

Yearly Overview 2026-2027

Autumn 1 Marvellous Me!	Autumn 2 People Who Help Us	Spring 1 Ready, Steady, Go!	Spring 2 What Came First?	Summer 1 Donaldson's Animal Adventures	Summer 2 Superfoods!
Wk 1: Settling in and Assessment Wk 2: Assessment Wk 3: Assessment Wk 4: Assessment Wk 5: My Favourite Things Wk 6: My Home Wk 7: My Body Wk 8: Senses	Wk 1: My Family (Friday – Diwali: Sunday 8 th November) Wk 2: School Wk 3: Community Wk 4: Firefighters Wk 5: Health Care Workers Wk 6: Police Officers Wk 7: Christmas	Wk 1: The Bus Wk 2: The Bus Wk 3: Where to? Wk 4: Where next? Wk 5: Journeys (Chinese NY: Friday – Saturday 6 th February) Wk 6: Journeys	Wk 1: Insects - Butterflies Wk 2: Birds - Ducklings Wk 3: Amphibians – Frogs (Eid al-Fitr: Wednesday 10 th March) Wk 4: Reptiles – Tortoise Wk 5: Easter	Wk 1: The Gruffalo Wk 2: The Gruffalo Wk 3: What the Ladybird Heard Wk 4: Superworm Wk 5: Monkey Puzzle Wk 6: A Squash and a Squeeze Wk 7: Sharing a Shell	Wk 1: Supertato Wk 2: Supertato Wk 3: Supertato Wk 4: The Gingerbread Man Wk 5: The Gingerbread Man Wk 6: Oliver's Vegetables Wk 7: Year 1

Please see below for a breakdown of progression throughout the year (per half term) in the seven areas of learning.

Any sections underlined are taken directly from Development Matters.

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Communication & Language

Listening, Attention and Understanding • <u>Enjoy listening to longer stories.</u> • <u>Know many rhymes...</u> (and) <u>songs</u> • <u>Shift from one task to another if you fully obtain their attention.</u> • <u>Answer simple 'why' questions.</u> • Begin to listen carefully and understand why listening is important. Speaking • <u>Use sentences of four to six words.</u> • <u>Use sentences joined up with words like 'because', 'or', 'and'.</u> • <u>Use future and present tense (may continue to have problems with irregular tenses and plurals.</u> • <u>Start a conversation with an adult or friends and continue it for many turns.</u> • Continue to <u>develop social phrases</u> (e.g. good morning, how are you?). • Join in with actions and repeated phrases.	Listening, Attention and Understanding • Listen attentively for extended periods of time (5 minutes) in different situations. • Answer questions when asked by an adult and show some understanding. • Listen during story time and begin to answer questions. • Show an understanding of instructions. • Use some words of my own to describe a story. • Listen to rhymes or songs and repeat them. Speaking • <u>Learn new vocabulary and begin to use it.</u> • Begin to use story talk in other contexts. • Speak clearly most of the time. • Describe events in some detail in my play. Both • Begin to talk with others to solve problems. • Continue to listen and copy adult's speech. • Clearly know social phrases.	Listening, Attention and Understanding • Know when to listen. • Listen attentively for extended periods of time (10 minutes) in different situations. • Follow instructions. • <u>Engage in story time.</u> • Talk about a book, including the characters, plot and if they enjoyed it. • Role play the week's story and tell the plot of the story. • <u>Engage in non-fiction books.</u> • Know what a non-fiction book is. • Know a fact about a subject from non-fiction an adult has read to me. • Know a rhyme or song off by heart. Speaking • Learn new vocabulary and use it in my play. • Speak clearly in full sentences. • Use a range of conjunctions. • Easily describe the events of the morning or afternoon. Both • Clearly talk to friends in play and in learning. • Use social phrases confidently and correctly.	Listening, Attention and Understanding • Listen attentively for extended periods of time (15 minutes) in different situations. • Talk about what has been said or what has been heard. • Confidently answer different questions. • Demonstrate a clear understanding of what has been said to me, including instructions. • <u>Listen to and talk about stories to build familiarity and understanding.</u> • <u>Learn rhymes, poems and songs.</u> Speaking • <u>Connect one idea or action to another using a range of conjunctions.</u> • Learn new vocabulary and use it in their play and conversations. • <u>Describe events in some detail.</u> • <u>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</u> • Know to use non-fiction to find out some facts that are true. • Share new words from non-fiction.	Listening, Attention and Understanding • <u>Understand how to listen carefully and why listening is important.</u> • Listen attentively the majority of the time and then attempt to answer questions to show comprehension skills. • <u>Ask questions to find out more and to check they understand what has been said to them.</u> • <u>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</u> Speaking • <u>Articulate their ideas and thoughts in well-formed sentences.</u> • <u>Use new vocabulary in different contexts.</u> • <u>Listen carefully to rhymes and songs, paying attention to how they sound.</u> Both • <u>Learn new vocabulary and use new vocabulary through the day.</u> • <u>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</u>	Listening, Attention and Understanding (ELG) • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking (ELG) • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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	Self-Regulation - Talk about what they like. <u>Settle to some activities for a while.</u> - Begin to listen to an adult carefully. - Begin to listen to a friend carefully. - Calm themselves down after becoming upset with some support. - Make the right choice with some support. Managing Self - Begin to understand the school rules. <u>Be increasingly independent as they get dressed and undressed e.g. putting coats on and doing zips up.</u> <u>Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly.</u> Building Relationships <u>Can sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.</u> <u>Play alongside others.</u> <u>Take part in pretend play and take on a role.</u> <u>Generally, negotiate solutions to conflicts in their play.</u>	Self-Regulation - Talk about their family's roles and interests. - Listen to a story and think about the feelings of the characters. - Be kind to others. Managing Self - Try new activities sometimes with support. - May need a little support from an adult to make the right choice. - Understand the class school rules. - Talk about why they brush their teeth. - Tell when in the routine it is time for lunch. - Know when to wash their hands. Building Relationships - Begin to have regular friends that are good for them. - Be kind to others. - Begin to observe other children's work. <u>Build constructive and respectful relationships.</u>	Self-Regulation - Have a sense of pride in self. - Talk about what they don't like and why they don't like it. - Model the right choice with minimal support. - Calm themselves down with minimal support. - Listen carefully to an adult and friends. - Begin to compliment a friend's good work. - Line up and show that they are ready. Managing Self - Model the right choice during times when the whole class are together. - Think about challenges within circle times. - Manage own hygiene. - Talk about and understand road safety. - Talk about daily routine. - Understand when to wash hands and why. - Know when snack time is in during the day. Building Relationships - Have regular friends that are good for them. - Begin to compliment a friend's good work. - Learn how to review a friend's model and make suggestions for improvement. - Have positive relationships with adults and peers.	Self-Regulation - Be a confident individual. - Offer talk to understand how a character maybe feeling. - Make the right choice most of the time. - Recognise when they are not making the right choice. - Observe other children's work and tell them what they like. - Calm themselves down. Managing Self - Talk and solve challenges with simple solutions within the circle time. - Make the right choice most of the time. - Recognise when they are not making the right choice. - Understand why they need fruit and veg. - Know lots of time on a device isn't good for them. - Understand the need for sleep. Building Relationships - Complement a friend's good work. - Positively review a friend's model and make suggestions for improvement. - Resolve conflict with some support.	Self-Regulation <u>See themselves as a valuable individual.</u> <u>Express their feelings and consider the feelings of others.</u> <u>Identify and moderate their own feelings socially and emotionally.</u> Managing Self <u>Show resilience and perseverance in the face of challenge.</u> - Consistently gain praise for right choices. <u>Manage their own needs.</u> <u>Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian).</u> Building Relationships <u>Think about the perspectives of others.</u> <u>...consider the feelings of others.</u> - Resolve conflict mostly independently.	Self-Regulation (ELG) - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self (ELG) - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships (ELG) - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs
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Physical Development

Gross Motor Skills

- Climb confidently, catch a large ball and pedal a tricycle.
- Run well, kick a ball and jump with both feet off the ground.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Match their developing physical skills to tasks and activities in the setting e.g. whether to crawl, walk or run across a plank, developing on its length and width.
- Collaborate with others to manage large items.
- Begin to sit with legs crossed on the floor.

Fine Motor Skills

- Use one handed tools and equipment safely.
- Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Gross Motor Skills

- Confidently walk, run and crawl.
- Can do a physical challenge when instructed and extended by an adult.
- Move full body during Jump Start Jonny.
- Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Move around an obstacle course with adult support.
- Learn how to throw, catch and kick a ball.

Fine Motor Skills

- Cut soft things with knife.
- Use tools to make handwriting patterns (e.g. straight lines, curved lines, tunnels, zig zags etc.).
- Add some letters to marks.

Both

- Begin to use small and large apparatus outside.
- Develop the skills they need to manage the school day successfully e.g. lining up, queueing and mealtimes.

Gross Motor Skills

- Confidently hop and jump.
- Continue to refine how to climb and jump off of apparatus safely.
- Beginning to climb higher.
- Beginning to jump farther.
- Beginning to be still for more than one minute.
- Sit on the floor with legs crossed.
- Sit on a chair and the floor safely with increasingly good posture.
- Use balls correctly.
- Hold a bat correctly.
- Learn how to pass a ball.
- Develop confidence of movement with balls.
- Run fast thinking about spatial awareness.

Fine Motor Skills

- Cut shapes with scissors.
- Draw with a variety of apparatus.
- Write using appropriate tools.
- Write letters.
- Write first name and beginning to write last name.
- Mark make confidently.

Gross Motor Skills

- Confidently roll.
- Further develop skipping skills.
- Progress towards a more fluent style of moving, with developing control and grace.
- Successfully complete a physical challenge and challenge myself physically.
- Climb higher and jump farther.
- Be still.
- Move with coordination and balance – independently.
- Sit at a table with my legs underneath the table.
- Confidently move around an obstacle course.
- Jump into and out of a hoop.
- Use the monkey bars.
- Hold a bat for hitting a ball.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop overall body-strength, balance, co-ordination and agility.

Fine Motor Skills

- Use cutlery with confidence.
- Show confidence with using tools to write and draw.
- Write with the correct formation most of the time.
- Write first name and last name.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Fine Motor Skills

- Can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Both

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Gross Motor Skills (ELG)

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills (ELG)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

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Literacy

Comprehension

- Engage in extended conversations about stories, learning new vocabulary.
- Spot and suggest rhymes.

Word Reading

- Understand...print has meaning
- Understand...we read English text from left to right and from top to bottom.
- Understand...page sequencing.
- Develop phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound, such as money and mother.
- Orally blend

Writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Use some letters accurately.

Comprehension

- Understand some vocabulary introduced during phonics reading sessions and story time.
- Listen during story time and begin to answer questions.
- Answer questions about what has happened in a book I have read using the book to help.
- Use picture prompts/story maps to retell a story with others.
- Use some words of my own to describe a story.

Word Reading

- Recognise most of the Phase 2 sounds and start to recognise individual letter sounds in Phase 3.
- Begin to blend sounds to read short phonetic words (CVC words).
- Recognise and read their name.
- Read and recognise Phase 2 tricky words.
- Begin to read worded books.
- Begin to read worded books at home.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing

- Begin to add initial sounds for words.
- Tell another what their work says.

Comprehension

- Understand vocabulary introduced during phonics reading sessions, story time and literacy sessions and begin to use some correctly.
- Answer recall questions, using the book to help if needed.
- Talk about a book, including the characters, plot and if they enjoyed it.
- Role play the week's story and tell the plot of the story.
- Start to predict what might happen next.

Word Reading

- Read individual letters by saying the sounds for them (all 26 initial letter sounds from Phase 2 and 3).
- Begin to read some letter groups that each represent one sound and say sounds for them (digraphs and trigraphs).
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Begin to recognise digraphs and trigraphs and begin to read words with these letter groups in them.
- Begin to recognise some Phase 3 tricky words.
- Confidently read simple worded books.

Writing

- Form some letters from the alphabet correctly.
- Write Phase 2 tricky words.
- Write simple words using sound letter correspondence (CVC words).

Comprehension

- Understand and become more confident with using vocabulary introduced during phonics reading sessions, story time and literacy sessions.
- Answer recall questions without needing the book.
- Retell stories and narratives from the phonics reading sessions, story time and literacy sessions.
- Become more confident with predicting.

Word Reading

- Read some letter groups that each represent one sound and say sounds for them (digraphs and trigraphs).
- Read longer words.
- Read and recognise Phase 3 tricky words.
- Read simple worded books with some digraphs and trigraphs.
- Read simple worded books with some digraphs and trigraphs at home and re-read these to build up confidence.

Writing

- Form most letters from the alphabet correctly.
- Write some capital letters.
- Begin to write some Phase 3 tricky words.
- Write simple phrases/sentences.
- Use finger spaces.
- Re-read what they have written to check that it makes sense.

Comprehension

- Understand and use vocabulary introduced during phonics reading sessions, story time and literacy sessions.
- Confidently answer different questions about stories, non-fiction, rhymes and poems.
- Predict what might happen next.

Word Reading

- Confidently blend sounds into words, including words with some digraphs and trigraphs.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Writing

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Writing can be read by others without the child there.

Comprehension (ELG)

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading (ELG)

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing (ELG)

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

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Mathematics	Number • <u>Show 'finger numbers' up to 5.</u> • <u>Develop fast recognition of up to 3 objects without having to count them individually ('subitising').</u> • <u>Link numerals and amounts...up to 5.</u> Number Patterns • <u>Recite numbers past 5.</u> • <u>Compare quantities using language: 'more than', 'fewer than'.</u> • <u>Extend and create ABAB patterns – stick, leaf, stick, leaf.</u> • <u>Notice and correct an error in a repeating pattern.</u> Shape, Space and Measure • <u>Talk about and explore 2D and 3D shapes using informal and mathematical language.</u> • <u>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof.</u> • <u>Make comparisons between objects relating to size, length, weight and capacity.</u> • Start to learn about days of the week and months of the year. • Learn about the school daily routines.	Number • <u>Subitise to 5.</u> • Explore the composition of numbers to 4. Number Patterns • <u>Compare numbers to 4.</u> • Recognise, repeat and create patterns. • <u>Count objects, actions and sounds to 5.</u> Shape, Space and Measure • Use the words heavy and light and explore the scales for balance purposes. • Talk about how many sides a circle, triangle, square and rectangle have. • <u>Understand positional language through words alone.</u>	Number • <u>Link the number symbol (numeral) with its cardinal number value to 5.</u> • <u>Subitise to 5 and begin to use conceptual subitising (seeing sub-groups within the quantities).</u> • Explore the composition of 5, 6 and 7. Number Pattern • Recognising, ordering, counting and cardinality within 5. • <u>Compare numbers</u> using the language 'more than', 'fewer than' and 'an equal number.' • <u>Count beyond 10.</u> Shape, Space and Measure • Talk about daily routines and activities associated with night and day.	Number • <u>Explore the composition of numbers within 10.</u> • <u>Link the number symbol (numeral) with its cardinal number value to 10.</u> Number Pattern • Know the purpose of counting. • Rote count above 20, recognising the familiar repeating number pattern within 10. • <u>Compare numbers</u> using the language 'more than', 'fewer than' and 'an equal number.' Both • Explore doubling facts. • Count, order and explore cardinality within 8.	Number • <u>Subitise</u> amounts in increasingly complex arrangements and know when to use subitising and when to count. • Consolidate my understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible. • Build on our learning about 5 and a bit when working with numbers to 9 before then looking at the composition of 10. Number Pattern • Continue to practise counting and will understand its purpose. • <u>Count objects, actions and sounds</u> • Look at missing numbers when counting. • Continue to practise counting above 20 to consolidate the word pattern. • <u>Understand the 'one more than/one less than' relationship between consecutive numbers.</u> Both • Learn about where numbers to 10 are in relation to each other.	Number (ELG) • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Number Patterns (ELG) • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Shape, Space and Measure (not compulsory assessment) • <u>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</u> • <u>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</u> • <u>Compare length, weight and capacity.</u> • <u>Continue, copy and create repeating patterns.</u> • Have an understanding of time.
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Understanding the World

Past and Present

- Begin to make sense of their own life-story and family's history (their own baby photos).
- Draw their family and talk about them from their drawing or from photos.
- Talk about what their family do when they are at school.
- Show interest in different occupations.

People and Communities

- Talk about where they live, their home style and favourite things to do there.
- Continue developing positive attitudes about the differences between people.

The Natural World

- Play outdoors.
- Identify an animal.
- Talk about the weather.
- Begin to learn about the seasons (autumn).
- Use all their senses in hands-on exploration of natural materials.
- Talk about the differences between materials and changes they notice.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Explore and talk about different forces they can feel (e.g. pushing objects under water, magnets).

Past and Present

- Can say if something is old or not.
- Identify if a character in a story is old.
- Beginning to learn traditional stories from the past (e.g. Diwali Story, Christmas Story).
- Talk about members of their immediate family:
 - Talk about what their family likes and dislikes.
 - Answer questions about their family life.
- Name and describe people who are familiar to them:
 - Know who they can ask to help them in school.
 - Know the name of the head teacher and what they do.
 - Name three members of staff from the school and their roles.
 - Talk about what people in our community do to help us.

People and Communities

- Listen to people from different religions and cultures with interest.
- Talk about what their family celebrates.
- Talk about own beliefs.
- Beginning to know about people around the world.
- Talk about where they live – town and country.

The Natural World

- Explore the outdoor environment.
- Identify a plant.
- Observe changes in weather.
- Know if they need to wear a coat.
- Continue to learn about the seasons (winter).

Past and Present

- Explore old artefacts/images and tell you why they are old (in relation to transport).
- Discuss if a story is about the past.
- Talk about the present.
- Tell a traditional tale from another culture (e.g. Chinese New Year Zodiac Story).
- Compare outdoor environment to past experiences.

People and Communities

- Explore the school's collective worship time.
- Identify and explore simple maps (school and local area).
- Talk about features of a map and what a map is used for.
- Use a map with an adult to identify places in the local area.
- Describe the features of where they live.
- Talk about a place in the world they would like to go to and why.
- Explore a different country and see if this country is different to where they live.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

The Natural World

- Explore the outdoor environment to experiences weather, changes and physical challenges.

Past and Present

- Tell a story from the past (relating to them or one they have heard e.g. Easter story).
- Tell a fairy tale
- Compare spring to the seasons that have passed.
- Talk about characters from stories.

People and Communities

- Talk about someone else and what they believe and celebrate.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

The Natural World

- Explore the natural world around them.
- Use my senses to explore the natural world.
- Explore unfamiliar areas in the outdoors.
- Talk about familiar plants and name them.
- Say animal names.
- Talk about spring and compare to autumn and winter.

Past and Present

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

People and Communities

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.

The Natural World

- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
- Compare animal habitats to their own homes.

Past and Present (ELG)

- 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.

People and Communities (ELG)

- 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.

The Natural World (ELG)

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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Expressive Arts & Design

Creating with Materials

- Explore different materials freely.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colouring mixing.
- Know the names of different colours.

Being Imaginative and Expressive

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop stories using small world equipment.
- Make imaginative 'small worlds' with blocks and construction kits.
- Listen with increased attention to sounds.
- Respond to what they have heard.
- Remember and sing songs.

Creating with Materials

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Show different emotions in their drawing and paintings.
- Mix colours and know the colour they want to create.

Being Imaginative and Expressive

- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Watch a simple performance.
- Talk about if they like a show they have watched.
- Sing in a group.
- Engage in pretend play and imaginative play.
- Chose a song they like to dance to.
- Dance along to music.
- Engage in music making.
- Do a simple performance with guidance.

Creating with Materials

- Create own independent creations.
- Observe their creation and make changes.
- Create creations in a team.

Being Imaginative and Expressive

- Listen to a variety of music.
- Sing on their own.
- Move their body in a variety of ways to a song they like.
- Explore music.
- Play instruments with increasing control to express their feelings and ideas.

Both

- Use enhancements to extend their pretend play.

Creating with Materials

- Mix colours and add white or black correctly to get the colour they want.
- Create creations over a few days.
- Create or ask for enhancements to extend their imaginative play.

Being Imaginative and Expressive

- Show enjoyment in listening to different styles of music.
- Watch a performance with enjoyment.
- Talk about the show they watched and discuss.
- Sing in a group making it sound nice.
- Engage in music and follow a story map creating a musical accompaniment.
- Dance in a sequence of learnt moves.
- Perform in a performance in front of the class.

Both

- Use enhancements to extend and develop storylines in their pretend and imaginative play.

Creating with Materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

Being Imaginative and Expressive

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop story lines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Creating with Materials (ELG)

- 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.

Being Imaginative and Expressive (ELG)

- 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.