

SCIENCE

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Sow a Seed	Children explore seeds, soil and planting materials through their senses, developing early scientific enquiry by observing, comparing and asking questions. They begin to understand that plants need water, sunlight and care to grow and notice seasonal changes during outdoor learning. Vocabulary such as <i>seed, soil, water, sun</i> , and <i>grow</i> is introduced.	Children plant seeds and bulbs, care for living things and observe growth and decay over time. They explore plants and animals using their senses and begin learning about simple life cycles through seasonal walks, Forest School and observing minibests.	Children describe simple plant life cycles and are introduced to animal life cycles. They compare living things, observe growth and decay, discuss how plants change over time and recognise that living things need care.
Create a Picture	Children investigate the properties of different materials, noticing textures, colours and how materials behave. They experiment with colour mixing and begin to understand that different tools and materials have different purposes. This links to exploring and comparing materials.	Children continue investigating materials, selecting resources for a purpose and using observations from the world around them to inspire creative work. This supports enquiry into materials and their properties.	Children use careful observation to represent objects with increasing detail, applying close looking and noticing features of the world around them. This supports the scientific skill of observation
Build a Busy Body	Children begin learning about their own bodies and healthy lifestyles. They explore healthy eating, handwashing, tooth brushing and physical activity, developing early understanding of how to keep themselves healthy	Children deepen their understanding of healthy lifestyles by discussing why exercise, healthy food and hygiene are important. Outdoor learning develops awareness of movement, the body and physical wellbeing.	Children explain how to keep their bodies healthy and make simple choices to support a healthy lifestyle. They understand the importance of exercise, hygiene and healthy eating.
Bury a Time Capsule	Children explore and describe everyday objects using scientific vocabulary such as <i>big, small, shiny</i> and <i>soft</i> . They notice patterns, textures and quantities while investigating objects through play.	Children sort and classify objects according to simple criteria such as colour, size and type. They compare quantities using language such as <i>more, less</i> and <i>same</i> , developing early scientific skills of classification and comparison	Children investigate change over time through discussions about the past and future. They explore scientific language relating to measures and properties such as <i>heavy/light, full/empty</i> and positional vocabulary while handling objects.
Vocabulary			
Teir 1	Teir 2	Teir 3	
plant flower tree leaf seed grow water rain sun bug worm bird body bones teeth eyes ears soft hard wet dry hot old alive	observe notice compare describe investigate explore predict identify classify sort change similar different measure care protect	habitat life cycle roots stem petals soil compost minibest healthy skeleton muscles exercise nutrition seasonal change living non-living	

COMPUTING

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Become a Respectful Learner	Children begin following routines, listening to simple instructions and understanding sequences of actions. These skills provide the foundations for computational thinking by learning to follow and remember simple step-by-step processes.	Children collaborate with others, listen carefully and solve simple problems together. These skills support debugging, problem solving and collaborative working when using technology.	Children become increasingly independent when solving problems, managing emotions and following routines. This resilience supports debugging, perseverance and problem solving when using technology.
Create a Picture	Children explore a range of tools and materials, learning that different tools have different purposes. This provides opportunities to compare physical creative tools with digital drawing tools when available.	Children recognise their own name and begin making controlled marks. Recognising symbols and understanding that marks represent meaning supports early digital literacy.	Children create increasingly detailed representations using greater control. These skills transfer to creating digital pictures using simple drawing applications and developing confidence with digital creative tools.
Draw a selfie			
Build a Busy Body	Children follow simple instructions during movement activities and use equipment appropriately. Listening, responding and carrying out instructions develop early algorithmic thinking and sequencing skills.	Children follow rules during games and understand simple instructions. They begin to recognise that instructions need to be completed in the correct order to achieve an outcome, linking to algorithms.	Children create and remember movement sequences. Designing and following a sequence of actions provides a practical introduction to algorithms and programming concepts.
Tell a Story	Children sequence events during pretend play and begin to retell familiar stories. Understanding that stories follow an order develops sequencing skills which underpin computational thinking.	Children retell stories and nursery rhymes in the correct sequence, making links between events and experiences. Sequencing information is a key aspect of computational thinking.	Children create and tell their own stories with a clear beginning, middle and end. Organising ideas into logical sequences mirrors computational thinking and supports later programming concepts.
Vocabulary			
Teir 1	Teir 2	Teir 3	
Computer tablet button screen robot click picture game photo	sequence order predict solve choose follow create control organise classify	program input output technology digital instructions data	

MUSIC

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Tell a Story	Children listen to short stories and begin to retell them using repeated vocabulary and props. Storytelling naturally links with songs, nursery rhymes and action songs, supporting rhythm, pulse and vocal expression.	Children join in with nursery rhymes, number rhymes and songs using props and actions. They repeat familiar words, respond to rhythm and develop confidence singing with others.	Children create and tell their own stories using a variety of materials. Music can be used to enhance storytelling through sound effects, singing, rhythm and expressive voices, helping children organise ideas creatively.
Create a Picture	Children respond creatively while exploring different materials. Music can provide inspiration for artwork, encouraging children to respond to tempo, mood and dynamics through creative expression.	Children respond to music and other creative stimuli by expressing ideas through their artwork. They begin to recognise that music can communicate feelings and inspire creativity.	Children continue developing creative ideas inspired by observations and imagination. Music can be used as a stimulus for expressive arts, encouraging children to communicate feelings through both sound and visual media.
Build a Busy Body	Children move in different ways and follow simple instructions. Music supports movement through action songs, dance and exploring pulse and beat with their bodies.	Children develop coordination through movement games, many of which can be accompanied by music. They begin to move safely in response to songs, rhythms and simple musical cues.	Children create and remember movement sequences using music, dance and stories as stimuli. They begin to recognise how music influences movement, helping them develop an awareness of pulse, rhythm and expression.
Become a Respectful Learner	Children begin listening attentively, joining routines and responding to adults and peers. These skills underpin musical learning by developing attentive listening, turn-taking and participation in shared musical experiences	Children listen carefully to others, take turns and collaborate during play. These skills support ensemble music-making, where children learn to perform together and respond to one another.	Children demonstrate increasing confidence, independence and awareness of others. These behaviours support group performances, listening to others and participating respectfully in shared musical activities.
Vocabulary			
Teir 1	Teir 2	Teir 3	
sing song clap dance loud quiet fast slow beat music	perform repeat listen respond rhythm pattern create express explore	pulse rhythm tempo pitch melody percussion instrument compose audience	

RE

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Become a Respectful Learner	Children begin to develop respect for others by building positive relationships, recognising names, playing alongside others and noticing similarities and differences, such as appearance. They begin to understand that everyone is unique and valued, laying the foundations for learning about belonging and respecting different beliefs and communities. This term provides opportunities to explore Diwali (Festival of Light), discussing light overcoming darkness, kindness, families celebrating together and special traditions. Children also learn about Harvest Festival , exploring thankfulness, sharing food and caring for others.	Children begin recognising that people have different likes, dislikes and ways of living. They learn to listen to others, show kindness and understand that everyone is different. These experiences support learning about diversity, belonging and respect within different faiths and communities. Children begin talking about family events, memories and objects that are special to them. This provides opportunities to compare family traditions and celebrations across different religions and cultures. Celebrations that will be focussed on are Chinese New Year (Lunar New Year), Ramadan, Eid al-Fitr, Holi and Easter.	Children develop empathy, talk about feelings and consider how others might be feeling. They solve disagreements with increasing independence and show respect for others through everyday interactions, supporting key RE themes of compassion, kindness and living well together. Celebrations that will be focussed on are Eid al-Adha.
Sow a Seed	Children explore the natural world through planting and caring for living things. This includes appreciating the beauty of nature and learning that many faiths teach the importance of caring for the world. This provides meaningful links with Harvest Festival as children consider where food comes from and why communities give thanks.	Children care for plants and begin learning about caring for animals and minibeasts. These experiences encourage responsibility, respect for living things and appreciation of the natural world, reflecting values shared across many faiths.	Children observe life cycles, growth and change in plants and animals. These experiences encourage awe and wonder about the natural world and provide opportunities to reflect on how living things grow and are cared for.
Tell a Story	Children listen to stories and begin to retell familiar narratives. This provides opportunities to introduce simple stories linked to Diwali, Harvest and towards the end of term the Christmas Nativity , encouraging discussion about kindness, generosity and helping others.	Children engage with stories, rhymes and songs, making connections with their own experiences. This provides opportunities to explore stories from different faiths and cultures, including celebrations and the values they teach.	Children create and tell their own stories and recount personal experiences. These include stories linked to celebrations to explore values such as hope, kindness, forgiveness and friendship.
Vocabulary			
Teir 1	Teir 2	Teir 3	
family home friend special kind happy help care	Respect belong community tradition celebrate different similar values worship	Harvest Diwali Christmas Easter Ramadan Eid Holi mosque church temple prayer festival	

ART AND DESIGN

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Create a Picture	Children freely explore a wide range of materials, tools and mark-making media. They investigate colour, texture and pattern, experiment with simple colour mixing and begin to understand that different materials can be used for different purposes. They start to express their own ideas through creative exploration.	Children develop their own creative ideas using a range of stimuli. They explore the work of artists from different cultures and times, respond to music and stories through art, and explain what their drawings and models represent.	Children create increasingly detailed visual representations using observations and imagination. They draw recognisable objects using simple shapes, add detail and sustain attention to develop their own artistic ideas.
Draw a Selfie	Children explore mark making using paint, sand, dough, mud and drawing tools. They begin to attach meaning to their marks and communicate ideas through their creations, laying the foundations for drawing and representation.	Children develop greater control in drawing, creating recognisable shapes using lines and circles. They begin representing themselves using basic forms while refining fine motor skills and artistic confidence.	Children create recognisable self-portraits with identifiable features and discuss their artwork using appropriate vocabulary. They develop increasing control of drawing tools and begin using a comfortable grip.
Sow a Seed	Children observe seeds, plants and the natural environment using their senses. These first-hand observations provide inspiration for artwork using natural materials, colour and texture.	Children observe changes in plants, flowers and natural materials, providing opportunities for observational drawing, printing, collage and transient art using natural objects.	Children carefully observe life cycles, plants and living things. Observation provides rich inspiration for detailed drawings, painting and sculpture using natural materials.
Tell a Story	Children use small world resources, role play and props to represent characters and events. Creating simple story scenes encourages imaginative design and creative expression.	Children invent stories using props and role play. Designing simple scenes, selecting materials and creating characters encourages imaginative thinking and creative design.	Children use a variety of materials to represent ideas, characters and events from their own stories. They make creative choices about resources and communicate ideas visually as well as verbally.
Artists	Wassily Kandinsky – colour and mark making Jackson Pollock – exploring movement and paint Andy Goldsworthy – transient art using leaves, sticks and stones	Yayoi Kusama – pattern and repetition Henri Matisse – collage and shape Eric Carle – collage inspired by nature	Vincent van Gogh – observation of nature and expressive brushstrokes Giuseppe Arcimboldo – portraits using fruits, flowers and natural objects Georgia O'Keeffe – close observation of flowers and plants

Vocabulary		
Teir 1	Teir 2	Teir 3
paint draw colour glue paper brush pencil cut make shape line picture	create design explore observe texture pattern choose mix represent evaluate improve	collage sculpture printing weaving portrait landscape shade tone artist

DESIGN AND TECHNOLOGY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Create a Picture	Children explore a wide range of materials, tools and joining resources, discovering how they can be used for different purposes. They investigate textures, properties and functions of materials and begin making choices about which resources to use to create something.	Children develop their own creative ideas by selecting appropriate materials and resources to create pictures and models. They begin making purposeful design choices and explain what they have made and why.	Children create increasingly detailed representations, selecting appropriate media and materials independently. They sustain attention while refining their ideas and evaluating how well their creations represent familiar objects.
Sow a Seed	Children explore gardening tools, pots, soil and seeds, learning how everyday tools have specific purposes. They begin to understand how objects are designed to help people complete tasks effectively.	Children plant seeds using tools and equipment with increasing control. They follow a simple process from planning to planting and caring for their plants, developing understanding of designing for a purpose and evaluating outcomes through observation.	Children independently select and use tools and equipment safely to create planting projects for a purpose. They plan, plant and care for their plants, making simple adaptations as needed. They evaluate outcomes through observation, comparing results and suggesting improvements to support healthy growth.
Build a Busy Body	Children safely explore physical equipment and resources, learning how different equipment is designed for different purposes. They begin following simple instructions when using tools and equipment.	Children use a variety of physical equipment safely and purposefully while developing an understanding of how equipment supports movement and physical activity.	Children use equipment confidently and create movement sequences. They make choices about resources and explain how they help achieve a particular outcome, introducing the concept of designing for purpose.
Tell a Story	Children use props, costumes and small world resources to create imaginative play. Selecting and using resources for a purpose develops early designing and making skills.	Children design role play environments and use a variety of resources to represent characters and settings, selecting appropriate materials for different purposes.	Children independently select materials and props to communicate ideas and solve problems within their play, adapting and improving their creations as they develop their stories.
Vocabulary			
Teir 1	Teir 2	Teir 3	
build make fix cut join tape box stick wood card tool strong	design construct plan improve evaluate choose test solve create purpose	structure mechanism stable freestanding join materials waterproof flexible engineer model	

GEOGRAPHY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Sow a Seed	Children explore the outdoor environment through seasonal walks, observing weather, plants and changes in the natural world. They begin to understand that different environments support different plants and learn how weather affects growth.	Children continue exploring seasonal change through planting, Forest School and outdoor learning. They observe weather patterns, changes in plants and the habitats of animals and minibeasts within the local environment.	Children observe changes in the natural environment over time, including plant life cycles and seasonal change. They compare natural features, discuss weather and develop appreciation for caring for the environment.
Become a Respectful Learner	Children become familiar with the nursery environment, learning routines and developing a sense of belonging within their classroom and outdoor spaces. They begin to understand that places have different purposes.	Children begin recognising that people have different ways of living and different experiences. This introduces the geographical concept that people live in different homes, communities and places around the world.	Children recount experiences from home, nursery and their local community, helping them understand familiar places and how people experience different environments.
Build a Busy Body	Children develop spatial awareness as they move safely around indoor and outdoor environments. They begin using simple positional language and become familiar with different spaces within the setting	Children develop increasing awareness of space as they move safely around others. They learn positional vocabulary through physical activities and outdoor exploration.	Children confidently use positional vocabulary while creating movement sequences and navigating spaces. They demonstrate increasing awareness of their environment and how to move safely within it.
Bury a Time Capsule	Children explore familiar objects from home and nursery, discussing where they belong and recognising that different places are important to different people.	Children discuss family experiences and begin using simple language relating to time and place. They sort objects and begin recognising similarities and differences between familiar environments.	Children reflect on places that are meaningful to them and discuss how places change over time. They use positional language such as in, on and under while organising objects and begin understanding that environments can change.
Vocabulary			
Teir 1	Teir 2	Teir 3	
home school road park weather rain wind sun tree river hill farm map outside inside	explore notice compare describe environment community journey local similar different care protect	season habitat village town city country globe map route natural human physical features recycling environment	

HISTORY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Bury a Time Capsule	Children explore familiar objects from home and nursery, talking about experiences that are important to them. They begin describing familiar objects using simple vocabulary and start to recognise that objects can tell us about people's lives. These experiences provide the first foundations for historical enquiry.	Children begin recognising that objects can represent memories and experiences. They talk about events that have happened in the past, using simple time vocabulary such as before, after and yesterday. They begin understanding that the past is different from the present.	Children select meaningful objects to place in a class time capsule and explain why they are important. They begin understanding that things change over time and talk about what might happen in the future when the capsule is opened. This develops understanding of chronology, change and the significance of objects as historical evidence.
Become a Respectful Learner	Children begin building relationships within the nursery community and talk about themselves, their families and familiar routines. This supports the early historical concept of understanding their own personal history and identity.	Children listen to the experiences of others and begin recognising that people have different lives, traditions and memories. These discussions encourage respect for different family histories and experiences.	Children reflect on how they have grown in confidence and independence throughout the year, recognising changes in themselves over time.
Tell a Story	Children listen to and retell familiar stories through role play and props. Sequencing events in stories helps children begin to understand chronology and that events happen in an order.	Children retell stories and make connections between stories and their own experiences. They begin sequencing events and understanding that stories have a beginning, middle and end, supporting chronological thinking.	Children tell stories about their own lives, their day in nursery and their families. They begin understanding that personal experiences happened in the past and can be recalled and shared with others.
Vocabulary			
Teir 1	Teir 2	Teir 3	
old new baby now then yesterday today tomorrow family memory picture toy birthday	remember compare change sequence celebrate tradition history past present future important explain	time capsule timeline artefact photograph family history remembrance memory chronological event significant	

MATHS

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Bury a Time Capsule	Children begin recognising and counting small groups of objects up to three through practical play. They notice patterns, textures and quantities while exploring familiar objects and begin joining in with counting during everyday activities such as grouping and placing objects into containers.	Children count reliably to 3–5, sort and classify objects by colour, size or type and compare quantities using mathematical language such as more, less and same. These practical experiences develop early number sense and reasoning.	Children count with increasing accuracy and begin recognising numerals linked to quantities. They explore measure through concepts such as full, empty, heavy and light, while using positional language including in, on and under during practical activities.
Build a Busy Body	Children develop spatial awareness as they move in different ways and explore space safely. They begin understanding positional language and develop awareness of direction through movement activities.	Children explore movement, balance and coordination while learning positional language and following sequences of instructions during games and physical activities.	Children create and follow movement sequences, developing an understanding of pattern, order and sequencing while confidently using positional vocabulary.
Create a Picture	Children explore pattern, shape, colour and texture through creative activities. They begin recognising simple shapes and experimenting with repeating patterns during mark making and artwork.	Children draw recognisable shapes using lines and circles, distinguish between different marks and use positional and directional language such as up, down, across and round.	Children create recognisable representations using simple shapes and begin combining shapes to represent familiar objects, developing early geometric understanding.
Sow a Seed	Children compare seeds by size, colour and texture and begin using mathematical language to describe similarities and differences between natural objects.	Children compare plants and natural materials using mathematical vocabulary such as taller, shorter, bigger and smaller as they observe growth over time.	Children compare the size, shape and growth of plants and begin recognising change over time through observation and comparison.
Vocabulary			
Teir 1	Teir 2	Teir 3	
one two three four five more less big small tall short heavy light full empty in on under next to same different	compare sort pattern estimate measure count order sequence represent recognise explain solve equal	numeral quantity repeating pattern capacity length height weight shape circle square triangle rectangle positional language one-to-one correspondence	

LITEARCY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
PRIMARY LINK Tell a Story	Children engage in pretend play, listen to familiar stories and begin to retell them using props and repeated language. These experiences develop listening comprehension, vocabulary and narrative skills, which are the foundations of reading and writing.	Children participate in shared reading, join in with nursery rhymes and stories, respond to story language and begin to retell and invent simple stories. They make links between texts and their own experiences, strengthening comprehension and oral language.	Children create and tell their own stories or recount real-life experiences using a variety of materials. They become increasingly familiar with story structure and confidently communicate their ideas to others.
Become a Respectful Learner	Children build the communication skills needed for literacy by developing positive relationships, listening to adults and peers, learning new vocabulary and participating in conversations. They begin to recognise and use others' names and develop confidence to communicate within the setting.	Children extend conversations, listen carefully to others' ideas and use language to solve problems, negotiate and manage feelings. These communication skills underpin successful literacy development	Children use an expanding emotional vocabulary, discuss their own feelings and consider the feelings of others. Developing expressive language supports communication, comprehension and later writing.
Create a Picture	Children begin to give meaning to their marks and talk about what they have created. This develops early mark making, communication and the understanding that marks can represent ideas and meaning.	Children explain what their drawings and models represent, using increasingly descriptive vocabulary and developing confidence in speaking about their ideas.	Children create increasingly detailed representations and explain their creative ideas, strengthening descriptive language and oral storytelling skills.
Draw a Selfie	Children explore mark making using a range of media, developing fine motor control while beginning to attach meaning to their marks using simple language. These are essential foundations for early writing.	Children recognise their own name, notice print in the environment and develop greater control in mark making. They use directional language and begin drawing recognisable shapes, building important pre-writing skills.	Children draw recognisable representations of themselves and talk about their pictures using increasing detail, including naming body parts and describing features. This develops vocabulary, oral language and confidence in communicating ideas.
Vocabulary			
Teir 1	Teir 2	Teir 3	
book story page picture word name mark write read pencil	predict describe sequence explain discuss recall retell author illustrator character	rhyme alliteration blending print title fiction non-fiction	

