

SCIENCE

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Nature detective	Children explore the natural world through first hand experiences linked to Wonderful Me and Once Upon a Wardrobe . They observe seasonal changes, investigate leaves, trees, weather and natural materials using their senses and begin to understand that living things need food, water and shelter. Children compare materials, explore how weather influences clothing, identify animal body coverings and begin sorting objects by their properties. They ask simple questions, make observations and use increasingly confident scientific vocabulary to describe the world around them.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children deepen their scientific understanding by investigating plants, animals, habitats and life cycles. They observe growth over time, plant seeds, care for living things and compare different environments during Forest School and outdoor learning. Children begin recording observations through drawings, photographs and simple charts, make predictions and explain findings using increasingly accurate scientific vocabulary.	During Going Places and Time Travellers , children apply their scientific knowledge independently through investigations of habitats, minibeasts, seasonal change and life cycles. They compare environments, explain how living things depend on suitable conditions for survival and confidently observe, classify and communicate findings using scientific vocabulary. Children reflect on change over time, preparing them for Year 1.
Supporting link Shine like an artist	Children closely observe natural objects, colours, textures and patterns, using these observations to represent the natural world through drawing, painting and transient art. They begin to understand that careful observation is important in both science and art.	Children investigate natural materials during Forest School, using observations of plants, seeds, animals and habitats to inspire increasingly detailed artwork while developing scientific observation skills.	Children confidently combine observation with creativity by representing habitats, life cycles and the natural world through a range of media, explaining both their artistic choices and scientific understanding.
Supporting link Developing healthy habits	Children learn about their bodies, healthy eating, hygiene and the importance of exercise through everyday routines and investigations linked to themselves. They begin to understand how healthy choices help them grow and stay well.	Children develop a deeper understanding of healthy lifestyles by exploring how doctors, dentists, opticians and vets help us stay healthy. They learn about nutrition, exercise, rest, hygiene and caring for living things.	Children explain how healthy choices support growth and wellbeing, discussing balanced diets, oral health, physical activity and how healthy lifestyles affect their bodies as they prepare for Year 1.
Supporting link Following a recipe	Children begin following simple instructions during practical investigations, learning that scientific activities require steps to be completed in the correct order. They count, measure and organise resources with support.	Children increasingly follow instructions independently while planting, cooking and carrying out investigations. They measure, compare, predict and discuss the changes that happen during practical activities.	Children independently plan and carry out practical investigations by organising resources, following sequential instructions and applying measuring, counting and observational skills to reach simple conclusions.
Vocabulary			
Tier 1	Tier 2	Tier 3	
plant, flower, tree, leaf, seed, roots, stem, soil, grass, water, rain, sun, weather, wind, snow, ice, season, spring, summer, autumn, winter, animal,	observe, notice, explore, compare, describe, investigate, identify, predict, record, sort, group, classify, measure, test, explain, care, protect,	habitat, life cycle, living, non-living, evergreen, deciduous, germinate, roots, stem, petals, pollination, offspring, lifecycle, environment,	

bird, insect, bug, worm, butterfly, minibeast, habitat,
home, alive, grow, change, body, bones, muscles,
teeth, eyes, ears, healthy, exercise, fruit,
vegetables, food

collect, discover, question, evidence, similar,
different, pattern, change, survive

camouflage, adaptation, seasonal change,
waterproof, absorbent, transparent, opaque,
waterproof, waterproofing, nutrition, hygiene,
microorganism

COMPUTING

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Make a movie	Children begin using a range of technology confidently and safely to capture photographs, record videos and create simple digital content linked to Wonderful Me and Once Upon a Wardrobe . They learn how to use tablets, interactive whiteboards and programmable toys, understand how to care for technology and begin following simple instructions and algorithms. They recognise that technology is used in everyday life and begin developing an awareness of online safety.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children use technology with increasing independence to record learning, create digital artwork, take photographs, make voice recordings and programme floor robots using simple sequences. They develop their understanding of algorithms, debugging and logical thinking while learning how to stay safe when using technology.	During Going Places and Time Travellers , children confidently select and use technology for different purposes. They create simple digital presentations, record videos, use programmable devices to solve simple problems and explain how technology helps people in everyday life. Children demonstrate increasing independence, resilience and responsibility when using digital devices, preparing them for the Year 1 Computing curriculum.
Supporting link Wow us with your writing	Children use technology to support mark making and early writing by creating digital pictures, typing simple words and recording their ideas using photographs and voice recordings.	Children use simple software to label pictures, create captions and record their ideas digitally, recognising that technology can be used to communicate information.	Children independently use technology to present ideas, record simple information and share their learning using text, images and audio.
Supporting link Shine like an artist	Children explore digital drawing, painting and photography using age-appropriate apps. They experiment with colour, shape and line while developing control of digital tools.	Children combine photographs, drawings and digital media to create simple pieces of artwork inspired by their learning across the curriculum.	Children confidently choose digital tools to create, edit and improve artwork, combining creativity with technology to communicate ideas.
Supporting link Plan a party	Children use technology to listen to music, explore sound and take photographs of celebrations and special events.	Children begin using digital devices collaboratively to organise ideas, record performances and celebrate achievements.	Children use technology to create invitations, take photographs, record videos and celebrate learning, understanding how digital media can be shared safely with others.
Vocabulary			
Tier 1	Tier 2	Tier 3	
computer, tablet, screen, keyboard, mouse, camera, photo, video, robot, button, click, app, game, internet, headphones, microphone, record, draw, type, printer	program, algorithm, sequence, instruction, predict, create, edit, save, open, close, search, explore, control, debug, solve, digital, technology, communicate	algorithm, programming, programmable, debugging, input, output, device, digital media, online safety, personal information, QR code, Bee-Bot	

MUSIC

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Plan a party	Children begin exploring music through singing, movement, listening and playing percussion instruments. They learn a repertoire of nursery rhymes and songs linked to Wonderful Me and Once Upon a Wardrobe , keeping a steady beat, joining in with repeated patterns and expressing themselves through music and dance. They begin to recognise that music can communicate feelings and celebrate special occasions.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children explore rhythm, tempo and dynamics by singing a wider range of songs, composing simple musical patterns and performing with increasing confidence. They experiment with instruments, accompany songs and respond imaginatively to different styles of music through movement and role play.	During Going Places and Time Travellers , children perform confidently for an audience, sing familiar songs from memory, keep a steady pulse and create simple compositions using voices, body percussion and instruments. They talk about how music makes them feel, recognise different genres and celebrate their learning through performances and celebrations.
Supporting Link Make a Movie	Children use music to accompany stories, role play and performances, exploring how sound can help tell a story and create different moods.	Children record performances, explore sound effects and combine music with storytelling and digital media to enhance performances.	Children confidently combine music, movement and digital technology to perform, record and evaluate simple performances for others.
Supporting Link Shine Like an Artist	Children respond creatively to music through dance, painting and mark making, expressing emotions and ideas inspired by different pieces of music.	Children experiment with rhythm, movement and visual art to represent music, exploring how music can inspire creativity.	Children independently use music as inspiration for creative projects, performances and expressive movement, explaining how music influences their ideas.
Supporting Link Be a Nature Detective	Children listen carefully to sounds in the environment and begin identifying natural and man-made sounds. They explore how sounds are made using voices, bodies and everyday objects.	Children investigate sounds outdoors, comparing pitch, volume and rhythm using natural materials and instruments during Forest School.	Children confidently describe, compare and recreate environmental sounds, recognising how music can represent the natural world and different environments.
Vocabulary			
Tier 1	Tier 2	Tier 3	
music, song, sing, dance, beat, clap, tap, shake, instrument, drum, bell, rhythm, sound, loud, quiet, fast, slow, voice, listen, perform	pulse, tempo, pattern, repeat, perform, compose, create, audience, explore, respond, accompany, expression, pitch, volume	rhythm, tempo, dynamics, percussion, melody, pulse, performance, composer, audience, genre, improvisation	

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Plan a party	Children learn that celebrations bring people together and help us feel a sense of belonging. Through memorable experiences including Harvest, Bonfire Night, Diwali and Christmas , children explore how families and communities celebrate in different ways. They learn about kindness, friendship, sharing and respecting others whilst taking part in celebrations, songs, stories and festive experiences	Children continue to develop an understanding of celebrations through Lunar (Chinese) New Year, Pancake Day, Mother's Day, Easter and Eid . They recognise that celebrations help people express their beliefs, strengthen relationships and create a sense of community and belonging.	Children reflect on celebrations experienced throughout the year and compare traditions from different cultures and faiths. They recognise that although celebrations may be different, many share common themes of family, kindness, gratitude, friendship and community.
Primary link Nature detective	Children begin to understand that people have different beliefs, traditions and ways of life. Through learning about Harvest, Diwali, Bonfire Night and Christmas , they explore why these events are important to different communities, recognising similarities and differences between themselves and others.	Children build on their understanding through stories and celebrations including Lunar (Chinese) New Year, Easter and Eid , learning about beliefs, traditions, symbols and special places. They begin to understand how beliefs influence the way people live and care for others.	Children confidently compare different religions, beliefs and celebrations experienced throughout the year. They recognise that people have different beliefs and traditions whilst sharing common values such as kindness, respect, generosity and caring for others and the wider world.
Supporting link Wow us with your writing	Children respond to celebrations and religious stories through drawing, mark making, role play and oral storytelling. They create cards, invitations, labels and simple captions linked to Harvest, Diwali and Christmas.	Children record their learning by creating Easter cards, writing simple captions, making celebration posters and sharing their ideas about Lunar New Year and Eid through writing and artwork.	Children independently communicate their understanding of celebrations, beliefs and traditions through writing, drawing, discussion and creative projects, using an increasing range of religious vocabulary.
Supporting link Developing healthy habits	Children develop kindness, empathy and respect whilst learning about helping others during Harvest, showing generosity and caring for their friends and wider community.	Children explore values including forgiveness, friendship, gratitude and compassion through Easter, Eid and other religious stories, understanding how these values help people live together.	Children demonstrate empathy, respect and responsibility towards others, recognising that caring, kindness and inclusion are values shared across many faiths and communities.

Supporting link Make a movie	Children develop their speaking and listening skills by talking about celebrations they have experienced with their families, sharing their own traditions and listening respectfully to the experiences of others. They retell stories linked to Harvest, Diwali, Bonfire Night and Christmas through discussion, role play and storytelling, building confidence to express their ideas.	Children confidently discuss celebrations including Lunar (Chinese) New Year, Easter and Eid, asking and answering questions about similarities and differences. They listen carefully to stories from different faiths, recall key events and explain why celebrations are important to different communities.	Children confidently communicate their own ideas, experiences and opinions about different beliefs, celebrations and traditions. They compare celebrations they have learnt about throughout the year, explain similarities and differences and use an increasingly rich vocabulary when discussing faiths, values and communities with others.
Vocabulary			
Tier 1	Tier 2	Tier 3	
family, friend, celebrate, celebration, special, party, share, kind, help, love, respect, church, home, story, world, festival, Christmas, Easter, Diwali, Eid, Harvest, Bonfire Night, Chinese New Year, community, tradition	belong, belief, faith, worship, tradition, festival, symbol, compare, respect, value, community, remember, gratitude, kindness, generosity, compassion, forgiveness, similarities, differences	Christianity, Christian, Bible, Jesus, church, Easter, Christmas, Hinduism, Hindu, Diwali, Islam, Muslim, mosque, Eid, Judaism, Jewish, synagogue, prayer, worship, religion	

ART AND DESIGN

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Shine like an artist	Children explore a wide range of media and materials to express their ideas and experiences. Through Wonderful Me and Once Upon a Wardrobe , they experiment with drawing, painting, printing, collage, transient art and sculpture. They investigate colour mixing, texture and pattern whilst developing control of a range of tools. They begin to talk about their own creations and those of others.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children refine their artistic skills by observing closely, sketching from first-hand experiences and creating artwork inspired by nature, people and stories. They explore a wider range of techniques, evaluate their work and begin making intentional artistic choices.	During Going Places and Time Travellers , children confidently select materials and techniques to create purposeful artwork. They combine skills such as drawing, painting, collage, sculpture and printing to communicate ideas, reflecting on their own work and the work of artists whilst preparing for Year 1.
Supporting link Be a nature detective	Children closely observe the natural world, exploring colour, texture, shape and pattern through leaves, trees, seasonal changes and natural materials. They create transient art and observational drawings inspired by nature.	Children use flowers, plants, minibests and natural objects as inspiration for artwork. They investigate pattern, symmetry and texture during Forest School and outdoor learning.	Children confidently represent habitats, landscapes and the natural world using a range of artistic techniques, explaining how nature has inspired their work.
Supporting link Make a movie	Children talk about their artwork, explaining their choices of colours, materials and techniques. They describe what they have created and listen to the ideas of others.	Children confidently discuss their artistic process, evaluate their work and explain how artists and experiences have inspired their creations.	Children present and evaluate their artwork using an increasingly rich vocabulary, reflecting on how their skills have developed across the year.
Supporting link Wow us with your writing	Children develop the fine motor skills needed for drawing, painting and mark making, strengthening the foundations for early writing.	Children create illustrations, maps, story settings and labels to enhance their writing across the curriculum.	Children independently use drawing and illustration to communicate ideas, plan designs and enhance written work.
Supporting link Plan a party	Children create decorations, cards and crafts for Harvest, Bonfire Night, Diwali and Christmas celebrations.	Children design artwork linked to Lunar (Chinese) New Year, Mother's Day, Easter and Eid celebrations, exploring different artistic traditions.	Children create collaborative artwork and decorations to celebrate learning, reflecting on the different festivals and celebrations experienced throughout the year.
Artists	Andy Goldsworthy (natural and transient art), Yayoi Kusama (patterns), Giuseppe Arcimboldo (portraits using natural objects)	Vincent van Gogh (flowers and colour), Claude Monet (gardens and nature), Henri Matisse (collage), Georgia O'Keeffe (flowers)	Wassily Kandinsky (colour and shape), Paul Klee (imaginative landscapes), Romare Bearden (collage), LS Lowry (communities and places)
Vocabulary			

Tier 1	Tier 2	Tier 3
draw, paint, colour, mix, brush, pencil, pen, chalk, pastel, collage, glue, cut, fold, shape, line, pattern, texture, print, sculpture, clay, model, decorate, design, picture, artist	sketch, observe, create, design, improve, explore, compare, evaluate, experiment, arrange, join, represent, detail, layer, blend, inspire, technique	portrait, landscape, self-portrait, sculpture, collage, printing, transient art, observational drawing, primary colours, secondary colours, shade, tone, tint, hue, symmetry, composition

DESIGN AND TECHNOLOGY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Follow a recipe	Children begin designing, making and evaluating through practical experiences linked to Wonderful Me and Once Upon a Wardrobe . They follow simple recipes, prepare healthy snacks, construct models using a variety of materials and explore joining techniques. Children learn that designs have a purpose and begin to evaluate what they have made.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children design and create products for a purpose. They explore mechanisms, build vehicles and structures, design homes for characters and animals, and prepare simple foods. They begin selecting suitable materials, adapting their designs and evaluating how well they meet a need.	During Going Places and Time Travellers , children confidently design, make and improve products by applying previously learnt skills. They independently select materials and tools, solve simple design problems and evaluate their finished products, explaining what worked well and what they would change.
Supporting link Developing healthy habits	Children develop fine motor strength, hand-eye coordination and control through cutting, joining, threading, rolling, folding and manipulating a variety of materials. They begin to use simple tools safely, including scissors, glue spreaders, rolling pins and child-safe knives, whilst developing confidence, independence and safe working habits.	Children refine their fine motor skills through increasingly accurate cutting, joining, measuring and constructing. They develop greater control when using a wider range of tools and equipment for cooking, construction and model making, strengthening the muscles needed for writing and everyday tasks. Gross motor skills are further developed through large-scale construction and collaborative building projects.	Children confidently and safely select and use a range of tools and equipment with increasing precision. They demonstrate good hand strength, dexterity and coordination when designing, making and cooking, whilst applying safe working practices independently. They combine fine and gross motor skills to complete increasingly complex design challenges, preparing them for the physical demands of Year 1.
Supporting link Shine like an artist	Children develop creative thinking whilst designing and making models, experimenting with colour, texture, shape and different materials.	Children combine artistic ideas with practical skills to create purposeful models, exploring how appearance and function work together.	Children confidently design aesthetically pleasing products whilst ensuring they are fit for purpose, explaining their creative choices.
Supporting link Be a nature detective	Children investigate natural materials and explore how they can be used to create models and structures. They discuss the properties of materials and why some are better suited for different purposes.	Children investigate plants, seeds and natural objects, using these to inspire designs and build models. They begin to understand why materials have different properties.	Children confidently choose materials for specific purposes, explaining why they are suitable based on their properties and intended use.
Supporting link Make a movie	Children explain what they are making, discuss the tools and materials they have chosen and talk through the steps of simple recipes and construction activities.	Children confidently describe their design ideas, explain how they solved problems and evaluate what they have made using appropriate vocabulary.	Children present their finished products, explaining the design process, evaluating improvements and discussing how their creations meet their intended purpose.
Supporting link Wow us with your writing	Children draw simple design ideas, label models and follow pictorial instructions,	Children record simple design ideas using drawings and labels before creating their products.	Children independently draw, label and adapt simple designs, communicating ideas before making and evaluating products.

	developing fine motor control alongside early mark making.		
Supporting link Plan a party	Children create decorations, party hats, cards and festive treats for Harvest , Bonfire Night , Diwali and Christmas , understanding that design can help celebrate special occasions.	Children design and make products linked to Lunar (Chinese) New Year , Mother's Day , Easter and Eid , exploring how different cultures celebrate.	Children apply their design skills to create products for celebrations and collaborative projects, reflecting on how design helps bring people together.
Vocabulary			
Tier 1	Tier 2	Tier 3	
build, make, cut, stick, glue, tape, fold, join, box, card, paper, wood, fabric, model, cook, mix, stir, recipe, ingredients, tool, design	plan, design, create, choose, measure, improve, evaluate, construct, problem, purpose, material, decorate, strengthen, assemble, adapt	structure, mechanism, stable, freestanding, waterproof, waterproofing, template, prototype, engineer, designer, evaluate, function, properties	

GEOGRAPHY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Be a nature detective	Children begin exploring the world around them through Wonderful Me and Once Upon a Wardrobe . They investigate their classroom, school and local environment, observing seasonal change, weather and natural features. Children develop an understanding of where they belong, recognising familiar places and beginning to use simple positional language to describe locations.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children explore their local community and wider environments. They investigate maps, compare different places, observe how environments change and explore habitats through Forest School and outdoor learning. They begin to understand similarities and differences between places, people and environments.	During Going Places and Time Travellers , children explore the wider world through journeys, transport and different countries. They compare environments, recognise features of different places, discuss how people live around the world and understand how we can care for our local environment and planet.
Supporting link Make a movie	Children talk about places that are special to them, describing their homes, school and local community. They share experiences of places they have visited and listen respectfully to the experiences of others.	Children discuss maps, local landmarks and different environments, using geographical vocabulary to explain similarities and differences between places.	Children confidently describe journeys, environments and places around the world, using increasingly precise vocabulary to communicate their understanding.
Supporting link Shine like an artist	Children create maps, observational drawings and transient art inspired by natural environments, weather and seasonal change.	Children use natural materials, aerial views and maps as inspiration for artwork, representing landscapes and habitats.	Children confidently represent places, landscapes and environments using a range of artistic techniques and materials.
Supporting link Follow a recipe	Children explore where food comes from by discussing fruits, vegetables and ingredients, recognising that food is grown in different places.	Children investigate how plants grow and explore the journey of food from farm to table through planting and cooking experiences.	Children recognise that food, materials and products come from different places around the world, making simple links between geography and everyday life.
Supporting link Plan a party	Children explore celebrations such as Harvest, Bonfire Night, Diwali and Christmas , learning that different places and communities celebrate in different ways	Children develop their understanding of the wider world through Lunar (Chinese) New Year, Easter and Eid , recognising that traditions differ across countries and cultures.	Children compare places and cultures around the world, recognising similarities and differences between celebrations, environments and ways of life.
Supporting link	Children explore their outdoor environment safely, developing confidence to navigate	Children investigate local environments through walks and Forest School,	Children demonstrate responsibility for their environment by caring for nature, reducing

Develop healthy habits	familiar spaces and understanding how to care for the natural world.	developing physical confidence whilst learning how to care for habitats and living things.	waste and understanding how people can help protect the world around them.
Vocabulary			
Tier 1	Tier 2	Tier 3	
home, school, road, map, world, country, town, village, field, forest, river, weather, season, hot, cold, near, far, journey, travel, local, garden, park	compare, explore, observe, locate, environment, community, route, direction, journey, globe, village, city, country, continent, climate, habitat	atlas, globe, continent, ocean, United Kingdom, England, map, aerial view, human features, physical features, environment, landmark	

HISTORY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Be a nature detective	Children begin to develop an awareness of the past by exploring their own lives and family history through Wonderful Me and Once Upon a Wardrobe . They talk about themselves as babies, compare past and present, explore family photographs and discuss changes over time. Through Bonfire Night, Remembrance Day and Christmas , children begin to understand that some events happened before they were born and are remembered today.	Through Lights, Sirens, Action! and Ready, Steady, Grow! , children explore people who help us today and compare them with those from the past. They learn about significant events such as Chinese New Year, Mother's Day, Easter and Eid , recognising how traditions have been celebrated over time. They begin using language such as <i>past, present, before</i> and <i>after</i> to describe change.	During Going Places and Time Travellers , children develop a secure understanding of chronology by exploring transport from the past and present, significant people and how life has changed over time. They compare old and new toys, homes, schools and transport, recognising that the past is different from today and using historical vocabulary confidently as they prepare for Year 1.
Supporting link Make a movie	Children talk about their own memories and experiences, sharing family photographs, favourite celebrations and events from the past. They listen to the experiences of others and begin to sequence familiar events using talk.	Children retell historical stories and discuss how celebrations and traditions have changed over time, asking and answering questions about the past.	Children confidently explain similarities and differences between the past and present, using historical vocabulary to communicate their ideas and experiences.
Supporting link Wow us with your writing	Children draw and label family members, sequence photographs and record memories through mark making and simple captions.	Children create simple timelines, sequence events and record observations about the past through drawings and early writing.	Children independently communicate their understanding of the past through simple timelines, labelled drawings and sentences, using historical vocabulary.
Supporting link Shine like an artist	Children create self-portraits, family portraits and artwork inspired by celebrations and historical events. They explore photographs and artefacts from the past as inspiration.	Children investigate historical artefacts, traditional crafts and artwork linked to different celebrations and communities.	Children create artwork inspired by significant people, transport and life in the past, explaining how artists and artefacts help us learn about history.
Supporting link Develop healthy habits	Children recognise how they have grown and changed since they were babies, discussing how they can now do things independently.	Children compare how people cared for themselves in the past and today, recognising how lifestyles and healthcare have changed.	Children reflect on their own personal journey through Reception, recognising how their skills, confidence and independence have developed over time.
Vocabulary			
Tier 1	Tier 2	Tier 3	

past, present, old, new, baby, child, family, photo,
memory, yesterday, today, tomorrow, celebration,
tradition, before, after, change, remember, history

compare, sequence, timeline, evidence, artefact,
event, celebrate, similar, different, chronological,
future, community, generation

history, historian, chronology, artefact, timeline, past,
present, future, Remembrance, tradition, significant,
century, decade

MATHS

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Follow a recipe	Following the White Rose Reception Scheme , children develop a deep understanding of numbers to 5 before progressing to numbers to 10. Through practical, hands-on activities linked to Wonderful Me and Once Upon a Wardrobe , they explore matching, sorting, comparing, pattern, subitising, composition of number, one more and one less, simple measures and sequencing. They solve real-life mathematical problems through cooking, construction and play-based learning.	Children build on their understanding of numbers to 10 by exploring addition, subtraction, doubles, sharing, grouping, mass, capacity, length, height, time and 2D/3D shape. Through Lights, Sirens, Action! and Ready, Steady, Grow! , they apply mathematical knowledge during investigations, cooking, planting and problem-solving activities following the White Rose progression.	During Going Places and Time Travellers , children consolidate their understanding of numbers beyond 10, numerical patterns, spatial reasoning and mathematical problem solving. They confidently apply mathematical skills across the curriculum through measuring, estimating, mapping, comparing quantities and solving practical challenges, preparing them for the Year 1 curriculum.
Supporting link Develop healthy habits	Children strengthen fine motor skills through counting, threading, manipulating small objects, using tweezers, peg boards and mathematical resources. They develop hand strength and coordination whilst exploring number practically.	Children continue developing fine motor control through mathematical games, measuring, construction and practical investigations. Gross motor skills are developed through outdoor maths, obstacle courses and positional language activities.	Children demonstrate increasing precision, coordination and independence when using mathematical equipment, measuring accurately and solving practical mathematical problems indoors and outdoors.
Supporting link Make a movie	Children develop mathematical language by explaining their thinking, counting aloud, describing patterns and comparing quantities using full sentences.	Children justify answers, explain methods and use increasingly precise mathematical vocabulary when solving problems and discussing investigations.	Children confidently explain mathematical reasoning, describe strategies and communicate solutions using appropriate mathematical vocabulary.
Supporting link Wow us with your writing	Children develop number formation, mathematical mark making and recording through labels, tallying, drawing and early number writing.	Children record calculations using pictures, marks and numerals, beginning to explain mathematical thinking through simple recordings.	Children independently record mathematical ideas using numerals, symbols, drawings and simple written explanations.
Supporting link Be a nature detective	Children explore pattern, shape, measure and number within the natural environment by collecting leaves, comparing sizes, counting natural objects and observing seasonal patterns.	Children investigate mathematical concepts outdoors through planting, measuring growth, comparing habitats, exploring capacity and using positional language during Forest School.	Children confidently apply mathematical understanding to real-life investigations by measuring, estimating, comparing and solving problems within the outdoor environment.
Supporting link	Children apply counting, sorting, matching and pattern skills whilst preparing for	Children use mathematics when preparing for Lunar (Chinese) New Year, Easter and	Children confidently apply mathematics to organise celebrations, solve practical problems

Plan a party	Harvest, Bonfire Night, Diwali and Christmas celebrations, including sharing, counting objects and creating repeating patterns.	Eid celebrations by measuring ingredients, sharing fairly, estimating quantities and creating symmetrical patterns.	and use mathematical skills independently in meaningful contexts.
Vocabulary			
Tier 1	Tier 2	Tier 3	
number, count, more, less, same, different, big, small, long, short, tall, heavy, light, full, empty, shape, circle, square, triangle, rectangle, pattern, sort, match, add, take away, equal	compare, estimate, order, measure, sequence, represent, solve, calculate, explain, partition, combine, share, double, halve, position, direction	subitise, composition, numeral, quantity, digit, addition, subtraction, equal, odd, even, capacity, mass, symmetry, repeating pattern, 2D shape, 3D shape	

LITEARCY

Curriculum Goal	Autumn (Milestone 1)	Spring (Milestone 2)	Summer (Milestone 3)
Primary link Wow us with your writing	Following the Little Wandle Letters and Sounds Revised programme, children develop early reading and writing skills through daily phonics, shared reading and meaningful mark making. Linked to Wonderful Me and Once Upon a Wardrobe , children learn to hear initial sounds, blend and segment simple words, develop pencil control and begin writing recognisable letters, captions and simple words. They develop a love of books through high-quality stories, rhymes and storytelling.	Children apply growing phonic knowledge to read and write simple sentences with increasing independence. Through Lights, Sirens, Action! and Ready, Steady, Grow! , they write for different purposes including labels, lists, captions and short sentences. They develop comprehension by discussing stories, predicting events and retelling familiar texts using rich vocabulary.	During Going Places and Time Travellers , children confidently apply phonics to read fluently and write simple sentences independently. They compose short pieces of writing for different purposes, use finger spaces, capital letters and full stops where appropriate, and discuss books, characters and information texts in greater depth, preparing them for the Year 1 curriculum.
Supporting link Make a movie	Children develop speaking and listening skills through storytelling, role play, singing, rhyme and conversation. They learn new vocabulary, ask questions and retell familiar stories with increasing confidence.	Children confidently explain ideas, sequence stories, retell events and use ambitious vocabulary during discussions and role play.	Children communicate clearly using well-structured sentences, discussing books, sharing opinions and explaining ideas with confidence.
Supporting link Developing healthy habits	Children develop the fine motor skills needed for writing through dough disco, funky fingers, threading, tweezers, cutting, tracing and pencil control activities. They begin to form letters correctly using the Little Wandle formation phrases.	Children refine pencil grip, handwriting and letter formation through daily writing opportunities and fine motor activities, building stamina and control.	Children demonstrate increasing fluency, control and independence when writing, using effective pencil grip and well-formed letters to record their ideas.
Supporting link Shine like an artist	Children illustrate stories, create story maps and represent characters through drawing, painting and model making to deepen story understanding.	Children use art to retell narratives, design story settings and create illustrations to accompany their writing.	Children confidently combine art and writing to publish work, create story books and communicate ideas creatively.
Supporting link Be a nature detective	Children explore environmental print, labels and signs in the outdoor environment. They develop vocabulary through first-hand experiences and enjoy stories linked to nature and seasonal change.	Children use non-fiction books to investigate plants, animals and the natural world, recording simple observations through drawing and writing.	Children confidently use fiction and non-fiction texts to investigate the wider world, writing simple factual sentences and sharing findings with others.

Supporting link Plan a party	Children read stories and create cards, invitations and labels linked to Harvest, Bonfire Night, Diwali and Christmas , developing meaningful reasons to read and write.	Children write cards, lists, captions and simple messages linked to Lunar (Chinese) New Year, Mother's Day, Easter and Eid , recognising that writing has many purposes.	Children independently apply reading and writing skills to celebrations, creating invitations, menus, posters and messages with increasing confidence and independence.
Vocabulary			
Tier 1	Tier 2	Tier 3	
book, story, page, word, letter, sound, rhyme, sentence, write, read, pencil, name, picture, character, author, title, poem, label, list, caption	predict, retell, describe, sequence, explain, compare, discuss, expression, illustration, information, fiction, non-fiction, blurb, sentence, phonics	phoneme, grapheme, digraph, trigraph, blend, segment, decode, encode, caption, sentence, punctuation, capital letter, full stop, tricky word	