them.</p> <p>Caring for Living Things and the Environment Through learning about the need to respect and protect wildlife and their habitats, children deepen their compassion for the natural world.</p> <p>Feeling Connected to Place Exploring local environments and maps fosters a sense of belonging and love for their community and the wider world.</p> <p>Curiosity and Questioning Encouraging children to ask questions about wildlife and their surroundings nurtures wonder and a lifelong desire to learn and care.</p> <p>Finding Peace in Nature Quiet moments spent observing animals or listening to seasonal sounds invite reflection and connection, inspiring</p>		<p>Wonder at Growth and Change Children marvel at how tiny seeds grow into plants and trees, inspiring awe at nature's cycles of life.</p> <p>Caring for Living Things Learning to respect and nurture plants encourages a deep sense of responsibility and love for the environment.</p> <p>Connection Through Observation Taking time to observe and draw plants helps children feel connected to the living world around them.</p> <p>Awareness of Seasons and Weather Recognising how seasons affect plant growth fosters understanding and appreciation of nature's rhythms.</p> <p>Peace in Nature's Cycles Quiet moments spent watching plants grow invite reflection, calm, and a sense of belonging in the natural world.</p>		<p>Awe in Watching Life Grow Planting a seed and seeing it grow into a flower creates a sense of wonder at the beauty and mystery of life.</p> <p>Caring for Living Things Tending to plants and learning what they need to thrive nurtures compassion and responsibility for the natural world.</p> <p>Curiosity About Our World Comparing different countries and environments encourages children to love and value both their own home and the wider world.</p> <p>Connection Through Shared Discovery Working together to observe and care for nature builds a sense of belonging, cooperation, and shared joy in learning.</p> <p>Gratitude for the Earth's Gifts Reflecting on the beauty and importance of flowers, bees, and plants fosters thankfulness and a desire to protect the world around them.</p>		<p>Awe at the Coastline's Beauty Children feel wonder when experiencing the vastness of the sea, the sound of waves, and the unique wildlife found near the shore.</p> <p>Caring for Fragile Habitats Learning how plants and animals rely on coastal habitats encourages a desire to protect and care for our natural world.</p> <p>Connection to a Bigger World Exploring maps and comparing coastal life in different countries helps children appreciate diversity and feel connected to others around the globe.</p> <p>Joy in Shared Discovery Working together to explore rock pools, spot sea birds, or build food chains builds a sense of belonging and shared excitement.</p> <p>Reflecting on Place and Purpose recognising how every creature has a role in a habitat and how people impact the coast can lead to thoughtful reflection about our place in the world and how we show love for it.</p>	

Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	<p>Seasonal Studies</p> 	<p>Weather Watchers</p> 	<p>Wildlife Wonders</p> 	<p>Seeds and Sprouts</p> 	<p>Busy Bees and Blooming Flowers</p> 	<p>Coastal Explorers</p> 

Progression in Science in the Early Years

Nursery Expectation			Reception Expectation	
Explore collections of materials	Explore collections of materials, identifying similar and different properties		Talks about differences between materials and changes they notice.	Explores the natural world around them
Uses senses in hands on exploration	Can name their 5 senses	Talk about what they see, using a wide vocabulary.	Describe what they see, hear and feel whilst outside	Describe what their five senses are
Use basic vocabulary to describe collections of materials e.g. bumpy, smooth	Uses senses in hands on exploration		Explore the natural world around them, making observations and drawing pictures of animals and plants.	
Understands that the weather changes	Can identify what you need to wear for each season and why		Names and orders seasons	Understand the effect of seasons on the natural world, discussing when and how things grow
Understands the difference between plants and animals	Plants seeds and cares for growing plants with support	Understand that plants and animals change over time.	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things.

Early Learning Goals by the end of Reception

Understanding the World: The Natural World Early Learning Goal

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.

National Curriculum Expectations by the end of Key Stage One

Everyday Materials

Distinguish between an object and the material from which it is made.
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Describe the simple physical properties of a variety of everyday materials.
Compare and group materials based on their physical properties.

Animals, Including Humans

Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.
Identify and name animals that are carnivores, herbivores, and omnivores.
Describe and compare the structure of a variety of common animals.
Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.

Seasonal Changes

Observe changes across the four seasons.
Describe weather associated with the seasons and how day length varies.
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Identify and describe the basic structure of a variety of common flowering plants, including trees.

Working Scientifically

Ask simple questions and recognise that they can be answered in different ways.
Observe closely, using simple equipment.
Perform simple tests.
Identify and classify.
Use their observations and ideas to suggest answers to questions.
Gather and record data to help in answering questions.

Nursery children will be learning...

Understanding the World (Science links)	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees and Blooming Flowers 	Coastal Explorers 
	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Can name their 5 senses • Uses senses in hands on exploration • Understands that the weather changes • Explore collections of materials • Talk about and describe similar and different properties of materials • Use basic vocabulary to describe collections of materials e.g. bumpy, smooth 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Understand that animals change over time. • Understands the difference between plants and animals • Talk about the weather associated with different seasons in basic terms e.g. warm, sunny weather. 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Plants seeds and cares for growing plants with support • Understand that plants change over time. • 			

Reception children will be learning...

Understanding the World (Science links)	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees and Blooming Flowers 	Coastal Explorers 
	Children in reception will be learning to... <ul style="list-style-type: none"> • Describe what their five senses are • Describe what they see, hear and feel whilst outside • Can identify what you need to wear for each season and why • Talk about what they see, using a wide vocabulary. • Explore the natural world around them • Understand the effect of seasons on the natural world, discussing when and how things grow 	Children in reception will be learning to... <ul style="list-style-type: none"> • Can talk about different life cycles • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understands the need to respect and care for the natural environment and all living things. • Names and orders seasons 	Children in reception will be learning to... <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of plants. • Understands the need to respect and care for the natural environment and all living things. • Talks about differences between materials and changes they notice. • Understand the effect of seasons on the natural world. 			

Understanding the World (Science links)	Seasonal Studies	Weather Watchers	Wildlife Wonders	Seeds and Sprouts	Busy Bees and Blooming Flowers	Coastal Explorers
	Materials (Year 1)	Materials (Year 2)	(Plants Year 1)	Plants (Year 2)	Animals (Year 1)	Animals (Year 2)
	<p>Describe the simple physical properties of a variety of everyday materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Distinguish between an object and the material from which it is made</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Explore the world around them and raise their own questions</p> <p>Asking simple questions and recognising that they can be answered in different ways</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Performing simple tests. Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>

How we work scientifically...

	Nursery	Reception	Year 1	Year 2
<p>Make Observations</p> 	<p>Use senses to explore and notice; talk about features; ask questions</p>	<p>Describe observations; notice change; begin recording; make comparisons</p>	<p>Observe closely with tools; classify; describe using scientific vocabulary; compare</p>	<p>Make detailed observations; record findings; identify patterns; explain what they observe</p>
<p>Take Measurements</p> 	<p>Use informal comparison (big/small, heavy/light); explore capacity through sensory play</p>	<p>Use non-standard units; compare length, weight, capacity; understand why we measure</p>	<p>Use simple standard tools (rulers, timers); measure changes; begin to record measurements</p>	<p>Take accurate measurements; use standard units; record and use data to support conclusions</p>
<p>Gather, Record and Classify Data</p> 	<p>Informally group/sort by obvious features; describe differences; explore collections</p>	<p>Group using chosen criteria; represent findings with talk or pictures; begin to gather simple data</p>	<p>Classify based on properties; gather data through simple tests; record with tallies, drawings, tables</p>	<p>Use multiple criteria to classify; collect and organise in charts or tables; begin interpreting patterns</p>

	Nursery	Reception	Year 1	Year 2
<p>Ask and Answer Questions and Make Conclusions</p> <p><i>Conclusion</i> </p>	<p>Respond to questions with simple ideas; explore "why" and "how" through play</p>	<p>Ask simple questions; suggest reasons for outcomes; discuss what they think might happen</p>	<p>Ask and answer simple questions; make suggestions based on what they observed</p>	<p>Ask and answer questions using evidence; draw simple conclusions</p>
<p>Present Findings</p> <p></p>	<p>Share what they noticed in conversation or imaginative play</p>	<p>Talk about what they found out; draw or use objects to show their ideas</p>	<p>Use drawings, talk, and simple charts to present results</p>	<p>Present findings clearly using labelled diagrams, charts, or written explanations</p>

Progression in Geography in the Early Years

Nursery Expectation		Reception Expectation		
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Identifies features on a simple map – in familiar environments such as the classroom and outdoors	Draw information from a simple map and know what a map is used for	Children are able to name towns, cities or countries with familial links e.g. “My mum went to Brazil!” or “My uncle lives in Nepal”	
Show interest and make comments about simple picture maps	Talk about what they see, using a wide vocabulary.	Knows the we live in Truro which is in a country called England	Can identify similarities and differences between homes in our country	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Knows where they live (house, flat, bungalow)	Explore the natural world around them.		Children ask questions about the world and enjoy looking at maps and globes	
Can comment on things they can see and touch in the natural local environment e.g. bridge, river.	Explore and respond to different natural phenomena in their setting and on trips.		Explores and responds to different natural phenomena in their setting and on trips.	
Talk about what they see in their own environment (school/home) using a wide vocabulary	Talk about local environments (their road, the park, library, the village)	Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world	

Early Learning Goals by the end of Reception

Understanding the World: People, Culture and Communities Early Learning Goal

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.

Understanding the World: The Natural World Early Learning Goal

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.

National Curriculum Expectations by the end of Key Stage One

In year 1 and 2, pupils should be taught to...

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Nursery children will be learning...

Understanding the World (Geography links)

Seasonal Studies



Weather Watchers



Wildlife Wonders



Seeds and Sprouts



Busy Bees and Blooming Flowers



Coastal Explorers



Children in nursery will be learning to...

- Explore the natural world around them.
 - Talk about what they see, using a wide vocabulary.
 - Talk about what they see in their own environment (school/home) using a wide vocabulary
- Can comment on things they can see and touch in the natural local environment e.g. bridge, river.

Children in nursery will be learning to...

- Identifies features on a simple map – in familiar environments such as the classroom and outdoors
 - Knows where they live (house, flat, bungalow)
- Talk about local environments (their road, the park, library, the village)

Children in nursery will be learning to...

- Show interest and make comments about simple picture maps
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception children will be learning...

Understanding the World (Geography links)	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees and Blooming Flowers 	Coastal Explorers 
	<p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> Draw information from a simple map and know what a map is used for Knows that we live in Truro which is in a country called England <p>Children ask questions about the world and enjoy looking at maps and globes.</p>	<p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> Children are able to name towns, cities or countries with familial links. Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world Makes comparisons between life for children this country and other countries <p>Can identify similarities and differences between homes in our country</p>			

KS1 children in Geography will be learning...

	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees, Blooming Flowers 	Coastal Explorers 
Understanding the World (Geography links)	KAPOW unit: What is it like here?		KAPOW unit: What is the weather like in the UK?			KAPOW unit: What can you see at the coast?
	Identify physical and human features in their local area, including on aerial photos. Use simple maps and atlases to locate the UK and understand map symbols. Use basic directional language to describe locations and follow routes. Draw simple maps of familiar places using symbols and colours.		Locate Europe, the UK, its countries, and capital cities on maps. Describe UK weather and seasons using correct terms. Use directional language and compass points to describe and follow routes. Identify and describe local human and physical features. Draw and use simple maps to navigate familiar places			Locate oceans, seas, UK countries, and capitals on maps. Describe coastal physical and human features and changes. Use map titles, keys, and compass points to explain locations and routes. Identify features from aerial photos and question the local area. Collect and present local data with tally charts and pictograms

Progression in History in the Early Years

Nursery Expectation		Reception Expectation		
Able to say who they are and who they live with	Can talk about some members of their family and/or any pets that they might have	Can talk about past events with their immediate family	Can talk about members of immediate family in more detail	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
		Comment on images of familiar situations in the past.	Can discuss similarities and differences between people in their family	
Shows an interest and talk about different occupations (nurse, doctor, police, fire...)	Shows an interest in images of familiar situations in the past.	Is able to discuss different occupations of family members	Understand that some places are special to members of their community.	Can identify similarities and differences between jobs
Sequence family members by size (baby, child, adult)	Comments on fictional characters in stories	Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Compare and contrast characters from stories, sharing similarities and differences	
Comments on historical figures or objects in non-fiction texts	Talk about things that have happened in the past.	Use the language 'past' and 'present' to talk about events, memories and special occasions.	Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences	

Understanding the World: Past and Present Early Learning Goal: 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;

National Curriculum Expectations by the end of Key Stage One

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Nursery children will be learning...

Understanding the World (History links)	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees and Blooming Flowers 	Coastal Explorers 
	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Able to say who they are and who they live with • Can talk about some members of their family and/or any pets that they might have • Shows an interest and talk about different occupations (nurse, doctor, police, fire...) 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Shows an interest in images of familiar situations in the past. • Sequence family members by size (baby, child, adult) • Talk about things that have happened in the past. 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Comments on fictional characters in stories • Comments on historical figures or objects in non-fiction texts 			

Reception children will be learning...

Understanding the World (History links)	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees and Blooming Flowers 	Coastal Explorers 
	<p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> • Can talk about members of immediate family in more detail • Can discuss similarities and differences between people in their family • Is able to discuss different occupations of family members • Can identify similarities and differences between jobs • Can talk about past events with their immediate family 	<p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> • Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) • Comment on images of familiar situations in the past. • Use the language 'past' and 'present' to talk about events, memories and special occasions. <p>Understand that some places are special to members of their community</p>	<p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, sharing similarities and differences • Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences 			

KS1 children in History will be learning...

	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and Sprouts 	Busy Bees and Blooming Flowers 	Coastal Explorers 
Understanding the World (History links)		KAPOW unit: How am I making history?		KAPOW unit: How have toys changed?	KAPOW unit: How did we learn to fly?	
		<p>Sequence events using everyday time terms.</p> <p>Understand past and present, noting change and continuity.</p> <p>Compare their life now with the past. Use sources to ask and answer questions about history.</p> <p>Share knowledge using timelines and historical words.</p>		<p>Use time words and sequence artefacts.</p> <p>Identify changes and similarities over time.</p> <p>Ask and answer questions using artefacts.</p> <p>Make simple inferences from evidence.</p> <p>Communicate findings with timelines and historical terms</p>	<p>Sequence events in chronological order and use common time-related vocabulary</p> <p>Identify similarities and differences between ways of life in different periods, including within and beyond living memory.</p> <p>Use sources to ask and answer questions about the past.</p> <p>Know about the lives and impact of significant individuals and past events</p>	

Progression in Art in the Early Years

Nursery Expectation			Reception Expectation		
Name and use the primary colours	Use pre-made paints	Draws potato people (no neck or body)	Able to mix primary colours to make secondary colours	Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade
Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand	Children are able to draw, create or build simple things from memory	Makes something that they give meaning to	Makes something with clear intentions	Builds models which replicate those in real life. Can use a variety of resources within loose part play
Print with large blocks and larger sponges	Print with small blocks, small sponges, fruit, shapes and other resources	Children are able to draw things that they observe	Can use thick and thin brushes to add detail	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting
Makes marks. Draws circles and lines.	Draws faces with features and draws enclosed spaces, giving meaning	Use glue sticks and glue spatulas independently	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Create patterns or meaningful pictures when printing
			Knows how to secure boxes, toilet rolls, decorate bottles	Use the vocabulary of smooth, rough, bendy, hard	
Builds towers by stackings objects	Builds walls to create enclosed spaces	Use vocabulary such as smooth or bumpy	Join items with glue or tape	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Knows how to improve models (scrunch, twist, fold, bend, roll)

Explores clay using the senses	Makes marks in clay	Adds other materials to develop models (tissue paper, glitter...)	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Draws bodies of an appropriate size for what they're drawing	Draws with detail (bodies with sausage limbs and additional features)
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Early Learning Goals by the end of Reception

Early Learning Goal: Creating with Materials

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.

Early Learning Goal: Being Imaginative and Expressive:

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.

National Curriculum Expectations by the end of Key Stage One

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

KS1 children in Art will be learning...

	Seasonal Studies 	Weather Watchers 	Wildlife Wonders 	Seeds and 	Busy Bees and Blooming Flowers 	Coastal Explorers 
Understanding the World (Art and Design links)	KAPOW unit: Drawing: Exploring Line and Shape	KAPOW unit: Drawing: Understanding Tone and Texture			KAPOW unit: Sculpture and 3D: Paper Play	KAPOW unit: Sculpture and 3D: Clay Houses
	<p>Try out ideas using different materials.</p> <p>Use tools and materials carefully.</p> <p>Talk about artists' work and why it was made.</p> <p>Discuss their own and others' art, sharing what they like.</p> <p>Use lines, shapes, patterns, and tones to create pictures.</p>	<p>Explore materials and ideas, using sketchbooks to plan and test.</p> <p>Use lines, shapes, textures, and tones with control and detail.</p> <p>Learn how artists use materials and ideas to convey messages.</p> <p>Discuss their own and others' artwork, sharing opinions and improvements.</p> <p>Draw with close observation, using shading and varied marks for detail.</p>			<p>Create pictures and models by drawing, painting, and sculpting.</p> <p>Use tools to cut, shape, and join materials with control.</p> <p>Record and try out ideas in a sketchbook.</p> <p>Learn about artists and how they are inspired by the world around them.</p> <p>Talk about and compare artworks, including their own.</p>	<p>Explore ideas using different materials and techniques.</p> <p>Use a sketchbook to try out and improve ideas.</p> <p>Use tools to cut, shape, join and decorate materials.</p> <p>Talk about artists and how they use materials.</p> <p>Describe and improve your own and others' artwork.</p>

Progression in DT in the Early Years

Nursery Expectation			Reception Expectation		
			Knows how to secure boxes, toilet rolls, decorate bottles	Use the vocabulary of smooth, rough, bendy, hard	Manipulates clay (rolls, cuts, squashes, pinches, twists...)
Builds towers by stackings objects	Builds walls to create enclosed spaces	Use vocabulary such as smooth or bumpy	Makes something that they give meaning to	Makes something with clear intentions	Builds models which replicate those in real life. Can use a variety of resources within loose part play
Explores clay using the senses	Makes marks in clay	Adds other materials to develop models (tissue paper, glitter...)	Join items with glue or tape	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Knows how to improve models (scrunch, twist, fold, bend, roll)

Early Learning Goals by the end of Reception

Early Learning Goal: Creating with Materials

- 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.

Early Learning Goal: Being Imaginative and Expressive:

- 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.

National Curriculum Expectations by the end of Key Stage One

<p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
<p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria	<p>Technical knowledge</p> <ul style="list-style-type: none">• build structures, exploring how they can be made stronger, stiffer and more stable• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Nursery children will be learning...

Expressive Arts and Design (DT links)	<p>Seasonal Studies</p> 	<p>Weather Watchers</p> 	<p>Wildlife Wonders</p> 	<p>Seeds and Sprouts</p> 	<p>Busy Bees and Blooming Flowers</p> 	<p>Coastal Explorers</p> 
	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Builds towers by stacking objects • Use glue sticks and glue spatulas independently <ul style="list-style-type: none"> • Begins to select appropriate materials for their task (e.g. choosing blocks, paper, glue) • Experiments with joining techniques (e.g. sticking, stacking, balancing) • Uses simple tools safely (e.g. scissors with support) 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Builds walls to create enclosed spaces • Adds other materials to develop models (tissue paper, glitter...) • Explores different textures and materials (e.g. rough, smooth, bumpy) • Begins to plan or think about what they want to make (simple verbal or pictorial plans) • Combines materials to build more complex models 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> • Children are able to draw, create or build simple things from memory • Experiments with assembling products in sequence (steps in building) • Begins to evaluate their work, expressing likes or things to change • Uses language to describe what they have made and how <ul style="list-style-type: none"> • Develops independence in choosing and using materials and tools 			

Reception children will be learning...

Understanding the World (Science links)

Seasonal Studies



Weather Watchers



Wildlife Wonders



Seeds and Sprouts



Busy Bees and Blooming Flowers



Coastal Explorers



Children in reception will be learning to...

- Selects and uses appropriate tools and materials with increasing independence
- Joins materials using a variety of methods (e.g. glue, tape, split pins)
- Uses simple tools (scissors, hole punch, cutter) with control and safety
- Begins to consider strength, stability, or function when building
- Talks about why certain tools or materials were chosen

Children in reception will be learning to...

- Plans their design using drawings or verbal descriptions
- Combines materials and components for a specific function or outcome
- Constructs with purpose using tools and techniques
- Explores the use of mechanisms (e.g. wheels, hinges in simple projects)
- Begins to label and explain design features in their model

Children in reception will be learning to...

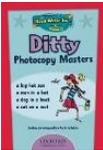
- Follows step-by-step instructions to assemble a product
- Makes simple improvements to their work based on feedback
- Evaluates their finished product against the design plan
 - Communicates ideas and explains how their model works
- Works independently on a design project from start to finish

KS1 children in DT will be learning...

	<p>Seasonal Studies</p> 	<p>Weather Watchers</p> 	<p>Wildlife Wonders</p> 	<p>Seeds and Sprouts</p> 	<p>Busy Bees and Blooming Flower:</p> 	<p>Coastal Explorers</p> 
<p>Understanding the World (Art and Design links)</p>			<p>KAPOW unit: Cooking and Nutrition; Smoothies</p>	<p>KAPOW unit: Cooking and Nutrition: Balanced Diet</p>		
			<ul style="list-style-type: none"> • Design a product for a specific purpose, including relevant information and features. • Use tools and equipment safely to prepare food. • Describe and compare ingredients using sensory vocabulary. • Know where food comes from and how it is grown. • Understand how simple equipment or machines help with food preparation. 	<ul style="list-style-type: none"> • Use a range of tools and techniques (cutting, grating, snipping, spreading) to prepare food safely. • Understand what a balanced diet is and name the five main food groups. • Plan and design a simple food product for a specific purpose. • Evaluate food based on appearance, taste and texture, using sensory vocabulary. • Understand the meaning of key food-related terms like 'diet' and 'ingredients'. 		

Autumn	Spring	Summer
<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> -listen to and join in with rhymes -learn my turn, your turn signals -recognise and respond to the stop signal 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> -hear the sounds at the beginning of words -recognise the picture card which represent each sound -learn the vocabulary needed to recognise the picture card 	<p>Children in nursery will be learning to...</p> <ul style="list-style-type: none"> -learn to read the set one speed sounds -learn to orally blend using the set one speed sounds
<p>Listen to and begin to join in with the rhymes:</p> <ul style="list-style-type: none"> -Jack and Jill -Humpty Dumpty -Pat-a-cake, Pat-a-cake -Hicory Dickory Dock -Incy Wincy Spider <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Listen to and begin to join in with the rhymes:</p> <ul style="list-style-type: none"> -Twinkle, Twinkle Little Star -Five Little Ducks -One Two, Three, Four, Five -Row, Row, Row Your Boat -One, Two, Buckle My Shoe <div style="text-align: center;">  </div>	<p>Listen to and begin to join in with the rhymes:</p> <ul style="list-style-type: none"> -Five Little Speckled Frogs -The Wheels on the Bus -Old McDonald -Wind the Bobbin Up -If You're Happy and You Know It <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Early Reading Stage

Set 1 Group A	Set 1 Group B	Set 1 Group C	Ditties	Red	Green	Purple
<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read the first 16 sounds -learn to blend word time 1.1-1.3 -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read the first 25 single letter sounds -learn to blend word time 1.1-1.4 -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read the first 25 single letter sounds speedily -blend independently -read word time 1.1-1.5 -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 1 special friends -read words with special friends -Read word time 1.6 -Read 3-sound nonsense words -spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 1 sounds speedily -read 4 and 5 sound words -read word time 1.7 -spell using fred fingers -read 3 and 4 sound nonsense words 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 2 sounds and matching phonics green words including longer words -Read nonsense words -Spell using fred fingers 	<p>At this stage, pupils will be learning to:</p> <ul style="list-style-type: none"> -read set 2 sounds and matching phonics green words including longer words -Read nonsense words -Spell using fred fingers <p>Once secure, read set 3 sounds and matching phonics green words.</p> 

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div data-bbox="107 204 271 411"> <p>The Squirrels Who Squabbled</p> </div> <div data-bbox="280 236 421 405"> <p>The Squirrels who Squabbled</p> </div> <div data-bbox="118 453 239 619"> <p>The Magic Porridge Pot</p> </div> <div data-bbox="248 443 423 620"> </div> <div data-bbox="107 630 239 778"> </div> <div data-bbox="103 782 239 903"> <p>The Giant Jam Sandwich</p> </div> <div data-bbox="241 785 423 932"> </div> <div data-bbox="107 957 293 1149"> </div> <div data-bbox="280 1008 443 1110"> <p>My Monster And Me</p> </div> <div data-bbox="91 1281 250 1319"> <p>Burglar Bill</p> </div> <div data-bbox="271 1160 423 1362"> </div>					

