EYFS Cradley Nursery Curriculum Plan 26 – 27

We have new starters every half-term, so our planning allows for individualised, not group, progression. Our weekly and in-the-moment planning is responsive to the interests and needs of individual children so, while we may incorporate seasonal of festival imagery, and themed stories and songs into our provision, our core focus is on supporting development in the Prime Areas of the EYFS for 2 – 3 year olds and on encouraging children to develop their own fascinations through their self-chosen play. We then develop children's understanding of the wider world through broad themes structuring our planning once they move into their pre-school year.

	Autumn 1 2026	**Autumn 2 2026**	**Spring 1 2027**	**Spring 2 2027**	**Summer 1 2027**	**Summer 2 2027**
Topic These will be adapted and added to throughout the half-term to reflect and respond to the children's emerging interests, ensuring the curriculum remains flexible, child-led and meaningful.	**All About Me**	**On the Farm**	**People Who Help Us**	**Dinosaurs**	**Space & Planets**	**Around the World**
Seasons, Festivals, Trips and Events At Cradley Nursery, we follow a rich calendar of seasons, festivals, trips and special events that help bring learning to life for our children. These shared experiences deepen their understanding of the world around them, create meaningful memories, and provide natural opportunities for language development, creativity and curiosity. By celebrating seasonal changes, exploring cultural festivals, and taking part in visits and whole-nursery events, children build a strong sense of belonging and connection to our Cradley community.	• Autumn • Harvest • Harvest Church Festival	• Autumn/Winter • Bonfire Night • Diwali • Christmas • Nativity • Santa's Safari • Toddlers Christmas Party • Children in Need	• Winter • Chinese New Year • Avenue Veterinary Centre visit • Police Visit • Trip to Ledbury • Valentine's Day • GP visits	• Winter/Spring • Pancake Day • Mother's Day • Easter • Toddlers Easter Egg Hunt • World Book Day • St David's Day • Easter Church Service	• Spring • Sports Day	• Summer • Father's Day • Three Counties Trip
Core Texts At Cradley Nursery, we have selected a range of Core Texts for children to enjoy and revisit throughout their	• Monkey Puzzle • Elmer • The Gruffalo • What Makes me a me? • Together We Can	• A Squash and a Squeeze • Farmyard Hullabaloo • What the Ladybird Heard • The Scarecrows Wedding • Stick Man	• Dr Potts, My Pets have Spots • The Hospital Dog • Alan's Big Scary Teeth • Busy People - Firefighter	• Dinosaur Roar • Ten Minutes to Bed Little Dinosaur • Excuse Me, Are you a T-Rex • The Worrysaurus	• The Smeds and The Smoos • Whatever Next • How to Catch a Star • Goodnight Spaceman	• Handa's Surprise • Elmer • Paddington at The Palace • Walk this World • Miffy in The Netherlands

time with us. These carefully chosen books help foster a love of stories, support children in building a rich bank of tales they can retell and provide meaningful links across all areas of learning.	• The Hugasaurus • A Super Power Like Mine • Amazing Me, Amazing You	• The Nativity Story • The Gruffalo's Child	• The Jolly Postman • Clean Up	• Dinosaurs Love Underpants • The Easter Story		• The Koala Who Could • Starting School
Core Nursery Rhymes At Cradley Nursery, we have chosen a collection of Core Nursery Rhymes for children to enjoy and revisit throughout their time with us. These well-loved rhymes help nurture a joy of music and rhythm, support early language development, and give children a shared bank of songs they can join in with confidently. Our chosen rhymes also provide rich opportunities for cross-curricular learning, from early maths and movement to communication and imaginative play.	• Head, Shoulders, Knees and Toes • If You're Happy and You Know It • Rock a Bye Baby • Miss Polly Had a Dolly • Incy Wincy Spider • Dingle, Dongle Scarecrow	• Old McDonalds • Five Little Ducks • Baa Baa Black Sheep • Twinkle Twinkle Little Star • Jingle Bells • When Santa Got Stuck	• The Wheels on the Bus • Miss Polly Had a Dolly • Humpty Dumpty • Five Little Monkeys • I'm a Little Snowman • Here we go round the Mulberry Bush	• Little Peter Rabbits • Hop Little Bunnies • Hot Cross Buns	• Twinkle Twinkle Little Star • Zoom, Zoom, Zoom • Five Little Men in a Flying Saucer	• London Bridge is Falling Down • Frere Jacques • Kookaburra Sits in the Old Gum Tree
Core Vocabulary At Cradley Nursery, we have identified a set of Core Vocabulary that children will encounter regularly throughout their time with us. These carefully chosen words support early language development, strengthen children's understanding of key concepts, and help them communicate confidently during play and learning. By revisiting this vocabulary across topics, routines and experiences, children build a secure bank of meaningful words that they can use, apply and deepen as they grow.	• Me • My name • Mummy/Daddy • Baby • Family • Friend • Body • Head • Hands • Feet • Eyes • Hair • Happy • Sad • Tired • More • Mine • Stop • Help • Home	• Farm • Farmer • Cow • Sheep • Pig • Horse • Duck • Hen • Mud • Field • Barn • Tractor • Food • Milk • Egg • Noises (moo, baa, oink)	• Help • Safe • Doctor • Nurse • Police • Firefighter • Teacher • Vet • Ambulance • Engine • Uniform • Tools • Stop • Help me • Thank you	• Dinosaur • Big • Small • Roar • Stomp • Egg • Baby dinosaur • Tail • Teeth • Neck • Feet • Eat • Bones • Fossil • Long ago	• Space • Sky • Moon • Star • Rocket • Astronaut • Planet • Earth • Moon rocks • Dark • Light • Big • Round • Zoom • Up • Shine	• World • Map • Home • House • Family • Friends • Travel • Boat • Bus • Train • Food • Clothes • Music • Dance • Hot • Cold • Animal • Beach • Snow • Sun • Rain
Ambitious Vocabulary At Cradley Nursery, we introduce children to a	• Myself • Family members	• Animal babies (calf, lamb, piglet, kid, foal, chick)	• Emergency • Community • Equipment	• Carnivore • Herbivore • Extinct	• Solar system • Orbit • Gravity	• Continent • Country • Culture

carefully selected range of Ambitious Vocabulary that enriches their language and deepens their understanding of the world. These words are chosen to challenge and extend children's communication skills, helping them to express ideas with increasing confidence and precision. By embedding ambitious vocabulary across stories, play, routines and topics, children encounter meaningful language in context and begin to use it independently as their speech and understanding grow.	• Feelings (happy, sad, scared, excited, worried) • Body parts (shoulders, knees, elbows, tummy) • Healthy • Hygiene • Safe • Different • Same • Favourite • Belong • Routine • Grow • Change • Strong • Healthy choices • Feelings words (frustrated, calm, proud)	• Farm jobs (feeding, milking, collecting eggs) • Hay • Paddock • Fence • Harvest • Crops • Wool • Produce • Healthy food • Life cycle (egg → chick → hen) • Habitat • Pasture • Combine harvester	• Stethoscope • Paramedic • Fire engine • Protective gear • Rescue • Investigation • Emergency services • Veterinary • Communication • Responsibility • First aid • Uniform	• Prehistoric • Fossil • Skeleton • Footprint • Habitat • Volcano • Meteor • Eruption • Massive • Sharp • Armour • Plates • Claws • Tail swipe • Long neck • Hatch • Tracks	• Astronaut • Spaceship • Rocket launch • Planet names • Crater • Meteor • Comet • Galaxy • Milky Way • Astronomy • Telescope • Spacesuit • Zero gravity • Surface • Atmosphere • Constellation • Mission	• Tradition • Language • Journey • Destination • Climate • Tropical • Arctic • Festival • Instrument • Cuisine • Landscape • Population • Explore • Celebrate • Respect • Community Transition – • Independence • Responsibility • Routine • Belonging • Confidence • Resilience • Cooperate • Organise • Classroom • Teacher • Learning • Challenge • Problem-solve • Instructions • Assembly • Friendship • Buddy • Kindness
Little Wandle Phonics **2 -3 Year Olds –** For this age group it is appropriate to focus on developing listening skills and sound differentiation through the repetition by practitioners and through stories, songs and instrument exploration. **3 – 4 Year Olds –** To provide the building blocks for Phase 2 phonics at	**2 -3 Year Olds –** • Environmental Sounds **3 – 4 Year Olds –** • Environmental Sounds **LWP Sounds:** Rhyme time & routines	**2 -3 Year Olds –** • Instrumental Sounds **3 – 4 Year Olds –** • Instrumental Sounds **LWP Sounds:** s, a, t, p, i, n, m	**2 -3 Year Olds –** • Body Percussion **3 – 4 Year Olds –** • Body Percussion **LWP Sounds:** d, g, o, c, k, e	**2 -3 Year Olds –** • Environmental Sounds **3 – 4 Year Olds –** • Rhythm and Rhyme **LWP Sounds:** u, r, h, b, f, l	**2 -3 Year Olds –** • Instrumental Sounds **3 – 4 Year Olds –** • Alliteration **LWP Sounds:** j, v, w, y, z, qu, ch	**2 -3 Year Olds –** • Body Percussion **3 – 4 Year Olds –** • Voice Sounds • Segmenting and Blending **LWP Sounds:** ck, x, sh, th, ng, nk

school; introduction Little Wandle 'pure sounds'.						
Personal, Social and Emotional Development • **Making Relationships** • **Sense of Self** • **Understanding Emotions** Personal, Social and Emotional Development is woven throughout the half-termly topic, supporting children to build confidence, develop relationships and understand their own feelings within meaningful, familiar contexts. The topic provides opportunities for children to share experiences, take turns, work alongside others and develop empathy as they explore characters, scenarios and real-life situations linked to the theme. Through high-quality interactions and carefully planned provision, children learn to express their needs, manage small conflicts and make independent choices. The topic also helps children recognise what makes them unique and feel a sense of belonging within the group. By embedding PSED across the theme, children develop the emotional security, social skills and self-awareness that underpin all areas of learning.	**2 -3 Year Olds –** • **Explore the Nursery environment -** This links to *All About Me* because children are learning where they belong and becoming familiar with the spaces that make up *their* world. Exploring helps them understand themselves as part of the setting. • **Interact with confidence while their Key Person is close by** - This supports *All About Me* as children learn who keeps them safe. Their Key Person helps them feel secure enough to try new things and begin forming their own identity. • **Shows empathy for others -** Beginning to notice when others are sad, happy, or hurt helps children understand their own feelings. This early empathy is part of learning "I have feelings, and so do other people." • **Aware of physical characteristics** - Children start to recognise simple features like hair, eyes, or height. This helps them understand what they look like and what makes them unique. • **Can point to bodily features -** Pointing to body parts such as nose, eyes, or tummy helps children build early body awareness, an important part of understanding themselves. • **Expresses positive and negative feelings through actions, behaviours and a few words -** Children show emotions through actions, gestures, and a few words.	**2 -3 Year Olds –** • **Enjoys playing alone and alongside others -** On the farm, children explore small-world animals or tractors independently or next to peers, helping them understand their own play style and how they relate to others. • **Will often watch, follow and imitate others in their play -** Copying how others feed toy animals or drive tractors helps children learn new actions and roles, supporting their understanding of people who work on a farm. • **Experiments what their bodies can do -** Moving like animals (stomping like cows, waddling like ducks) helps children explore their physical abilities and link movement to farm life. • **Begins to use me, you and I in their talk -** Talking about themselves during farm play ("I feed the sheep", "Me tractor") supports identity and communication within meaningful, imaginative contexts. • **Experiences a wide range of feelings with great intensity which can be overwhelming -** Farm stories and role-play can evoke excitement, surprise or caution (e.g., loud animal noises), helping children recognise their own emotions. • **Is aware of others' feelings and is beginning to show empathy -** Caring for toy animals (feeding, comforting, putting to bed)	**2 -3 Year Olds –** • **Asserts their own ideas and preferences -** Children choose which helper role they want to play (doctor, firefighter, police officer), showing their own ideas and preferences during role-play and small-world activities. • **On occasions withdraw from social engagement and become frustrated -** During shared helper play, children may step back or become frustrated when others take equipment (e.g., stethoscope, fire hose), offering opportunities to model turn-taking and emotional support. • **Shows a growing sese of self through their likes and dislikes -** Children express preferences such as "I like the fire engine" or "I don't want the police hat," helping them build a sense of identity through familiar helper roles. • **Is aware of others feelings and beginning to show empathy -** In role-play, children comfort a "poorly" doll or help a friend who "needs a bandage," beginning to show empathy just like real people who help us. • **Asserts their own agenda strongly and displays frustration at having to comply with others agendas -** When another child wants to lead the rescue or choose the helper role, children may become frustrated, creating opportunities to model negotiation and shared play.	**2 -3 Year Olds –** • **Builds relationships with special people -** Children enjoy sharing dinosaur toys, small-world play and books with familiar adults, helping them build trust and positive relationships during play. • **Show anxiety towards strangers -** When exploring new dinosaur activities or meeting visitors (e.g., a "dinosaur expert"), children may stay close to familiar adults, giving opportunities for reassurance and emotional security. • **Separates from carers and explores new environments -** Dinosaur-themed invitations to play (e.g., a dinosaur swamp, fossil dig, egg hunt) motivate children to settle, separate confidently and explore the nursery environment. • **Knows their own name, preferences and interests -** Children begin to talk about their favourite dinosaurs, colours or activities, helping them express their own likes and develop a sense of identity. • **Develops an understanding of differences -** Through comparing dinosaurs (big/small, long neck/short neck, herbivore/carnivore), children begin to notice and talk about differences in a simple, concrete way. • **Expresses emotions of pride and embarrassment -** Children may show pride when they build a tall dinosaur tower, find a fossil, or identify a dinosaur	**2 -3 Year Olds –** • **Shows some understanding that others have different ideas and needs -** During space role-play, children begin to notice that their friends may want to be *different astronauts*, choose *different planets* to visit or play with *different space toys*. They start to recognise that others have their own ideas and preferences. • **Shows care and concern for others -** In small-world play, children show care by helping a friend's "astronaut" who is "lost in space" or by sharing rockets and helmets. They comfort others if they become upset during busy or imaginative play. • **Shows a sense of autonomy through asserting ideas and making choices -** Children confidently choose which planet to explore, which rocket to use or which space activity to join. They assert their own ideas such as *"I want to go to the moon"* or *"My rocket goes fast."* • **Experiments with their own views through play -** Through pretend play, children explore their own ideas about space—deciding how astronauts move, what aliens might look like or how rockets blast off. They test out their thoughts and change them as they play. • **Is becoming able to think about their feelings and manage their emotions -** Space-themed stories and	**2 -3 Year Olds –** • **Begins to be able to co-operate in favourable situations -** Children join in simple group activities such as exploring foods, music or dances from different countries. They begin to co-operate when sharing instruments, passing objects around a circle or helping to set up small-world scenes of different places. • **Seeks out others to chare experiences with -** Children look for friends to explore maps, globes or cultural objects with. They enjoy showing others pictures of places, pointing out animals or landmarks and sharing excitement about new discoveries. • **Slowly learns that actions have consequences -** Children begin to understand simple cause and effect during activities such as mixing colours for flags, pouring water in "ocean" trays or handling delicate cultural items carefully. They learn that gentle hands help keep special objects safe. • **Responds to the feelings of others, showing concern and comfort -** Children notice when a friend is unsure or shy during a new cultural experience—such as trying a new food or listening to unfamiliar music—and may offer comfort, hold a hand or sit close to them. • **Begins to recognise some actions can hurt others and begins to stop**

	This links to *All About Me* because they are learning what feelings are and how to express them safely. • **Expresses positive feelings such ss joy and negative feeling such as anger through actions, behaviours and a few words -** This supports *All About Me* as children begin to understand their own emotions, how they feel inside, and how to communicate those feelings to others. **3 – 4 Year Olds –** • **Seeks out companionship with adults and other children -** This links to *All About Me* because children are learning who is important to them and how they fit into social groups. Building friendships helps them understand themselves as part of a community. • **Uses past experiences to guide their social interactions** - Children begin to remember what has worked before—sharing, turn-taking, comforting others. This supports *All About Me* as they learn how their own experiences shape the way they behave with others. • **Shows awareness of similarities and differences** - This links directly to identity. Children notice what makes them unique and what they share with others (hair colour, family, interests). This builds early self-concept and respect for diversity. • **Sensitive to others criticism** - As children	helps children practise gentle behaviour, empathy and understanding of others' needs. **3 – 4 Year Olds –** • **Shows more consideration of other's needs -** During farm role-play, children think about what others might need, such as taking turns with the tractor or sharing animal food. This helps them understand cooperation and kindness within shared farm activities. • **Shows gradually more impulse control in favourable conditions -** Waiting for a turn to "milk the cow" or to drive the tractor helps children practise self-control, linking their behaviour to the routines and rhythms of farm life. • **Enjoys being involved in daily tasks -** Helping with farm-themed jobs (feeding animals, collecting eggs, tidying the barn area) supports children's sense of responsibility and belonging, mirroring real farm routines. • **Is aware of being evaluated by others -** When children show their farm drawings, models or role-play to adults or peers, they become aware of others' responses, helping them understand pride, effort and feedback. • **Talks about how others might be feeling and responds according to their understanding -** Farm stories and role-play (e.g., a "sad" lamb or a "tired"	**3 – 4 Year Olds –** • **Practices skills of assertion, negotiation and compromise -** In helper role-play (doctor's surgery, fire station, police office), children negotiate roles, decide who will "help" first and learn to compromise when sharing equipment such as stethoscopes, hoses or radios. • **Enjoys playing alone, alongside and with others -** Children move confidently between independent play (caring for a doll), parallel play (building a fire station next to a friend) and cooperative play (working together to "rescue" someone), just like real helpers who work as a team. • **Shows confidence by becoming more outgoing towards new people and in new social situations -** Meeting visitors such as firefighters, nurses or police officers help children feel more confident with unfamiliar adults and new experiences, supporting their sense of security and curiosity. • **Takes risks and able to express their needs and ask adults for help -** Children try new challenges, such as climbing into a "fire engine" role-play or using real-life tools safely and learn to ask for help—mirroring how helpers communicate their needs to keep everyone safe. • **Understands that expectations vary depending on different events, social situations and changes in routine -** Children begin to recognise	correctly. They may also show shyness when asked to "roar" or share their model with the group. • **Can feel overwhelmed by intense emotions resulting in an emotional collapse -** Exciting dinosaur play (e.g., loud roaring, fast movements, group activities) can sometimes become overwhelming. Adults support children to regulate, calm and return to play safely. **3 – 4 Year Olds –** • **Represents and recreates what they've learnt from social interactions -** Children act out dinosaur stories, small-world scenes and role-play (e.g., "the dinosaurs are sharing", "the dinosaurs are cross"), using play to rehearse and make sense of real social experiences. • **Develops particular friendships with others -** Shared dinosaur interests—building a volcano together, hunting for fossils, or comparing favourite dinosaurs—encourage children to form friendships, collaborate and choose preferred play partners. • **Recognises that they belong to different communities and social groups -** Through discussions about dinosaur families, herds and groups, children begin to understand that they themselves belong to groups such as their family, nursery class or friendship circle.	role-play help children begin to talk about feelings such as *brave*, *scared*, *excited* or *worried*—for example, when an astronaut is "floating in space" or when a rocket "crashes." Adults support them to name and manage these emotions. • **Seeks comfort from familiar adult when needs and distract themselves when upset -** When loud rocket noises or busy group play feel overwhelming, children naturally seek comfort from trusted adults before returning to explore again. **3 – 4 Year Olds –** • **Becomes more flexible and cooperative -** During space missions in role-play, children learn to take turns being the astronaut, the mission leader or the rocket controller. They cooperate when building rockets together or sharing space helmets, becoming more flexible in their play ideas. • **Returns to the secure base of a familiar adult to recharge when needed -** If the excitement of "blast-off" play or busy group activities becomes overwhelming, children return to a familiar adult for reassurance before confidently re-joining space exploration. • **Shows confidence in speaking to others about their own needs and wants in a group situation -** Children express their ideas clearly during group discussions, such as choosing which planet to visit, deciding what their rocket needs, or explaining	**themselves from doing it -** Children learn to be gentle when exploring artefacts, instruments or clothing from different cultures. They begin to stop themselves from grabbing or pushing when others are exploring the same items. • **Participates more in collective cooperation as their experiences of routines and boundaries grows -** Children join in group routines such as tidying away cultural objects, preparing for a "world music" session or helping set up a role-play travel area. They begin to understand shared expectations. • **Responds to the feelings of others -** Children show awareness of others' emotions during shared activities—smiling when friends enjoy a dance, comforting someone who finds a new taste unfamiliar or celebrating together during a cultural festival. • **May recognise that some actions can hurt or harm others -** Children begin to understand that being rough with instruments, artefacts or each other can cause harm. They learn to handle items from around the world with care and respect. **3 – 4 Year Olds –** • **Proactively seeks adult support when needed -** Children approach adults for help when exploring new cultural objects, trying unfamiliar foods, or navigating new routines linked to starting school. They show growing

	become more aware of themselves, they also become aware of how others see them. This emotional sensitivity is part of developing self-esteem and understanding "me" in relation to others. • **Expresses a wide range of feelings in their interactions with others -** This supports *All About Me* because children are learning to understand their own emotions, name them, and communicate them. This helps them build emotional identity. • **May exhibit increased fearfulness of things -** As imagination grows, so does fear. This links to *All About Me* because children are learning what feels safe or unsafe, and how their emotions influence their behaviour and choices.	horse) help children explore emotions and practise empathy in meaningful, imaginative contexts. • **Is more able to recognise the impact of their choices and behaviours/actions on others -** Children learn that their actions affect others, such as when they spill the animal feed or block the tractor path. This supports early understanding of responsibility within shared farm play.	that behaviour changes depending on the situation—for example, listening carefully during a visit from a paramedic, following safety rules during a fire drill or using quiet voices in a "doctor's surgery.	• **Is aware of their relationships to particular social groups -** When children talk about who they like to play dinosaurs with, or who helps them during activities, they show awareness of their place within the nursery community and their relationships with others. • **Understands their own and other people's feelings -** Dinosaur stories and role-play provide opportunities to explore emotions—e.g., "the dinosaur is scared", "the baby dinosaur is sad"—helping children recognise and talk about feelings in themselves and others. • **Talks about their own and others feelings and behaviour and its consequences -** Children begin to explain simple cause and effect during dinosaur play, such as "he pushed the dinosaur, so it fell over" or "she shared the fossils so everyone was happy", supporting early moral understanding.	what their astronaut character wants to do next. • **Can describe what they can do well and what they are getting better at -** Through space-themed challenges—like building taller rockets, completing moon-rock hunts or balancing along "spacewalk" paths—children talk about what they are good at and what they are practising, showing growing self-awareness. • **Attempts to repair a relationship or situation -** When disagreements arise over space toys or roles, children begin to solve problems themselves—offering to share the rocket, suggesting turn-taking or inviting a friend to join their mission. • **Is more able to manage their feelings and tolerate situations where their wishes cannot be met -** Space play naturally creates moments where children must wait for a turn, accept a different role or adapt when a rocket game changes. They learn to manage disappointment and continue playing positively.	confidence in recognising when they need guidance. • **Articulates their wants and needs -** Children express what they would like to explore—choosing a country to learn about, selecting a book from another culture, or telling adults what they need during school-readiness routines such as changing, tidying or organising belongings. • **Has a clear idea about what they want to do in their play -** Children plan their play with purpose, such as deciding to build a "school classroom," pack a "suitcase" for travelling, or create a small-world scene of a place they have learned about. They show increasing independence in following their own ideas. • **Shows confidence in choosing resources and perseverance in carrying out a chosen activity -** Children select materials to make flags, maps, or travel tickets, or choose school-related props such as bags, books and uniforms. They keep going when tasks become tricky, such as cutting shapes for a flag or completing a world puzzle. • **Seeks support and practical help in new or challenging situations -** Children ask for help when trying something unfamiliar—tasting food from another country, learning a new greeting, or practising school routines like lining up or putting on their coat. They show

						growing trust in adults during transitions. • **Is aware of behaviour expectations -** Children understand expectations during group cultural activities, celebrations, or school-readiness routines. They show awareness of listening, taking turns, and respecting objects from different cultures or resources used in classroom role play. • **Seeks ways to manage conflict -** Children begin to solve disagreements—such as who will use a cultural instrument first or who will be the "teacher" in school role play. They use simple strategies like sharing, taking turns, or asking an adult for help when needed.
Communication and Language • **Listening and Attention** • **Understanding** • **Speaking** Communication and Language is embedded throughout the half-termly topic, providing children with rich opportunities to develop listening, attention and speaking skills within meaningful, engaging contexts. Topic-related stories, songs, vocabulary and real-life experiences encourage children to talk about what they see, think and feel, helping them build confidence in expressing ideas. High-quality interactions model new language and support children in extending sentences, asking questions and engaging in conversations with adults	**2 -3 Year Olds –** • **Listens to and enjoys rhymes and stories -** This links to *All About Me* because children are beginning to understand their own likes and interests, discovering what they enjoy and how they respond to familiar voices, characters, and rhythms. • **Tries to join in with actions or vocalisations -** Joining in helps children learn how they express themselves, showing their growing confidence, personality, and sense of belonging within the group. • **Understands different situations and follow routine events -** This supports *All About Me* as children learn what happens in their day, who they are with, and how they fit into familiar routines. It helps them feel secure and	**2 -3 Year Olds –** • **Enjoys rhymes and demonstrates listening by trying to join in with actions -** Farm rhymes such as *Old MacDonald* encourage children to listen, copy actions and join in with animal sounds, helping them develop early communication and confidence in group activities. • **Selects familiar objects by name -** When asked to find the cow, tractor or sheep, children show they understand farm vocabulary and can link words to meaningful objects within the theme. • **Will find objects when asked -** Searching for farm animals or tools in small-world play supports listening skills, understanding of instructions and confidence	**2 -3 Year Olds –** • **Pays attention to own choice of activity. May move quickly from activity to activity -** Children choose helper-themed activities such as playing with ambulances, dressing up as firefighters or caring for dolls. They may dip in and out of different areas, showing early independence as they explore what interests them. • **Understands simple sentences -** Children follow simple instructions linked to helper play, such as "Put the bandage on," "Drive the fire engine," or "Give the baby to the doctor," supporting early comprehension in meaningful contexts. • **Beginning to talk about people and things that are not present -** Children start to talk about helpers they have seen before—"Fire	**2 -3 Year Olds –** • **Listens with interest to the noises adults make when they read stories -** Children enjoy listening to adults make dinosaur sounds—*roar*, *stomp*, *crunch*—during story time. These exaggerated noises capture their attention and help them stay engaged. • **Recognises and responds to familiar sounds -** Children begin to recognise dinosaur-related sounds in play, such as stomping feet, rustling leaves or a dinosaur "roaring", and respond with excitement, imitation or anticipation. • **Identifies action words by following simple instructions -** Dinosaur play provides natural opportunities to follow simple action words: *stomp like a dinosaur*, *hide the egg*,	**2 -3 Year Olds –** • **Shows interest in playing with sounds, songs and rhymes -** Children enjoy joining in with simple space songs and rhymes, copying rocket "zoom" sounds, star "twinkle" sounds and pretending to make beeping noises like space buttons. They experiment with loud, quiet, fast and slow sounds linked to rockets and planets. • **Beginning to understand more complex sentences -** During space play, children begin to follow slightly longer instructions such as *"Put the moon rocks in the box"* or *"Find the rocket and bring it to the launch pad."* They understand simple explanations in stories like *"The rocket went up because it was ready to blast off."*	**2 -3 Year Olds –** • **Single channelled attention; can shift to a different task if attention full obtained -** Children focus on simple activities such as looking at a picture of a country, exploring a sensory tray linked to a place (e.g., sand for a beach, ice for the Arctic), or listening to a short song from another culture. When adults gain their attention, they can shift to a new activity such as tasting a food, exploring a map, or joining a group dance. • **Developing understanding of simple concepts -** Children begin to understand early concepts such as *hot/cold*, *big/small*, *near/far* when exploring different places around the world. They learn that some countries are hot,

and peers. Through role-play, small-group discussions and hands-on exploration linked to the theme, children learn to use language for a range of purposes—describing, predicting, recalling and explaining. This ensures Communication and Language remains central to learning and underpins progress across all areas of the EYFS.	understand their own daily world. • **Copies familiar expressions -** Copying faces, gestures, or sounds helps children explore their own identity and understand how people communicate. It also shows early awareness of themselves in relation to others. • **Uses different types of everyday words -** Developing language helps children express their needs, feelings, and experiences, which is central to *All About Me*. Words help them talk about themselves, their bodies, their belongings, and the people important to them. **3 – 4 Year Olds –** • **Listens to others in one to one or small groups when conversation interests them** - This links to *All About Me* because children are learning what interests them, how they prefer to communicate, and how they build relationships through shared attention. • **Listens to familiar stories with increasing attention and recall -** Remembering and retelling stories helps children understand their own experiences, preferences, and developing memory—key parts of their growing identity. • **Understands use of objects -** Knowing what things are for helps children make sense of their world and how they interact with it, supporting their understanding of themselves in everyday routines.	in exploring the farm environment. • **Beginning to put two words together -** Children begin to use simple phrases such as "big cow", "my tractor" or "more hay", helping them communicate their ideas and preferences during farm play. • **Beginning to ask simple questions -** Asking "Where sheep?", "What this?" or "More eggs?" shows children's curiosity about the farm world and supports their developing understanding of animals, routines and equipment. **3 – 4 Year Olds –** • **Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories -** Farm stories and songs (e.g., *Old MacDonald*, *The Farmer's in His Den*) encourage children to join in with repeated phrases and animal sounds, helping them predict what comes next and engage confidently with familiar farm narratives. • **Focusing attention – can still listen or do but can change their own focus of attention -** During farm role-play or small-world activities, children can stay focused on feeding animals or driving tractors, but also shift their attention when something new happens, such as a peer asking for help or a new animal being introduced. • **Shows understanding of prepositions -** Farm play provides rich opportunities to use and understand positional language: "The	engine loud," "Doctor fix me," or "Police car go"—showing early recall and the ability to talk about past experiences. • **Uses gestures, sometimes with limited talk -** Children point to uniforms, mimic sirens, or act out caring for someone using gestures, helping them communicate ideas about helpers even when their spoken language is still developing. **3 – 4 Year Olds –** • **Is able to follow directions -** Children follow simple helper-themed instructions such as "Put the patient on the bed," "Drive the fire engine to the house," or "Give the police officer the radio," showing growing understanding and cooperation. • **Responds to instructions with more elements -** In role-play, children respond to two-step instructions like "Get the bandage and put it on the doll," or "Find the helmet and sit in the fire engine," supporting more complex listening skills. • **Beginning to understand why and how questions -** Children start to answer questions such as "Why does the firefighter wear a helmet?" or "How does the doctor help people feel better?" showing early reasoning linked to real-life helpers. • **Uses intonations, rhythm and phrasing to make the meaning clear to others -** During role-play, children use expressive voices—calling "Help, help!" like a	*run away*, *pat the baby dinosaur*. Children learn to link words with actions. • **Uses language to share feelings, experiences and thoughts -** Children talk about how dinosaurs might feel—*scared*, *happy*, *angry*—and share their own feelings during play, such as being excited when finding a "fossil" or proud of building a dinosaur cave. • **Holds a conversation, jumping from topic to topic -** Dinosaur play encourages lively back-and-forth talk. Children may switch between ideas—*the dinosaur is big… it's sleeping… now it's running*—showing early conversational skills. **3 – 4 Year Olds –** • **Shows variability in listening behaviour; may move around and fiddle but still be listening-** During dinosaur stories or small-world play, children may move, fiddle with figures or build with blocks while still listening to key information—such as what the dinosaur did next or how the volcano erupted. The topic provides rich, high-interest content that keeps them engaged even when physically active. • **Understands a range of complex sentence structures -** Dinosaur play naturally introduces more complex language: *"The dinosaur is hiding because the volcano might erupt," "If we put the egg in the nest, the mummy dinosaur will find it."* Children begin to follow and respond to these	• **Understands who, what, where in simple questions -** Children respond to questions such as *"Who is in the rocket?"*, *"What planet are you on?"* or *"Where is the moon?"* during small-world play, story time or outdoor space hunts. • **Learns new words very rapidly and is able to use them in communicated -** The topic introduces exciting new vocabulary—*rocket, moon, star, planet, astronaut, space*—which children quickly begin to use in their play and conversations. They enjoy naming objects and repeating new words from stories and songs. • **Uses a variety of questions -** Children begin to ask simple questions such as *"What's that?"*, *"Where rocket go?"*, *"Who in there?"* or *"Why dark?"* as they explore space books, look at pictures of planets or play with rockets and astronauts. **3 – 4 Year Olds –** • **May indicate two-channelled attention -** During space exploration play, children listen to instructions such as *"Put the rocket on the launch pad"* while continuing their own activity, like building a planet surface or arranging moon rocks. They begin to manage listening and doing at the same time. • **Beginning to understand humour -** Children enjoy simple space-themed jokes and playful ideas, such as pretending an alien has	some are cold, and that some places are far away. • **Uses longer sentences -** Children start to use longer phrases to talk about what they see—*"big mountain," "cold snow place," "I go on plane,"* or *"look, beach!"* They begin to describe pictures, objects or foods from different countries using two- or three-word combinations. • **Beginning to use word endings -** Children experiment with early plurals and verb endings during play—*"two boats," "dancing," "cooking," "houses,"* or *"animals."* They begin to use these naturally when exploring small-world scenes, role-play travel, or talking about people and places around the world. **3 – 4 Year Olds –** • **Listens and responds to ideas expressed by others -** Children listen to friends talking about places they have visited, foods they have tried, or languages they know. In school-readiness play, they respond to others' ideas when planning a "classroom," deciding roles, or organising shared activities such as lining up or tidying. • Children answer questions about photos, maps or cultural objects—*"Who lives here?" "Where is it hot?" "Why do people wear that?"* During transition activities, they respond to questions about school routines—*"Where will your peg be?" "How do we line up?"*

	• **Beginning to use more complex sentences to link thoughts** - As children express more detailed ideas, they show how they think, feel, and understand the world. This is central to *All About Me* because it reveals their unique voice and personality. • **Able to use language in recalling past experiences** - Talking about past events helps children build a sense of their personal history, strengthening their understanding of who they are and what they have experienced. • **Can retell a simple past event in correct order -** Sequencing events supports *All About Me* by helping children understand their own timeline, making sense of "what happened to me" and how they fit into their own story. • **Uses talk to explain what is happening and anticipate what happens next** - This links to *All About Me* because children are learning to express their thoughts, feelings, and ideas, showing how they understand situations and how they see themselves within them.	cow is *in* the barn", "The tractor is *under* the bridge", "The sheep is *behind* the fence". This supports spatial awareness within meaningful contexts. • **Questions why things happen and gives explanations -** Children naturally ask questions such as "Why does the cow eat grass?" or "Why do chickens lay eggs?" Farm stories and activities encourage them to think, reason and explain their ideas about animals and farm routines. • **Beginning to use a range of tenses -** Talking about farm events ("The tractor is going", "The sheep ran away", "We will feed the animals") helps children practise past, present and future tenses in meaningful, playful contexts. • **Continues to make some errors in language and will absorb and use language they head around them -** Exposure to rich farm vocabulary (e.g., "harvest", "hay", "barn", "calf") helps children experiment with new words. They may say "sheeps" or "goed", but this shows they are actively learning and applying new language from the farm theme.	firefighter or speaking gently like a nurse—helping them communicate meaning and emotion. • **Talks more extensively about things that are on importance to them -** Children share longer stories about seeing an ambulance, visiting the dentist or meeting a police officer, showing pride and interest in real-life experiences. • **Builds up vocabulary that reflects their experiences -** Through books, visitors and role-play, children begin using words such as "stethoscope," "rescue," "emergency," or "uniform," reflecting their growing knowledge of helpers. • **Uses talk in pretending that objects stand for something else in play -** Children use imaginative language such as "This block is my radio," "I'm driving the ambulance," or "This teddy is poorly," showing symbolic play just like real helpers using tools and equipment.	longer, more detailed instructions and explanations. • **Extends vocabulary, especially by grouping and naming new words -** The dinosaur topic is ideal for vocabulary expansion. Children learn to group and name dinosaurs (e.g., carnivores/herbivores, long-neck/armoured, fast/slow) and use ambitious words such as *fossil*, *footprint*, *habitat*, *meteor* and *extinct*. They begin to use these words confidently in play and conversation	"stolen the snacks" or making silly rocket noises. They laugh at funny moments in stories like astronauts floating upside down. • **Able to follow a story without pictures or props -** Children listen attentively to space stories told aloud—such as a rocket adventure or a journey to a new planet—and can follow the sequence without needing visual prompts. They recall key events like *blast-off*, *landing*, or *meeting an alien*. • **Uses language to imagine and recreate roles and experiences in play situations -** In role-play, children use rich language to act out being astronauts, mission leaders or aliens. They narrate their actions—*"I'm fixing the rocket," "We're landing on Mars," "The alien is friendly"*—and recreate scenes inspired by stories or pictures. • **Links statement and sticks to a main theme or intention -** Children talk in longer, connected ideas during space play, such as explaining how their rocket works or describing their journey to a planet. They stay focused on the theme, building a simple storyline like *"We blast off, fly past the stars, and land on the moon."*	• **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events -** Children talk through their ideas when creating travel role play, sequencing a journey, or explaining how to make a flag. In transition play, they describe school routines—*"First we hang our coat, then we sit on the carpet"*—showing growing ability to organise their thoughts. • **Introduces a storyline or narrative into their play -** Children create imaginative stories such as travelling to another country, visiting a festival, or meeting animals from different climates. In school-themed play, they develop narratives about being the teacher, starting the school day, or helping friends settle in.
Physical Development • **Moving and Handling** • **Health and Self-care** Physical Development is embedded throughout the half-termly topic, giving children meaningful opportunities to strengthen	**2 -3 Year Olds –** • **Develops security in walking upright -** This links to *All About Me* because children are learning what their bodies can do. As they gain confidence in moving independently, they build a	**2 -3 Year Olds –** • **Participates in finger and action rhymes, songs and games -** Farm rhymes such as *Old MacDonald* or *Baa Baa Black Sheep* encourage children to copy actions, join in with animal sounds and develop early listening	**2 -3 Year Olds –** • **Can walk considerable distance with purpose -** Children walk with intention during helper-themed play, such as "going to help" with the fire engine, walking to the "doctor's surgery," or moving around the room to	**2 -3 Year Olds –** • **Sits up from lying down, stands up from sitting and squats with steadiness -** Dinosaur small-world play encourages children to move between positions—squatting to find "fossils", standing to reach dinosaur	**2 -3 Year Olds –** • **Begins to walk, run and climb on different surfaces -** Children explore "space terrain" by walking, running and climbing over different surfaces such as moon-rock stepping stones, crater cushions or soft play slopes,	**2 -3 Year Olds –** • **Uses wheeled toys with increasing skill -** Children ride wheeled toys as part of "travelling around the world," pretending to go to different countries or visit landmarks. They begin to steer, push and move with

both gross- and fine-motor skills within purposeful, engaging contexts. Children develop coordination, control and confidence through movement, role-play and outdoor learning linked to the theme. Fine-motor skills are supported through activities such as mark-making, construction, tool use and handling small objects related to the topic. Children also learn about keeping healthy, managing their own self-care and understanding how their bodies work as they explore the theme. By linking Physical Development to familiar and motivating experiences, children build independence, resilience and a secure foundation for future learning.	sense of autonomy and identity. • **Walks upstairs facing forwards holding rail or hard of adult -** This supports *All About Me* by helping children understand how they keep themselves safe and how trusted adults support them. It strengthens their awareness of their own physical abilities. • **Changed position from standing to squatting -** This movement helps children explore how their bodies work, developing coordination and control. It contributes to their understanding of themselves as active learners. • **Sleeps 12-14 hours a day -** Learning about rest and routines helps children understand their own needs. This links to *All About Me* as they begin to recognise what helps them feel comfortable, calm, and ready to learn. • **Highly active in short bursts** - This reflects children's natural energy levels and helps them learn how their bodies feel when they move. It supports their developing awareness of themselves as energetic, curious individuals. • **Enjoys hugs and cuddles -** This links to *All About Me* because children are learning what makes them feel safe and loved. Positive physical contact supports emotional security and helps them understand their relationships. • **Generally has up to 16 teeth -** Physical changes like growing teeth help children	and communication skills through familiar farm characters. • **Hands start to operate independently during a task that uses both -** Activities like scooping "animal feed," pouring water for the animals or holding toy animals while opening barn doors support early bilateral coordination within meaningful farm play. • **Shows interest, dances and sings to music rhymes and song -** Moving like animals (stomping like cows, flapping like chickens) or dancing to farm songs helps children explore rhythm, movement and expression linked to the farm environment. • **Intentionally makes sounds with objects -** Children enjoy creating "farm sounds" by banging buckets, shaking feed tins or tapping wooden fences, helping them explore cause and effect and imitate real farm noises. • **Develops own likes and dislikes in food and drink -** Exploring farm produce (milk, eggs, fruit, vegetables) helps children talk about what they like or don't like, linking personal preferences to where food comes from. • **Shows interest in indoor and outdoor clothing -** Dressing up in farm-related clothing (wellies, hats, aprons) helps children understand what farmers wear and why, supporting independence and early self-care skills. **3 – 4 Year Olds –**	deliver messages like real community helpers. • **Looks closely at small items and creatures -** Children examine small tools (toy thermometers, bandages, radios) or look closely at pets and soft toys when pretending to be vets, mirroring how helpers observe carefully to understand what is needed. • **Makes connections between their movement and the marks they make -** Children explore mark-making by drawing fire engine tracks, making "X-rays," or creating simple maps showing where helpers need to go, linking movement to purposeful marks. • **Uses gesture and body language to convey needs -** Children point to uniforms, mimic sirens, or gesture for help during role-play, just like real helpers use signals and body language to communicate. • **Clearly communicates wet or soiled nappy or pants -** Children begin to tell adults when they need changing, linking to the idea that helpers (like nurses and carers) support us with our care and hygiene needs. • **Helps with dressing/undressing and care routines -** Children practise putting on simple uniforms (fire hats, doctor coats) or help dress dolls during "hospital" play, supporting independence and understanding of care routines. • **Feeds self with increasing need to be in control -** Children show	figures, or sitting to explore books—building core strength and balance. • **Sits comfortably on a chair -** Children sit for short periods during dinosaur stories, songs or mark-making activities, developing postural control while engaging with high-interest content. • **Runs safely on whole foot -** Outdoor dinosaur games—*stomp like a T-rex*, *run from the volcano*, *chase the dinosaur tail*—support safe running, coordination and whole-foot movement. • **Moves in response to music or instruments -** Dinosaur movement songs (stomping, creeping, roaring) and musical cues help children move rhythmically and respond physically to sound. • **Jumps up in the air with both feet leaving the floor -** Children practise jumping during dinosaur-themed activities such as *jump over the lava*, *jump like a Triceratops*, or *jump to hatch from the egg*. • **Very energetic in short bursts and needs time for rest and calm -** High-energy dinosaur play—running, roaring, chasing—naturally alternates with calming activities like dinosaur puzzles, books or sensory fossil trays, supporting regulation. • **Needs to sleep for 10-13 hours a day -** Adults can talk about how dinosaurs sleep in caves or nests, helping children understand rest routines and the importance of sleep in simple, relatable ways.	developing confidence in moving across varied ground. • **Begins to choose different ways of moving -** During space play, children experiment with moving like different space characters—floating like astronauts, zooming like rockets, tiptoeing like aliens or jumping over "craters"—choosing how they want to move. • **Kicks a stationary ball with either foot -** Children practise kicking "moon balls" or "meteor rocks" during outdoor play, strengthening balance and coordination as they send the ball across the "space surface." • **Throws and catches a large ball -** Throwing and catching "planet balls" or "asteroids" helps children develop hand-eye coordination. They enjoy rolling, throwing and attempting to catch during simple space-themed games. • **Climbs up and down stairs** - Children climb up and down steps as part of "rocket launch pad" play or when accessing climbing equipment, building confidence and control in their movements. • **Develops some independence win self-care -** Space role-play encourages children to practise simple self-care skills, such as putting on their "astronaut boots," washing hands after messy moon-sand play or helping tidy up the space station.	more control as they "travel" to new places. • **Beginning to show preference for dominant hand -** Children start to favour one hand when exploring cultural mark-making—drawing flags, making marks in "desert sand," or painting waves for ocean countries. • **Turns pages in a book -** Children enjoy turning pages in books about different countries, animals and environments. They look at pictures of beaches, mountains, snow and cities, showing growing control as they explore stories from around the world. • **Increasing control in holding, using and manipulating tools and objects -** Children use tools to scoop rice in an "Asian food tray," dig in "Arctic snow," or build small-world homes from different cultures. They develop hand strength and coordination through these themed activities. • **Holds mark making tools with thumb and all fingers -** Children hold crayons, chalks or paint dabbers to create simple marks inspired by the world—dots for stars, circles for the sun, lines for roads or waves for oceans. • **Begins to recognise danger -** Children learn to stay safe during themed activities—being careful with cooking utensils in pretend "world kitchens," staying seated on wheeled toys during "travel," or handling cultural objects gently.

	learn about their bodies growing and changing, an important part of developing self-awareness. **3 – 4 Year Olds –** • **Climbs stairs, steps and moved across climbing equipment** - This links to *All About Me* because children are learning what their bodies can do, developing confidence in their physical abilities and understanding themselves as capable movers. • **Maintains balance using hands and body -** As children learn to balance, they develop awareness of how their bodies work, strengthening their sense of physical identity and coordination. • **Walks down steps or slopes whilst carrying a small object -** This supports *All About Me* by helping children understand how they manage their bodies in different situations, building independence and self-confidence. • **Can tell adults when hungry, full up or tired -** Recognising and communicating their needs helps children understand their own bodies and develop early self-care skills, a key part of learning about themselves. • **Observes and can describe in words or actions the effects of physical activity on their bodies** - Children begin to notice changes like "my heart is beating fast," helping them understand how their bodies respond,	• **Runs with spatial awareness -** Running around "fields," avoiding fences, animals or tractor tracks in outdoor play helps children develop awareness of their bodies in space, just like animals navigating the farmyard. • **Negotiates space successfully -** Moving around bales, barns, or other children during farm role-play supports children in learning how to move safely and confidently within busy farm-themed environments. • **Can balance on one foot or in a squat momentarily -** Balancing like a flamingo, crouching to "collect eggs," or standing still to "milk the cow" helps children strengthen core stability and body control through meaningful farm actions. • **Can grasp and release with two hands to throw and catch a large ball -** Throwing "animal feed" into buckets or catching large "hay bales" (soft balls) supports hand-eye coordination and purposeful movement linked to farm jobs. • **Willing to try a range of different textures and tastes -** Exploring farm-related sensory materials such as hay, soil, oats, or tasting produce like milk, apples or bread helps children develop confidence with new textures and foods. • **Observes and controls breath -** Blowing to move feathers, pretending to "blow the pig's straw house," or calming breathing	growing independence at snack time, mirroring how helpers look after themselves so they can look after others. • **Holds cup with both hands -** Children practise holding and drinking safely, linking to discussions about how helpers stay healthy and hydrated while doing important jobs. **3 – 4 Year Olds –** • **Creates lines and circles pivoting from the shoulder and elbow -** Children draw fire-engine wheels, police badges or doctor's symbols using large arm movements, helping them develop control while creating marks linked to real helpers. • **Manipulating a range of tools and equipment in one hand including paint brushes, scissors etc -** Children cut out "bandages," paint uniforms, or use tools to build small-world rescue scenes, mirroring how helpers use equipment with purpose. • **Working towards a consistent, daily pattern in relation to eating, toileting and sleeping -** Discussions about how helpers (like nurses, firefighters and police officers) need routines to stay healthy support children in developing their own predictable care routines. • **Gains more bowel and bladder control -** As children become more independent, they begin to understand that helpers look after themselves so they can look after others,	• **Feeds self competently -** Snack time links can be made through talk—*herbivores eat plants, we eat fruit*—while encouraging children to feed themselves independently. • **Can hold a cup with two hands -** Children practise holding cups during snack time, with adults modelling how baby dinosaurs might drink water from a pool, making the routine playful and meaningful. **3 – 4 Year Olds –** • **Chooses to move in a range of ways, moving freely and with confidence -** Chooses to move in a range of ways, moving freely and with confidence • **Experiments with different ways of moving -** Dinosaur role-play encourages children to try new movements such as tiptoeing, crawling, climbing, sliding or swishing their "tails," helping them explore how their bodies can move in varied ways. • **Jumps off an object and lands appropriately -** Outdoor provision can include dinosaur-themed challenges—*jump off the rock to escape the lava*—supporting safe jumping, landing and risk-taking within a playful context. • **Negotiates space successfully when playing chasing games -** Chasing games such as *catch the dinosaur*, *run from the volcano* or *find the egg* help children move around others safely, adjusting speed and direction with growing control.	• **Develops increasing understanding of and control of the bowel and bladder urges -** With gentle support, children begin to recognise when they need the toilet during busy space activities and routines, developing confidence in leaving play and returning when ready. • **Able to help with putting on and taking off simple clothing items -** Children practise dressing skills by putting on simple items such as coats, hats or "astronaut belts" before going outside for space adventures, building independence and confidence. **3 – 4 Year Olds –** • **Travels with confidence and skill around, under and over -** Children move confidently around "space stations," crawl under "asteroid tunnels," and climb over "moon craters" during obstacle courses. They show increasing control as they navigate different levels and spaces during astronaut training play. • **Shows increasing control over an object in pushing, patting, throwing and kicking -** Children practise controlling objects by pushing "meteor rocks," patting "planet balls," throwing foam asteroids into targets, and kicking moon balls across the "space surface," developing coordination and strength. • **Uses simple tools to effect change on materials -** In sensory space activities,	• **Can increasingly express their thoughts and emotions through words and facial expressions -** Children express excitement, curiosity or uncertainty when exploring new foods, music or objects from different countries. They begin to use simple words like "hot," "cold," "yummy," "loud," or "scary" to describe their feelings about global experiences. **3 – 4 Year Olds –** • **Shows a preference for a dominant hand -** Children show a clearer preference for one hand when drawing flags, tracing simple maps, or writing their name as part of school-readiness activities. They confidently choose the hand that feels most comfortable for mark-making linked to different countries or classroom routines. • **Begins to use anticlockwise movements -** Children practise anticlockwise movements when painting spirals for world patterns, drawing circles for the Earth or sun, or forming early letter shapes during transition-to-school writing activities. • **Begins to form recognisable letters -** Children attempt to write the first letter of their name on travel tickets, postcards, or classroom role-play labels. They begin forming recognisable letters when creating signs for a "school," labelling maps, or writing simple words linked to different countries.

	deepening their awareness of themselves. • **Can name and identify body parts -** Knowing body parts supports children's understanding of their physical identity, helping them talk about themselves with increasing accuracy. • **Takes practical action to reduce risk** - Learning to keep themselves safe helps children understand their own limits, abilities, and responsibilities, which is central to developing self-awareness. • **Can wash and dry hands and understands why this is important -** This links to *All About Me* because children learn how to care for their own bodies, understanding health, hygiene, and personal responsibility.	after energetic farm play helps children develop awareness of their breath and self-regulation. • **Can mirror the playful actions or movements of another adult or child -** Copying how others move like animals (trotting like horses, waddling like ducks) supports social connection, coordination and imaginative engagement with the farm theme.	linking self-care to real-life roles. • **Dresses with help -** Children practise putting on simple uniforms (fire helmets, doctor coats, high-vis jackets), supporting independence and helping them understand the purpose of clothing worn by different helpers.	• **Eats a healthy range of foodstuff -** Snack-time conversations link to dinosaurs—*herbivores eat plants, just like we eat fruit and vegetables*—encouraging children to try healthy foods and talk about what their bodies need. • **Describes a range of different food textures and tastes when cooking -** Cooking activities such as making "dinosaur swamp smoothies" or "fossil biscuits" allow children to describe textures and tastes—*crunchy*, *soft*, *sticky*, *sweet*—building sensory vocabulary. • **Describes physical changes to the body that occurs -** After energetic dinosaur play, children notice changes such as *feeling hot*, *breathing fast* or *hearts beating quickly*. Adults help them talk about why their bodies feel different after moving like dinosaurs.	children use tools such as scoops, brushes and cutters to dig for fossils, make craters in moon dough, or create patterns in star sand, learning how tools change materials. • **Handles tools and objects with increasing control -** Children show growing precision when using tweezers to collect "moon rocks," building rockets with construction pieces, or drawing detailed planets and star patterns with mark-making tools. • **Can initiate and describe playful actions or movements -** Children invent their own space-themed movements—floating like astronauts, stomping like space robots, or spinning like planets—and describe what they are doing using imaginative language. • **Has established a consistent, daily pattern in relation to eating, toilet and sleeping -** During busy space play and routines, children confidently follow their established daily patterns—recognising when they need the toilet, joining snack and mealtimes calmly, and managing transitions with increasing independence.	• **Uses a pencil and holds it effectively -** Children use pencils with increasing control when drawing buildings from around the world, sketching animals from different climates, or completing school-readiness tasks such as name writing or tracing classroom symbols. • **Shows understanding of the need for safety -** Children demonstrate awareness of safety when handling cultural artefacts, using tools to prepare foods from different countries, or navigating new school routines such as lining up, carrying equipment, or moving around shared spaces. • **Shows understanding of how to transport and store equipment -** Children learn to carry and tidy away resources carefully—returning instruments from around the world to their baskets, storing books about different countries, or organising school-themed materials such as pencils, bags and name cards. • **Practices some safety measures without direct supervision -** Children begin to follow safety rules independently, such as using scissors correctly during flag-making, washing hands after food-tasting activities, or managing school-readiness routines like putting away chairs or zipping coats.
Literacy • Reading • Writing	**2 -3 Year Olds –** • **Is interested in and anticipates books and rhymes -** This links to *All About Me* because children	**2 -3 Year Olds –** • **Begins to join in with actions and sounds in familiar songs and books -** Farm songs and stories	**2 -3 Year Olds –** • **Has some favourite stories, rhymes, songs and poems -** Children begin to enjoy simple books and	**2 -3 Year Olds –** • **Repeats and uses actions, words or phrases from familiar stores -** Children enjoy copying	**2 -3 Year Olds –** • **Begins to recognise familiar logos -** Children begin to notice and recognise familiar	**2 -3 Year Olds –** • **Enjoys rhythmic and musical activities with instruments, actions rhymes and songs -**

Literacy is woven purposefully throughout the half-termly topic, enabling children to develop early reading, writing and communication skills within meaningful and engaging contexts. High-quality stories, rhymes and non-fiction texts linked to the topic build vocabulary, deepen understanding and support children's ability to recall and retell events. Children explore early phonological skills—such as rhythm, rhyme, initial sounds and oral blending—through topic-related songs, poems and playful sound activities. Mark-making opportunities are embedded across provision, encouraging children to create labels, lists, maps and simple representations connected to the theme. By linking Literacy to real experiences and familiar concepts, children develop confidence, enjoyment and a strong foundation for early reading and writing.	are beginning to discover what they enjoy, which stories make them smile, and which rhymes feel familiar. Their preferences help them build a sense of identity and comfort within the setting. • **Begins to understand the cause and effect of their actions in mark making -** When children notice that *their* actions make marks appear, they learn "I can do this", building early self-awareness and confidence. This supports *All About Me* by helping them understand their own abilities and how they can express themselves through movement and creativity. **3 – 4 Year Olds –** • **Listens to and joins in with stories and poems -** This links to *All About Me* because children are discovering what they enjoy, which stories feel familiar, and how they connect their own experiences to characters and events. • **Joins in with repeated refrains and anticipates key events and phrases -** Anticipating and joining in shows children's growing confidence and helps them understand their own memory, preferences, and participation style, all part of developing identity. • **Begins to be aware of the way stories are structured -** Understanding beginnings, middles and endings helps children make sense of their own experiences, supporting their developing sense of personal narrative.	(e.g., *Old MacDonald*, *Baa Baa Black Sheep*) encourage children to copy animal actions and sounds. This supports early communication, listening and confidence as they join in with familiar farm characters. • **Knows that the marks they make are of value -** When children draw animals, make tractor tracks in paint, or create marks in "mud" (brown sand or soil), they begin to understand that their marks represent something meaningful. Farm-themed mark-making helps them feel proud of their creations and strengthens early symbolic thinking. **3 – 4 Year Olds –** • **Recognises familiar words and signs such as own name, advertising logos and screen icons -** Children begin to notice farm-related print such as animal labels, tractor logos, feed signs or their own name on a "farmer badge," helping them understand that print carries meaning in the farm environment. • **Looks at and enjoys print and digital books independently -** Farm stories, information books and digital farm books encourage children to explore texts independently, deepening their interest in animals, machinery and farm routines. • **Knows that print carries meaning and, in English, is read from left to right and top to bottom -** Sharing farm books and following	songs about helpers, such as doctors, firefighters or police officers. Repeated exposure helps them recognise familiar characters and join in with key phrases or actions. • **Enjoys the sensory experience of making marks -** Children explore mark-making through themed sensory trays, such as drawing "fire engine tracks" in foam, making "bandage marks" in sand, or painting with water on large surfaces like real helpers using tools. **3 – 4 Year Olds –** • **Handles books and touch screen technology carefully and the correct way up with growing competence -** Children explore books about firefighters, doctors and police officers, holding them correctly and turning pages with care. They use tablets to look at photos of real helpers or watch short clips of emergency vehicles • **Begins to navigate apps and websites on digital media -** Children use simple apps to explore "x-ray" images, emergency vehicle sounds or matching games about people who help us, showing early digital navigation skills. • **Begins to develop phonological and phonemic awareness -** Children listen for sounds in helper-themed words such as *doc-tor*, *po-lice*, *fire-fight-er*, supporting early sound discrimination. • **Shows awareness of rhyme and alliteration -**	repeated phrases and actions from dinosaur stories, such as *"ROAR!"*, *"Stomp, stomp, stomp!"* or *"Where's the baby dinosaur?"*. They begin to join in with predictable parts of the story and imitate the language they hear. • **Fills in the missing word or phrase in a known rhyme or story -** During dinosaur books and songs, adults pause to let children complete familiar lines—*"The dinosaur went… stomp, stomp!"*—helping them anticipate language patterns and build early memory skills. • **Distinguishes between the different marks they make -** Dinosaur-themed mark-making trays (mud, sand, paint, "fossil" impressions) encourage children to notice the different marks they create—scratches like claws, circles for dinosaur eggs, lines for dinosaur tracks—supporting early writing awareness. **3 – 4 Year Olds –** • **Enjoys an increasing range of print and digital books -** Children explore a wide range of dinosaur books—storybooks, fact books, lift-the-flap texts and simple digital stories—developing enjoyment, curiosity and stamina for reading. • **Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading -** After listening to dinosaur stories, children begin to use story language	space-related logos and symbols, such as simple rocket pictures, star icons, moon shapes or the nursery's own "space mission" labels. They start to identify these on books, posters and resources around the room. • **Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology -** Children explore mark-making by drawing rockets, planets and stars on paper, tracing shapes on tablets, and making patterns in moon sand, glitter trays or playdough. They enjoy using fingers, tools and touch-screen technology to create simple space marks and pretend writing. **3 – 4 Year Olds –** • **Is able to recall and discuss stories or information that has been read to them -** Children recall key events from space stories—such as a rocket blasting off, landing on the moon, or meeting an alien—and talk about what happened. They discuss information books about planets, stars and astronauts, sharing what they remember. • **Begins to recognise some written names of familiar others -** During space role-play, children begin to recognise name labels on "astronaut badges," "mission lists," or "rocket crew boards,"	Children explore music from different countries—shaking maracas, tapping drums, or moving to rhythms inspired by world cultures. They join in with simple action rhymes or greetings songs from around the world, beginning to notice different sounds, beats and movements. • **Makes up stories, play scenarios, and drawings in response to experiences, such as outings -** Children create simple play scenarios based on what they have learned—pretending to go on a plane, visiting a beach, or meeting animals from different countries. They draw pictures inspired by world stories, maps, flags or cultural objects, using their experiences to shape imaginative play. **3 – 4 Year Olds –** • **Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee -** Children notice digraphs in simple words linked to the topic—*ship*, *sheep*, *three*, *the*, *these*—when exploring books about different countries or reading labels in a school-themed role-play area. They begin to recognise these sounds during shared reading and phonics games. • **Begins to read some high frequency words -** Children start to read familiar words such as *the*, *to*, *go*, *no*, *we* in simple travel stories, world-themed picture books, or classroom labels during transition activities. They enjoy spotting these

	• **Talks about events and principal characters in stories and suggests how the story might end -** This links to *All About Me* because children express their own ideas, thoughts, and imagination, showing how they interpret the world. • **Shows interest in illustrations and words in print and digital books and words in the environment -** Children begin to recognise that print carries meaning, helping them understand how they communicate about themselves and the world around them. • **Sometimes gives meaning to their drawings and paintings** - When children explain their drawings, they are expressing their own ideas, feelings, and experiences, which is central to *All About Me*. • **Ascribes meanings to signs, symbols and words that they see in different places -** This shows children making sense of their environment and beginning to understand how symbols help them communicate who they are and what they know. • **Includes mark making and early writing in their play -** Using marks in play helps children express their thoughts, identity, and personal experiences, supporting their developing sense of self.	the text direction helps children understand how print works while learning about farm life, animal care and daily jobs. • **Knows information can be relayed through signs and symbols in various forms -** Farm maps, animal pens labelled with pictures, or simple feeding charts help children understand that symbols and signs communicate important information, just like on a real farm. • **Imitates adults' writing by making continuous lines of shapes and symbols -** Children "write" shopping lists for the farmer, make marks for animal checklists or draw tractor tracks, showing early understanding that writing has purpose on the farm. • **Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes -** Signing their name on farm artwork, labelling animal pictures or attempting to write words like "cow" or "egg" helps children connect early writing skills to meaningful farm-themed experiences.	Children enjoy playful phrases like "busy brave firefighters" or rhymes about helpers, noticing when words sound similar. • **Recognises rhythm in spoken words, songs, poems and rhymes -** Children tap or move to the rhythm of songs about helpers, such as marching like police officers or chanting fire-engine sounds. • **Claps or taps the syllables in words during sound play -** Children clap syllables in helper-themed words like *am-bu-lance*, *hel-met*, *hos-pi-tal*, building early phonological skills. • **Hears and says the initial sound in words -** Children identify initial sounds in familiar helper words such as *d* for doctor, *f* for firefighter, *p* for police. • **Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words -** Children type the first letter of words like *n* for nurse or *v* for vet, showing growing interest in print linked to real-life helpers. • **Begins to make letter-type shapes to represent the initial sound of their name and other familiar words -** Children attempt to write marks or letter-like shapes for helper words, such as "D" for doctor or "F" for fire engine, showing early emergent writing.	such as *"Once upon a time," "suddenly," "the dinosaur stomped,"* or *"the volcano erupted,"* showing how reading shapes their spoken language. • **Describes main story settings, events and principal characters -** Children talk about dinosaur story settings—jungles, swamps, volcanoes—and describe key events such as *finding an egg* or *escaping danger*, as well as characters like *the baby dinosaur* or *the T-rex*. • **Re-enacts and reinvents stories they have heard in their play -** In small-world and role-play areas, children act out dinosaur stories and invent new versions—*the dinosaur gets lost*, *the egg hatches early*, *the volcano doesn't explode*—showing creativity and narrative understanding. • **Knows that information can be retrieved from books, computers and mobile digital devices -** Children learn that they can find out facts about dinosaurs—*what they ate*, *how big they were*, *where they lived*—by looking at simple non-fiction books, pictures, videos or child-friendly digital resources. • **Enjoys creating texts to communicate meaning for an increasingly wide range of purposes -** Dinosaur play inspires purposeful writing: children make *dinosaur tickets*, *museum labels*, *warning signs*, *lists of dinosaurs*, or *maps* showing where the fossils are hidden.	spotting their own name and those of familiar friends. • **Begins to develop phonological and phonemic awareness -** Space activities encourage children to listen for sounds—such as the *zoom* of a rocket or the *pop* of a star—helping them tune into rhythm, beat and sound patterns. • **Continues a rhyming string and identifies alliteration -** Children enjoy rhyming games like *star–car–far* or *moon–spoon–soon* and notice alliteration in playful phrases such as *"space snake"* or *"rocket robot."* • **Hears and says the initial sound in words -** Children identify initial sounds in familiar space words such as *s* for *star*, *m* for *moon*, *r* for *rocket*, and *a* for *astronaut*, using these in games and small-group phonics. • **Begins to segment the sounds in simple words and blend them -** Children practise segmenting and blending simple space-themed CVC words such as *sun*, *map* (space map), *jet*, or *pod*, using robot talk or oral blending activities. • **Starts to link sounds to letters, naming and sounding the letters of the alphabet -** Children begin to match letters to sounds when exploring space labels, alphabet rockets or planet name cards—e.g., recognising that *S* is for *Sun* or *M* is for *Moon*. • **Begins to break the flow of speech into words, to**	words in signs, maps and role-play resources. • **Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words -** Children explore books about different cultures, animals and places, using early phonics to decode simple words. In transition to school, they show deeper engagement by asking questions, predicting what might happen next, and linking stories to their own experiences. • **Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc -** Children use travel tickets, passports, menus, maps and signs in Around the World role play. In school-readiness play, they include registers, name cards, classroom labels and envelopes, showing growing awareness of how print is used in real life. • **Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name -** Children practise writing their name on postcards, travel tags or classroom labels. They identify letters on maps, globes or signs and begin linking sounds to letters when labelling pictures of places, foods or animals from around the world.

				• **Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology -** Children explain the meaning of their dinosaur-themed marks—*"This says keep out," "These are dinosaur tracks," "This is the egg cracking,"*—showing early understanding of symbolic representation.	**hear and say the initial sound in words and may start to segment the sounds in words and blend them together -** Through storytelling and role-play, children speak in clearer word groups—*"My rocket is ready"*—and practise hearing initial sounds and blending simple space words during phonics games.	• **Uses their developing phonic knowledge to write things such as labels and captions -** Children write simple labels for flags, countries, animals or cultural objects. In transition activities, they create captions for classroom displays, write their name on work, or label drawings of their new school environment.
Mathematics Mathematics is meaningfully embedded throughout the half-termly topic, giving children regular opportunities to explore number, pattern, shape and measure within purposeful, real-world contexts. Through hands-on experiences, stories, role-play and continuous provision enhancements, children develop early number sense, practise counting with accuracy and begin to recognise quantities in everyday situations. They explore shape and spatial awareness through construction, small-world play and creative activities linked to the topic. Pattern-making, sorting and comparing objects are woven naturally into routines and play, helping children build secure foundations for mathematical thinking. By linking mathematical learning to familiar and engaging themes, children develop confidence, curiosity and enjoyment in using early maths to make sense of their world.	**2 -3 Year Olds –** • **Responds to words like lots or more -** This links to *All About Me* because children are beginning to understand their own needs and wants, such as wanting *more* snack or *lots* of bubbles. These early comparisons help them express themselves. • **Uses number words, like one or two and sometimes responds accurately when asked to give one or two things** - Using small number words helps children talk about their own belongings, their turn in a game, or how many items they need. This builds early identity and independence. • **Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles -** Exploring shapes helps children understand how they interact with their world, building confidence in their abilities and developing problem-solving linked to their growing sense of self. • **Becoming familiar with patterns in daily routines -** Recognising routines (snack time, tidy-up time, home	**2 -3 Year Olds –** • **Says some counting words -** Children begin to use early counting language while exploring farm animals, such as saying "one cow" or "two sheep," helping them link number words to meaningful objects in the farm environment. • **Enjoys filling and emptying containers -** Scooping "animal feed," pouring water for the animals or filling buckets with hay supports early mathematical thinking and exploration of quantity through purposeful farm play. • **Beginning to select a shape for a specific space -** Matching animal shapes to pens, fitting tractor pieces into puzzles or placing eggs into trays helps children explore shape and spatial awareness within familiar farm contexts. • **Joins in with and predicts what comes next in a story or rhyme -** Farm stories and rhymes with repeated patterns (e.g., *Old MacDonald*) help children anticipate animal sounds or actions, supporting memory, sequencing and early comprehension.	**2 -3 Year Olds –** • **May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence -** Children point and "count" while lining up toy ambulances, counting firefighters in a picture book or tapping equipment in the doctor's bag, showing early number awareness through helper-themed play. • **Investigates fitting themselves inside and moving through spaces -** Children crawl through "tunnels" like firefighters, climb into a pretend ambulance or hide in a "police station," exploring spatial awareness through imaginative helper scenarios. • **Enjoys using blocks to create their own simple structures and arrangements -** Children build simple hospitals, fire stations or garages for emergency vehicles using blocks, showing early construction skills linked to real-life helpers. • **Beginning to arrange items in their own patterns -** Children create simple patterns with cones, uniforms or emergency	**2 -3 Year Olds –** • **Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' -** Dinosaur small-world play encourages children to compare groups—*more dinosaurs*, *lots of eggs*, *same number of footprints*—helping them notice changes when items are added or taken away. • **Beginning to notice numerals -** Children begin to spot numerals on dinosaur puzzles, number cards, "museum" labels or egg-hunt clues, recognising familiar numbers in meaningful contexts. • **Begins to remember their way around familiar environments -** Dinosaur treasure hunts, fossil-finding trails and egg-search activities help children remember where things are located and navigate the environment with growing confidence. • **Chooses puzzle pieces and tries to fit them in -** Dinosaur puzzles, skeleton-matching boards and "build the dinosaur" activities support early problem-solving as children	**2 -3 Year Olds –** • **Begins to say numbers in order, some of which are in the right order -** Children practise saying number sequences while counting down for rocket blast-offs (*"3, 2, 1… go!"*) or counting stars, planets or moon rocks during play. • **Beginning to count on their fingers -** Children use their fingers to show how many rockets they have, how many stars they found, or how many astronauts are on their space mission. • **Responds to some spatial and positional language -** Children follow simple positional instructions such as *"Put the rocket on top," "Hide the star under the moon box,"* or *"Place the astronaut next to the planet."* • **Recognises that two objects have the same shape -** Children match shapes by finding two round "planets," two star shapes, or two rocket windows that look the same during small-world or sorting activities. • **Is interested in what happens next using the pattern of everyday routines -** Children enjoy	**2 -3 Year Olds –** • **In everyday situations, takes or gives two or three objects from a group -** Children count out two or three items linked to different countries—such as pieces of fruit, small-world animals, or pretend travel tickets. They enjoy giving or taking a small number of objects during role-play activities like "packing a suitcase" or "buying food" from around the world. • **Moves their bodies and toys around objects and explores fitting into spaces -** Children move around "world-themed" obstacle courses—stepping over "mountains," crawling under "bridges," or navigating around "oceans." They explore fitting small-world vehicles or animals into spaces on maps, trays or simple world landscapes. • **Explores how things look from different viewpoints including things that are near or far away -** Children look at pictures of places around the world and begin to notice what is near (close-up animals, buildings) and what is far away (mountains, sky, sea). They explore this through

	time) helps children understand their own day, giving them security and a sense of belonging within the setting. • **Shows an interest in size and weight -** Exploring big/small or heavy/light helps children understand their physical world and how they use their bodies to lift, carry, and explore. This supports their awareness of themselves as active learners. **3 – 4 Year Olds –** • **Compares two small groups of up to five objects, saying when there are the same number of objects in each group -** This links to *All About Me* because children are learning how they think, how they notice things, and how they make decisions. Comparing amounts helps them understand their own reasoning skills. • **Uses some number names and number language within play, and may show fascination with large numbers -** Children show their interests and personality through the numbers they use in play. This supports *All About Me* by helping them express what they know and enjoy. • **Counts up to five items, recognising that the last number said represents the total counted so far -** Understanding how counting works helps children feel capable and confident, strengthening their sense of themselves as learners.	• **Explores capacity by selecting, filling and emptying containers -** Using buckets, troughs and baskets to fill with oats, soil or water helps children understand "full," "empty" and "more," linking early maths concepts to real farm routines. **3 – 4 Year Olds –** • **May enjoy counting verbally as far as they can go -** Children practise counting aloud while counting farm animals, tractor wheels or eggs in a basket, helping them use number words in meaningful farm contexts. • **Begin to recognise numerals 0 to 10 -** Number labels on animal pens, tractor parking bays or egg boxes help children match numerals to real farm objects. • **Links numerals with amounts up to 5 and maybe beyond -** Children match "3" to three cows or "5" to five eggs, supporting early cardinality through hands-on farm play. • **Beginning to use understanding of number to solve practical problems in play and meaningful activities -** Farm scenarios such as "Do we have enough food for the animals?" or "How many eggs are missing?" encourage children to apply number knowledge to real-life farm situations. • **Beginning to recognise that each counting number is one more than the one before -** Adding "one more sheep" to the field or "one	vehicles, such as lining up police cars and fire engines in repeating sequences. • **Beginning to understand that things might happen now or at another time, in routines -** Through daily routines and discussions about helpers' jobs ("The doctor comes later," "The fire engine will visit tomorrow"), children begin to understand simple ideas about time and events. **3 – 4 Year Olds –** • **Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5. -** Children count firefighters in a picture, medical tools in a doctor's kit or the number of police cars in small-world play, using one-to-one correspondence in meaningful contexts. • **Subitises one, two and three objects -** Children instantly recognise small quantities, such as "three bandages," "two helmets," or "one ambulance," supporting early number sense through helper-themed resources. • **Explores using a range of their own marks and signs to which they ascribe mathematical meanings -** Children create their own "lists," "x-rays," "maps," or "emergency forms," using marks to represent ideas linked to real-life helpers. • **Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same -** Children split groups of medical tools, cones or emergency	rotate and position pieces to make them fit. • **Joins in and anticipates repeated sound and action patterns -** Dinosaur songs and movement patterns—*stomp-stomp-roar*, *tiptoe-tiptoe-freeze*—help children anticipate what comes next and join in with repeated sequences. • **Beginning to understand some talk about immediate past and future -** Adults use simple time language during dinosaur play—*"We found the egg earlier," "Next we will hatch the baby dinosaur"*—helping children understand past and future in a concrete way. **3 – 4 Year Olds –** • **Uses number names and symbols when comparing numbers, showing interest in large numbers -** Children compare groups of dinosaurs or eggs — *"There are 5 here and 3 there," "This one has more," "That's a big number!"* — and begin to use number names and symbols meaningfully during play. • **Increasingly confident at putting numerals in order 0 to 10 -** Dinosaur-themed number lines, egg-ordering activities and "dinosaur train" tickets help children place numerals in sequence, noticing which number comes before or after. • **Matches the numeral with a group of items to show how many there are -** Children match numerals to sets of dinosaurs, fossils or footprints — for example,	predictable routines within the topic, such as starting the day with a "morning space mission," tidying the space station before snack, or ending with a star story. They begin to anticipate what comes next. • **Beginning to anticipate times of the day such as mealtimes or home time -** Children recognise when it is nearly snack time, lunchtime or home time, even during exciting space play. They may say things like *"After rockets, we have lunch"* or *"It's nearly home time after story."* **3 – 4 Year Olds –** • **Estimates of numbers of things, showing understanding of relative size -** Children estimate how many stars, moon rocks or aliens are in a group, using language like *"a few," "lots," "more," "less."* They compare sizes of planets or rockets, showing awareness of relative quantity and scale. • **Engages in subitising numbers to four and maybe five -** Children instantly recognise small quantities when looking at star cards, planet spots, or astronaut groups without counting—e.g., seeing three stars and saying "three" straight away. • **Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects -** Using moon rocks, star counters or rocket pieces, children explore how numbers can	small-world play, moving objects closer or further to change what they can see. • **Makes simple constructions -** Children build simple structures inspired by different countries—towers like skyscrapers, small houses, bridges or boats. They use blocks, boxes and natural materials to create their own versions of places they have seen in books or photos. • **Explores differences in size, length, weight and capacity -** Children compare objects from around the world—big and small animals, long and short roads on maps, heavy and light foods or artefacts. They explore capacity through sensory trays such as "rice from Asia," "sand from deserts," or "water from oceans," filling and emptying containers. **3 – 4 Year Olds –** • **Enjoys reciting numbers from 0 to 10 and back from 10 to 0 -** Children count forwards and backwards during world-themed activities—counting steps on a "journey," counting animals from different countries, or joining in number songs from around the world. In transition activities, they practise counting during lining-up or tidy-up routines. • **Counts out up to 10 objects from a larger group -** Children count out items such as flags, travel tickets, shells, or foods from different cultures. In school-readiness play, they count pencils, books or

	• **Through play and exploration, beginning to learn that numbers are made up of smaller numbers -** Exploring how numbers combine helps children understand how they solve problems, supporting their developing identity as thinkers. • **Responds to and uses language of position and direction -** Using words like *under*, *behind*, *next to* helps children understand where they are in space, building awareness of their bodies and their place in the environment. • **Shows awareness of shape similarities and differences between objects -** Noticing shapes helps children understand how they see and interpret the world, supporting their developing sense of perception and identity. • **Creates their own spatial patterns showing some organisation or regularity -** Making patterns shows children expressing their ideas, preferences, and creativity, all of which link to their growing sense of self. • **In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items -** Comparing objects helps children understand how they interact with their world, strengthening their awareness of themselves as active explorers.	more apple" to the tractor trailer helps children explore number progression in a concrete, playful way. • **Predicts, moves and rotates objects to fit the space or create the shape they would like -** Children rotate hay-bale blocks, animal puzzle pieces or tractor parts to make them fit, supporting spatial reasoning through farm-themed construction. • **Chooses items based on their shape which are appropriate for the child's purpose -** Selecting round lids for "milk churns" or rectangular blocks for "barn walls" helps children understand how shapes are used purposefully on the farm. • **Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes -** Creating barns, tractors or fields using 2D and 3D shapes supports early geometry and imaginative farm-themed building. • **Explores and adds to simple linear patterns of two or three repeating items -** Children create repeating patterns with animals (cow–sheep–cow–sheep) or natural materials (hay–stone–hay), strengthening pattern awareness through farm resources. • **Recalls a sequence of events in everyday life and stories -** Retelling farm routines (feed animals → collect eggs → drive tractor) or sequencing events in farm stories supports	vehicles into smaller sets during play, noticing that the total stays the same no matter how they group them. • **Responds to both informal language and common shape names -** Children identify shapes in helper-themed play, such as "circle wheels," "square badges," or "triangle warning signs," developing shape awareness through real-world links. • **Attempts to create arches and enclosures when building, using trial and improvement to select blocks -** Children build fire stations, hospitals or police garages, experimenting with arches, doorways and enclosures to create spaces for emergency vehicles and figures. • **Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next -** Children join in with patterned siren sounds (*nee-nah, nee-nah*), create repeating patterns with cones or vehicles, or predict what happens next in helper-themed stories.	placing the number 6 next to six dinosaur bones — supporting early cardinality. • **In practical activities, adds one and subtracts one with numbers to 10 -** Dinosaur play provides natural opportunities for simple addition and subtraction: *"One more dinosaur joins the herd," "One egg hatches so now there are fewer."* Children begin to understand adding one and taking one away through hands-on play. • **Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look -** Building dinosaur skeletons, fitting bones into puzzles or constructing dinosaur habitats encourages children to rotate, flip and position pieces, predicting how they will fit together. • **Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes -** Children explore how shapes can be combined to make dinosaurs — triangles for spikes, circles for eggs, rectangles for bodies — and how larger shapes can be broken into smaller parts. • **Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy -** Dinosaur investigations such as *"Which dinosaur is the longest?", "Which egg is heaviest?"* or *"How many scoops fill the swamp?"*	be split—e.g., *"I have 4 stars: 2 here and 2 here,"* or *"My rocket has 3 windows: 1 at the top and 2 at the bottom."* • **Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies and "+" or "-" -** Children solve simple problems such as *"How many more stars do we need for our constellation?"* or *"We have 5 astronauts but only 3 helmets—what can we do?"* They may use tallies, marks, or early symbols like **+** and **–**. • **May enjoy making simple maps of familiar and imaginative environments, with landmarks -** Children create simple maps of space stations, rocket routes, or planet surfaces, adding landmarks like craters, stars, or alien homes. They use marks and symbols to show where things are. • **Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build -** Children design and build rockets, space stations or planets using blocks and construction kits. They select pieces carefully, solve problems (e.g., *"It needs to stand up"*), and visualise what they want to create. • **Becomes familiar with measuring tools in everyday experiences and play -** Children use rulers, tape measures, timers or	classroom objects when helping to set up or tidy away. • **Begins to conceptually subitise larger numbers by subitising smaller groups within the number -** Children recognise small groups within collections—such as seeing "two and two" animals to make four, or "three and two" shells to make five. They begin to use this skill when sorting world-themed objects or organising classroom materials. • **Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints -** Children follow directions on simple maps—*over*, *under*, *next to*, *behind*—as they "travel" around the world in role play. In transition activities, they use spatial language to navigate the classroom, find their peg, or follow routines. • **Uses informal language and analogies as well as mathematical terms to describe shapes -** Children describe shapes in buildings, flags and artefacts from different countries—*"round like the sun," "tall like a tower," "pointy like a mountain."* In school-themed play, they notice shapes in signs, books and classroom objects. • **Spots patterns in the environment, beginning to identify the pattern "rule" -** Children notice patterns in world fabrics, flags, music rhythms or cultural

		memory, ordering and narrative skills.		support prediction, comparison and early measuring language. • **Beginning to experience measuring time with timers and calendars -** Children use timers for dinosaur races, countdowns for "egg hatching," or calendars to track dinosaur-themed days, helping them experience simple time measurement.	scales during space activities—measuring rocket height, planet size, moon-sand weight, or how long a rocket takes to travel down a ramp.	decorations. They begin to identify what repeats—colours, shapes or sounds—and talk about the "rule" they can see. • **Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat -** Children make patterns using world-themed objects—shell-shell-stone, red-blue-yellow for flags, or drum-shake-clap for music. They begin to identify the repeating unit and recreate it independently. • **Is increasingly able to order and sequence events using everyday language related to time -** Children sequence events such as a "journey around the world," a cultural celebration, or steps in preparing food from another country. In transition activities, they order school routines—*"first coat on, then line up, then story time."*
Understanding the World • **People and Communities** • **The World** • **Technology** Understanding the World is embedded throughout the half-termly topic, enabling children to make meaningful connections between their own experiences and the wider world. Through hands-on exploration, real-life encounters and purposeful play, children develop curiosity about people, places, technology and the natural environment. They learn about similarities and differences, notice how things work, and begin to	**2 -3 Year Olds –** • **Is curious about people and shows interest in stories about people, animals or objects** - This links to *All About Me* because children are beginning to understand who they are and how they relate to others. Their interest in people and stories helps them recognise familiar experiences and build their sense of identity. • **Is curious and interested to explore new and familiar experiences -** Exploring helps children learn what they like, what feels safe, and how they use their	**2 -3 Year Olds –** • **Is interested in photographs of themselves and other familiar people and objects -** Looking at photos of themselves dressed as farmers, pictures of real farm animals or images from a farm visit helps children recognise familiar faces and objects, strengthening their sense of belonging and connection to the farm theme. • **Explores objects by linking together different approaches -** Children explore farm resources by banging, shaking, pushing, pulling or combining them	**2 -3 Year Olds –** • **Enjoys stories about people and nature -** Children enjoy simple books about firefighters, doctors, police officers and vets. Repeated reading helps them recognise helpers, their vehicles and the ways they keep people safe. • **Remembers where objects belong -** Children learn to put helper-themed items back where they belong, such as returning the stethoscope to the doctor's bag or placing the fire helmet on the hook, showing early memory and organisation skills.	**2 -3 Year Olds –** • **Has a sense of own immediate family -** Children talk about dinosaur families — *mummy dinosaur*, *baby dinosaur*, *the dinosaur family in the cave* — helping them make connections to their own family members and understand who is important to them. • **Notices details features of objects in their environment -** Exploring dinosaur models, fossils, bones and footprints encourages children to notice details such as *spikes*, *plates*, *long necks*, *sharp teeth* or *patterns in*	**2 -3 Year Olds –** • **In pretend play, imitates everyday actions and events from own family and cultural background -** Children bring familiar experiences into their space play—pretending to pack a lunch for their rocket trip, saying goodbye to family before "blast-off," or caring for baby aliens the way they see adults care for younger siblings. They use their home experiences to shape their imaginative space stories. • **Can talk about some of the things they have observed -** Children talk about what they notice in	**2 -3 Year Olds –** • **Beginning to have their own friends -** Children begin forming friendships as they explore world-themed activities together—looking at books about different places, sharing small-world animals, or joining in with music from around the world. They enjoy being alongside familiar peers during shared cultural experiences. • **Learns that they have similarities and differences -** Children notice that people around the world may look different, eat different foods or wear different clothes, but also

understand cause and effect. The topic provides rich opportunities for children to talk about their families, communities and the roles of others, deepening their sense of belonging. By engaging with a range of materials, digital tools and real-world contexts, children build the foundational knowledge and awareness that prepares them for future learning across the curriculum.	bodies and senses. This supports their growing awareness of themselves as capable, independent learners. • **Anticipates repeated sounds, sights and actions -** Anticipation shows children making connections based on their own experiences. This helps them understand routines, predict what comes next, and feel secure in their environment—key elements of developing a sense of self. **3 – 4 Year Olds –** • **Shows interest in the lives of people who are familiar to them** - This links to *All About Me* because children are beginning to understand their own family, relationships and community, recognising who is important to them and how they fit into their world. • **Enjoys joining in with family customs and routines** - Talking about and acting out familiar routines helps children explore their own home life, strengthening their sense of identity and belonging. • **Comments and asks questions about aspects of their familiar world -** Children show curiosity about their own experiences, helping them make sense of the places, people and events that shape their daily lives. • **Talks about why things happen and how things work -** This supports *All About Me* because children are beginning to understand	(e.g., putting animals in the barn, pushing tractors through "mud"), helping them understand how things work through hands-on investigation. • **Shows interest in toys with buttons, flaps and simple mechanisms -** Farm-themed toys such as barns with opening doors, tractors with moving wheels or lift-the-flap farm books encourage children to explore simple mechanisms, supporting early problem-solving and fine-motor development. **3 – 4 Year Olds –** • **Remembers and talks about significant events in their own experiences -** Children recall and talk about memorable moments such as a farm visit, seeing baby animals or riding on a tractor. This helps them connect personal experiences to the wider world and build early narrative skills. • **Recognises and describes special times or events -** Discussing events like lambing season, harvest time or collecting eggs helps children understand that farms have important routines and celebrations throughout the year. • **Developing an understanding of growth, decay and changes over time -** Observing seeds growing into crops, watching chicks hatch or noticing how food changes when cooked helps children explore natural processes and early scientific thinking within the farm context.	• **Matches parts of objects that fit together -** Children match items like lids to medical pots, wheels to emergency vehicles or puzzle pieces showing helpers, developing early problem-solving through meaningful resources. • **Seeks to acquire basic skills in turning on and operating some digital equipment -** Children press buttons to hear ambulance sirens, tap screens to view pictures of helpers or operate simple role-play "radios," showing early digital curiosity linked to real-world tools. **3 – 4 Year Olds –** • **Shows interest in different occupations and ways of time -** Children become curious about the roles of firefighters, doctors, nurses, police officers, vets and postal workers. They ask questions, explore uniforms and engage in role-play that mirrors real-life helpers. • **Knows some of the things that make them unique -** When talking about helpers, children begin to recognise what makes them special too—"I'm good at helping," "I can look after people," or "I want to be a vet," linking their identity to caring roles. • **Shows care and concern for living things and the environment -** Children look after class pets, water plants or tidy shared spaces, learning that vets, park rangers and community workers help care for	*the mud*, supporting early observation skills. • **Operates mechanical toys -** Dinosaur-themed mechanical toys — wind-up dinosaurs, push-along models, simple cause-and-effect buttons that make dinosaurs *roar* or *move* — help children explore how technology works through hands-on play. **3 – 4 Year Olds –** • **Enjoys joining in with family customs and routines -** Children talk about dinosaur families and join in with routines such as *putting the baby dinosaur to bed*, *feeding the dinosaur*, or *helping the dinosaur family find their cave*, supporting their understanding of family life and shared traditions. • **Talks about past and present events in their own life -** Dinosaur play encourages children to talk about their own experiences — *"I saw dinosaur bones at the museum," "Yesterday we read the T-rex story,"* — helping them use time language to describe past and present events. • **Looks closely at similarities, differences, patterns and change in nature -** Children compare dinosaur footprints, bones, fossils and natural materials used in play. They notice patterns such as *spikes*, *scales*, *tracks in mud*, and explore changes like *melting ice eggs* or *erupting volcanoes*, building early scientific thinking.	space books, pictures or outdoor sky watching—such as the moon being "big," stars being "tiny," or rockets being "loud." They comment on changes, colours and shapes linked to planets and space scenes. • **Plays with the water to investigate low technology -** Children explore simple scientific ideas through water play, such as floating "astronauts," sinking "meteor rocks," or watching rockets move through water tubes. They experiment with pouring, filling and splashing to see how water behaves in their "space station lab." **3 – 4 Year Olds –** • **Knows that other children to not always enjoy the same things -** During space role-play, children notice that their friends may choose different planets to visit, prefer building rockets instead of playing with aliens, or enjoy different space stories. They begin to understand that others have their own interests and ideas. • **Knows about similarities and differences in relation to places, objects, materials and living things -** Children compare planets by colour, size and features—*"Mars is red," "Earth has water," "Jupiter is big."* They explore differences between materials such as moon sand, rocks and foil, and talk about how imaginary aliens might look or live differently from humans.	share similarities such as families, homes and celebrations. They begin to recognise and talk about simple differences in a positive, age-appropriate way. • **Enjoys playing with small world reconstructions -** Children explore small-world scenes inspired by different countries—beaches, snowy landscapes, jungles or cities. They move animals, vehicles and people around these environments, beginning to act out simple stories linked to places around the world. • **Uses pipes, funnels and other tools to transport water -** Children use funnels, tubes and containers in water play linked to world themes—pouring "rainforest rivers," filling "ocean water," or transporting water to "desert plants." They explore how water moves and behaves while engaging in imaginative global play. **3 – 4 Year Olds –** • **Knows about similarities and differences between themselves and others -** Children talk about how people around the world may look different, speak different languages or celebrate in different ways, while also recognising shared experiences such as families, homes and play. In transition activities, they notice similarities and differences between themselves and their new classmates.

	how they think, how they solve problems and how they make sense of their environment. • **Knows how to operate simple equipment -** Using simple technology helps children understand what they can do, building confidence and independence as part of their developing identity. • **Shows an interest in technological toys with knobs or pulleys -** Exploring how things work helps children understand their own abilities, preferences and problem-solving skills, all of which contribute to their sense of self.	• **Shows skill in making toys work by pressing parts or lifting flaps -** Using farm-themed toys such as tractors with buttons, barns with opening doors or lift-the-flap farm books supports children's understanding of simple mechanisms and cause-and-effect. • **Knows that information can be retrieved from the internet -** Children learn that they can look up farm animals, tractor videos or live farm webcams online, helping them understand that digital tools can provide information about the world around them.	animals and the environment. • **Begin to understand the effect their behaviour can have on the environment -** Through discussions about litter picking, recycling or keeping areas safe, children learn that helpers like refuse collectors and park wardens protect the environment—and that their own actions matter too. • **Plays with a range of materials to learn cause and effect -** Children explore how things work by using torches like police officers, hoses in water play like firefighters, or medical tools in role-play, discovering how actions lead to outcomes just like real helpers do.	• **Completes a simple program on a device -** Dinosaur-themed apps, simple coding toys or interactive stories allow children to complete basic programs — pressing buttons to make a dinosaur move, selecting images to reveal facts, or following steps to "hatch" a dinosaur egg — supporting early digital literacy.	• **Uses ICT hardware to interact with age appropriate computer software -** Children use tablets or computers to explore simple space apps, move rockets across screens, complete planet-matching games, or take photos of their space models. They learn to tap, drag and select with increasing control. • **Can create contact such as a video recording -** Children enjoy recording short "space missions" on tablets—filming their rocket launches, narrating a journey to a planet, or creating a message from an astronaut. They begin to understand how to start, stop and replay their recordings.	• **Talks ab out the features of their own immediate environment -** Children describe features of their home, nursery or school environment and compare them with pictures of places around the world—beaches, mountains, cities or snowy landscapes. They begin to talk about what is the same and what is different. • **Makes observations of animals and plants -** Children observe animals and plants from different countries—polar bears, rainforest animals, desert plants—and talk about what they notice. They compare these with animals and plants in their local environment, developing early scientific thinking. • **Develops digital literacy skills by being able to access, understand and interact with a range of technologies -** Children use simple digital tools to explore the world—viewing photos of different countries, listening to greetings in other languages, or watching short clips of celebrations. In transition to school, they practise using classroom technologies such as interactive screens or digital storybooks. • **Can use the internet with adult supervision -** Children safely explore age-appropriate online content with an adult—looking at maps, listening to world music, or viewing images of animals and landmarks. During transition activities, they learn that technology at school must

						be used safely and with a grown-up.
Expressive Arts and Design **• Creating with Materials** **• Being Imaginative and Expressive** Expressive Arts and Design is woven meaningfully throughout the half-termly topic, enabling children to explore ideas, stories and concepts through creative, imaginative and open-ended experiences. Children use a wide range of materials, tools and media to represent their thinking, respond to what they have learned and express themselves in ways that feel personal and purposeful. Through role-play, music, movement, construction and art, children deepen their understanding of the topic while developing creativity, problem-solving skills and confidence in sharing their ideas. The provision encourages children to experiment, make choices and develop their own interpretations, ensuring Expressive Arts and Design enriches and strengthens learning across the topic.	**2 -3 Year Olds –** **• Continues to explore and experiment with a range of media and movement -** This links to *All About Me* because children are discovering what they enjoy, how they like to move, and how they express themselves. Exploring paint, sand, water, or movement helps them learn "this is what I can do" and "this is what I like." **• Moves while singing, whilst listening to music and while playing with sounds** - Moving to music helps children understand their own bodies, rhythms, and feelings. It supports their sense of identity as they explore how they move, what sounds they enjoy, and how they express joy, excitement or calm through movement. **3 – 4 Year Olds –** **• Explores and learns how sounds and movements can be changed -** This links to *All About Me* because children are discovering how they express themselves, experimenting with what their bodies and voices can do, and developing confidence in their own creative choices. **• Continues to explore moving in a range of ways -** Moving in different ways helps children understand their physical abilities, preferences and strengths, supporting their growing awareness of themselves as active, capable individuals.	**2 -3 Year Olds –** **• Mirrors and improves actions they've observed -** Children copy farm-related movements such as flapping like chickens, stomping like cows or brushing animals. This imitation helps them develop coordination, confidence and understanding of familiar farm routines. **• Sings whilst listening to music -** Singing along to farm songs like *Old MacDonald* or tractor-themed music encourages children to explore pitch, rhythm and enjoyment of shared musical experiences linked to the farm theme. **• Expresses self through physical actions and sound -** Children express themselves by making animal noises, moving like different farm animals or creating tractor sounds. This supports imaginative play, communication and early emotional expression through movement and sound. **3 – 4 Year Olds –** **• Sing familiar songs -** Children enjoy singing well-known farm songs such as *Old MacDonald* or *The Farmer's in His Den*, helping them develop confidence, rhythm and enjoyment of shared musical experiences. **• Taps out simple repeated rhythms -** Using drums, sticks or tapping on buckets to copy the sound of	**2 -3 Year Olds –** **• Notices and becomes interested in the effect of their actions -** Children explore cause and effect through helper-themed play, such as pressing buttons to make siren sounds, using water to "put out fires," or giving a doll a "bandage" and noticing the change. **• Pretends that one object represents another -** Children use symbolic play, such as pretending a block is a phone to "call the police," a spoon is a thermometer, or a box is an ambulance, mirroring how helpers use tools and equipment. **• Creates sound effects and movements -** Children make siren noises, copy firefighter movements, or imitate a doctor listening to a heartbeat, using sound and action to bring helper roles to life. **3 – 4 Year Olds –** **• Develops an understanding of using lines to enclose a space-** Children draw simple "rooms" for a hospital, a police station or a fire station, using lines to show enclosed spaces where helpers work. **• Uses various construction materials -** Children build fire stations, ambulance garages or vet clinics using blocks, crates or loose parts, showing early design thinking inspired by real-life helper environments.	**2 -3 Year Olds –** **• Joins in singing songs -** Children enjoy joining in with simple dinosaur songs and action rhymes — *"Stomp like a dinosaur," "Dinosaurs in the swamp"* — helping them develop rhythm, repetition and confidence in group singing. **• Creates sounds by rubbing, shaking, tapping, striking or blowing -** Dinosaur-themed sound exploration encourages children to make *stomping*, *crunching*, *roaring* or *rustling* noises using instruments and everyday objects. They experiment with how different actions create different dinosaur-like sounds. **• Uses everyday materials to explore, understand and represent their world -** Children use natural and loose parts — stones, sticks, sand, mud, leaves — to build dinosaur habitats, make "fossils," create dinosaur footprints or construct nests, helping them represent their understanding of the dinosaur world through hands-on exploration. **3 – 4 Year Olds –** **• Begins to build a collection of songs and dances -** Children enjoy learning and remembering a growing repertoire of dinosaur songs and dances — *stomp dances, swishy-tail dances, creeping raptor dances* — helping them build confidence, rhythm and coordination.	**2 -3 Year Olds –** **• Shows an interest in the way instruments sound -** Children explore instruments to make space sounds—shaking shakers for twinkling stars, tapping drums for rocket engines, or using rain sticks for "space dust." They show curiosity about how different instruments create different effects. **• Experiments with ways to enclose a space, create shapes, sounds and objects -** Children build rocket bases, planet caves, or alien homes using blocks, boxes or loose parts. They explore creating shapes such as circles for planets or tall structures for rockets, and experiment with materials to make space-themed objects. **• Begins to make believe by pretending using sounds, movements, words and objects -** Children use imaginative play to become astronauts, aliens or rocket pilots—making "zoom" sounds, floating like astronauts, or pretending objects are space controls. They use simple language and gestures to bring their space stories to life. **3 – 4 Year Olds –** **• Uses their increasing knowledge and understanding of tools and materials to explore their interests -** Children choose tools and materials to create space-themed models—using scissors to	**2 -3 Year Olds –** **• Enjoys and responds to playing with colour in a variety of ways -** Children explore colours inspired by different countries—bright festival colours, ocean blues, desert yellows or rainforest greens. They enjoy painting, mixing and noticing colours linked to world flags, cultural clothing or landscapes. **• Uses 3D and 2D structures to explore materials -** Children build simple 2D and 3D structures inspired by places around the world—tall towers like city buildings, small houses, bridges or boats. They explore blocks, boxes, natural materials and shapes to recreate what they see in books and photos. **• Creates rhythmic sounds and movements -** Children move and make sounds inspired by world music—shaking instruments, tapping drums, or copying simple rhythms from different cultures. They enjoy dancing to music from around the world and creating their own movements. **3 – 4 Year Olds –** **• Expresses and communicates working theories, feels and understands using a range of art forms** - Children use drawing, painting, music and movement to express what they know about different countries—creating pictures of animals,

	• **Enjoys joining in with moving, dancing and ring games -** Participating in group movement helps children understand their place within a group, how they join in, and how they express joy and connection with others. • **Uses movement and sounds to express experiences, expertise, ideas and feelings -** This links directly to *All About Me* because children use movement and sound to communicate who they are, how they feel, and what they know, giving insight into their inner world. • **Experiments and creates movement in response to music and stories -** Responding creatively helps children connect their imagination with their identity, showing how they interpret stories and emotions through their own unique movements. • **Sings to self and makes up songs -** Making up songs is a powerful expression of personality, emotion and creativity. It shows children developing their own voice—literally and figuratively.	tractors, horses trotting or rain on the barn roof helps children explore rhythm through meaningful farm-related sound patterns. • **Develops an understanding of how to create and use sounds -** Children experiment with making animal noises, using instruments to represent farm machinery or exploring how different materials make different sounds, supporting early sound discrimination and creativity. • **Continues to explore colour and how colours can be changed -** Mixing colours to paint fields, animals or tractors helps children explore how colours change, deepening their understanding through farm-themed artwork. • **Creates sounds, movements, drawings to accompany stories -** Acting out farm stories with movements (galloping like horses, waddling like ducks), adding sound effects or drawing key events supports imaginative engagement and early narrative skills. • **Notices what other children and adults do -** Watching how others move like animals, build barns or create farm sounds encourages children to imitate, adapt and build on shared ideas within farm-themed play.	• **Uses tools for a purpose -** Children use scissors to cut "bandages," paintbrushes to create warning signs, or tweezers to remove "pretend splinters," mirroring how helpers use tools carefully and with intention. • **Engages in imaginative play based on own ideas or first-hand experiences -** Children act out visits to the doctor, calling the fire brigade or helping a lost toy, drawing on real experiences with people who help us. • **Uses available resources to create props or creates imaginary ones -** Children turn blocks into radios, paper into "prescriptions," or sticks into "hoses," showing creativity in making the tools helpers use. • **Plays alongside other children -** Children engage in parallel or loosely cooperative play, such as working side-by-side in a "hospital," driving emergency vehicles together or sharing equipment in a fire-station role-play.	• **Makes music in a range of ways -** Dinosaur-themed sound exploration encourages children to create music using instruments and everyday objects to represent *roaring*, *stomping*, *crunching leaves* or *volcano rumbles*, experimenting with tempo, volume and pitch. • **Create representations of both imaginary and real lift ideas, events, people and objects -** Children use paint, clay, construction and loose parts to create dinosaur worlds — *fossils, habitats, eggs, volcanoes, dinosaur families* — expressing both real and imaginative ideas through their artwork and models. • **Initiates new combinations of movements and gestures -** Dinosaur role-play inspires children to invent their own movement sequences — *flapping like a pterosaur, stomping like a T-rex, stretching like a Brachiosaurus* — combining gestures and actions to express ideas creatively.	cut rocket flames, tape to join tubes into rockets, or brushes to add star patterns. They apply what they know about materials (e.g., foil for shiny planets, cardboard for strong rocket bodies) to bring their ideas to life. • **Develops their own ideas through experimentation with diverse materials -** Children explore different textures and media to design planets, aliens or space scenes—mixing paint to create galaxy colours, pressing shapes into moon dough, or layering collage materials to make starry skies. They test out ideas, adapt them and refine their creations. • **Chooses particular movements, instruments, sounds, colours and materials for their own purposes -** Children select movements like floating, spinning or stomping to act out astronauts, planets or robots. They choose instruments to represent space sounds—drums for rockets, bells for stars—and pick colours and materials that match their creative intentions, such as dark blues for space or bright reds for Mars.	patterns inspired by cultural clothing, or movements linked to world music. In transition activities, they express feelings about starting school through art, helping adults understand their thoughts and emotions. • **Uses combination of art forms -** Children combine music, dance, mark-making and construction to explore global themes—painting while listening to world music, building simple structures from different countries, or creating mixed-media collages. In school-themed play, they combine drawing, writing and role play to represent classroom routines. • **Responds imaginatively to art work and objects -** Children look at artefacts, photos and artwork from around the world and respond with curiosity—talking about colours, shapes and patterns, or creating their own interpretations. During transition activities, they respond to classroom objects such as uniforms, books or school bags with imaginative ideas. • **Introduces a storyline or narrative into their play -** Children create narratives such as travelling to another country, visiting a festival, or exploring different environments. In transition play, they develop stories about being the teacher, starting the school day, or helping friends settle into their new classroom. • **Plays cooperatively as part of a group -** Children

						work together to build small-world scenes of places around the world, share instruments during cultural music sessions, or collaborate on group art pieces. In transition activities, they practise cooperative play through classroom role play, turn-taking games and shared routines.
Key Outcomes At Cradley Nursery, our topic-based approach ensures that children make meaningful progress across all areas of learning by engaging with themes that spark curiosity, deepen understanding and build essential early skills. Each topic is carefully planned to provide rich opportunities for children to develop their communication and language through new vocabulary, storytelling and high-quality interactions; strengthen their personal, social and emotional development by working cooperatively, expressing feelings and building confidence; and enhance their physical development through fine- and gross-motor experiences linked to real contexts. Across all topics, children explore the world around them, developing early knowledge in Understanding the World through hands-on investigation, problem-solving and exposure to diverse people, places and cultures. Creativity is nurtured through expressive arts, enabling children to represent ideas,	**2 -3 year olds** **Personal, Social & Emotional Development** ● Begin to recognise themselves — pointing to themselves in mirrors or photos. ● Show awareness of their own likes — choosing favourite toys, foods or activities. ● Begin to name family members — mummy, daddy, baby. **Communication & Language** ● Use simple words about themselves — "me", "my coat", "my shoes". ● Name body parts — eyes, nose, tummy, hands. ● Follow simple instructions — "Touch your head." **Physical Development** ● Develop self-help skills — attempting to put on coats, shoes or wash hands. ● Explore movement — running, jumping, climbing, copying adult actions. **Literacy** ● Join in with stories about families — pointing to pictures, naming characters.	**2 – 3 year olds** **Personal, Social & Emotional Development** ● Show interest in farm animals — exploring cows, pigs, sheep and chickens in small-world play. ● Begin to play alongside others — sharing tractors, animals and barns. ● Express simple preferences — choosing favourite animals or farm vehicles. **Communication & Language** ● Name simple farm animals — cow, pig, sheep, horse. ● Copy animal sounds — moo, baa, oink. ● Follow simple instructions — "Put the cow in the field." **Physical Development** ● Develop fine-motor control — placing animals in pens, scooping "animal feed", pushing tractors. ● Move like animals — galloping like horses, waddling like ducks. **Literacy** ● Join in with farm stories — pointing to pictures, repeating key words.	**2 – 3 year olds** **Personal, Social & Emotional Development** ● Show interest in helper roles — exploring doctors, firefighters, police and vets in play. ● Begin to play alongside others — sharing role-play props such as stethoscopes or helmets. ● Express simple preferences — choosing favourite helper roles. **Communication & Language** ● Name familiar helpers — doctor, nurse, police, firefighter. ● Copy simple phrases or sounds — "nee-nah", "help", "ouch". ● Follow simple instructions — "Give the teddy a bandage." **Physical Development** ● Develop fine-motor control — wrapping bandages, pressing buttons on toy radios, using tweezers in "rescue" play. ● Move like helpers — crawling like rescuers, running to "emergencies". **Literacy**	**2 -3 year olds** **Personal, Social & Emotional Development** ● Show curiosity about dinosaurs — exploring dinosaur toys, small world and sensory trays. ● Begin to play alongside others — using dinosaurs in shared spaces. ● Use gentle hands — caring for baby dinosaur figures in role play. **Communication & Language** ● Name simple dinosaurs — "T-rex", "long neck", "triceratops". ● Copy dinosaur sounds — roaring, stomping. ● Follow simple instructions — "Put the dinosaur in the cave." **Physical Development** ● Move like dinosaurs — stomping, crawling, stretching. ● Develop fine-motor control — placing dinosaurs in eggs, scooping fossils from sand. **Literacy** ● Join in with dinosaur stories — pointing to pictures, repeating phrases.	**2 – 3 year olds** **Personal, Social & Emotional Development** ● Show curiosity about space objects — exploring rockets, stars and planets in small-world play. ● Begin to play alongside others — sharing rockets, astronauts and space trays. ● Express simple preferences — choosing favourite planets or space toys. **Communication & Language** ● Name simple space items — moon, star, rocket. ● Copy space sounds — "zoom", "blast off", "whoosh". ● Follow simple instructions — "Put the rocket on the moon." **Physical Development** ● Develop fine-motor control — placing stars, scooping "moon dust", posting astronauts into rockets. ● Move like space characters — slow astronaut walking, jumping like on the moon. **Literacy**	**2 – 3 year olds** **Personal, Social & Emotional Development** ● Show curiosity about different places — looking at photos of beaches, cities, forests and deserts. ● Begin to notice differences — recognising that people live in different homes or wear different clothes. ● Play alongside others — exploring small-world scenes from different countries. **Communication & Language** ● Name simple features — "hot", "cold", "snow", "sand". ● Use simple phrases — "big mountain", "blue sea". ● Follow simple instructions — "Put the camel in the desert." **Physical Development** ● Develop fine-motor control — placing animals or people in small-world settings, scooping sand or water. ● Move like animals from different places — waddling like penguins, stomping like elephants. **Literacy**

stories and experiences in imaginative ways. These topic-related outcomes ensure that learning is purposeful, engaging and developmentally appropriate, supporting every child to make strong progress and build the foundations they need for future success.	• Make early marks — drawing themselves or their family. **Mathematics** • Explore size language — big/small hands, tall/short. • Count body parts — "two eyes", "one nose". **Understanding the World** • Notice differences between people — hair colour, eye colour, clothing. • Talk about their home — simple phrases like "my bed", "my house". **Expressive Arts & Design** • Create simple self-portraits — using paint, crayons or collage. • Use role-play to explore identity — babies, families, dressing up. **3 -4 year olds** **Personal, Social & Emotional Development** • Talk about themselves with confidence — sharing what they like, can do, or are proud of. • Show awareness of feelings — naming emotions and linking them to experiences. • Build friendships — playing cooperatively and recognising others' needs. **Communication & Language** • Use descriptive language about themselves — "I have curly hair", "My eyes are brown." • Answer 'why' and 'how' questions — about their routines, families or feelings.	• Make early marks — drawing animals, tracks or fields. **Mathematics** • Explore big and small animals — comparing sizes of cows, pigs and chicks. • Count small groups — "How many sheep?" **Understanding the World** • Notice features of animals — fur, feathers, tails. • Explore farm environments — fields, barns, tractors. **Expressive Arts & Design** • Use farm props in role-play — hats, buckets, toy tools. • Create simple farm artwork — sponge-printing animals, tractor-track painting. **3 – 4 year olds** **Personal, Social & Emotional Development** • Work cooperatively in farm play — taking roles such as farmers, vets or animal carers. • Show care for living things — talking about feeding, cleaning and looking after animals. **Communication & Language** • Use descriptive language — "muddy pig", "fluffy sheep", "big tractor". • Answer 'why' and 'how' questions — "Why do cows live in fields?" • Retell simple farm stories — using props or sequencing cards.	• Join in with helper stories — pointing to pictures, naming characters. • Make early marks — drawing fire engines, badges or ambulances. **Mathematics** • Explore size language — big/small vehicles, tall/short buildings. • Count small groups — "How many firefighters?" **Understanding the World** • Notice what helpers do — doctors help when we're poorly, firefighters put out fires. • Explore simple equipment — torches, bandages, helmets. **Expressive Arts & Design** • Use helper props in role-play — stethoscopes, walkie-talkies, hats. • Create simple helper artwork — painting fire engines, police cars or badges. **3 – 4 year olds** **Personal, Social & Emotional Development** • Work cooperatively in helper role-play — taking roles such as doctors, firefighters, police officers or vets. • Show awareness of helping and caring — talking about how helpers keep people safe. **Communication & Language** • Use descriptive language — "loud siren", "strong hose", "helpful nurse".	• Make early marks — drawing dinosaur tracks. **Mathematics** • Sort dinosaurs — big/small, land/water. • Count small groups — "How many dinosaurs?" **Understanding the World** • Explore dinosaur habitats — sand, mud, water trays. • Notice differences — spikes, long necks, wings. **Expressive Arts & Design** • Use dinosaur props in play — caves, eggs, puppets. • Create simple dinosaur art — handprint dinosaurs, sponge-painted fossils. **3 – 4 year olds** **Personal, Social & Emotional Development** • Work cooperatively in dinosaur play — building habitats together. • Show empathy — caring for "injured" dinosaurs in role play. **Communication & Language** • Use descriptive language — "sharp teeth", "huge tail", "fast runner". • Answer 'why' and 'how' questions — about dinosaur behaviour or extinction. • Retell dinosaur stories — using props or sequencing cards. **Physical Development** • Develop balance and coordination — navigating "lava" or "swamp" obstacle courses.	• Join in with space stories — pointing to pictures, repeating key words. • Make early marks — drawing stars, circles for planets or rocket trails. **Mathematics** • Explore big and small planets — comparing sizes of balls or planet models. • Count small groups — "How many stars?" **Understanding the World** • Notice features of space objects — round planets, bright stars, tall rockets. • Explore light and dark — torches, glow stars, dark dens. **Expressive Arts & Design** • Use space props in role-play — helmets, torches, space gloves. • Create simple space artwork — sponge-painting stars, foil moons. **3 – 4 year olds** **Personal, Social & Emotional Development** • Work cooperatively in space play — taking roles such as astronauts, mission control or aliens. • Show awareness of teamwork — talking about helping each other on "missions". **Communication & Language** • Use descriptive language — "shiny stars", "hot sun", "big planet". • Answer 'why' and 'how' questions — "Why do astronauts wear helmets?"	• Join in with stories from different cultures — pointing to pictures, naming characters. • Make early marks — drawing simple landscapes (sun, snow, waves). **Mathematics** • Explore size and shape — big/small buildings, round/pointy mountains. • Count small groups — "How many animals?" **Understanding the World** • Notice different environments — hot, cold, forest, ocean. • Explore cultural objects — simple items like drums, fans, hats. **Expressive Arts & Design** • Use props in role-play — suitcases, hats, pretend passports. • Create simple cultural art — handprint suns, dot painting, simple patterns. **3 -4 year olds** **Personal, Social & Emotional Development** • Show awareness of similarities and differences — talking about homes, clothes or foods from different places. • Work cooperatively — building landmarks or exploring maps together. **Communication & Language** • Use descriptive language — "tall tower", "hot desert", "cold snow". • Answer 'why' and 'how' questions — "Why do

	• Retell simple personal experiences — trips, birthdays, family events. **Physical Development** • Develop independence in self-care — toileting, handwashing, dressing. • Show control in movement — balancing, climbing, negotiating space. **Literacy** • Recognise their name — on pegs, labels, trays. • Write simple marks or letters — beginning to form letters from their name. **Mathematics** • Compare height and size — tallest/shortest in the group, foot sizes. • Use positional language — "next to me", "behind me". **Understanding the World** • Talk about their family and community — who lives with them, where they go. • Understand simple differences and similarities — skin tones, cultures, abilities. **Expressive Arts & Design** • Create detailed self-portraits — adding features, hair, clothing. • Engage in imaginative role-play – doctors, families, shops, real-life scenarios.	**Physical Development** • Develop fine-motor precision — threading "hay", cutting animal shapes, sorting feed. • Move with control — balancing like goats, climbing "barn ladders" in PE. **Literacy** • Recognise farm vocabulary — barn, field, tractor, farmer. • Write simple labels — "cow", "pig", "hay". **Mathematics** • Compare size and length — tallest animal, longest tractor. • Use positional language — in the barn, under the gate, next to the tractor. • Sort and count animals — by type, size or colour. **Understanding the World** • Talk about farm jobs — milking, feeding, collecting eggs. • Explore animal life cycles — chicks, lambs, calves. • Investigate materials — straw, soil, mud, water. **Expressive Arts & Design** • Create detailed farm artwork — drawing barns, fields, animals with features. • Engage in imaginative role-play — vets, farmers, tractor drivers. • Use music and movement — animal dances, tractor rhythms.	• Answer 'why' and 'how' questions — "Why do firefighters wear helmets?" • Retell simple helper scenarios — using props or small-world figures. **Physical Development** • Develop fine-motor precision — using tweezers for "rescue missions", cutting badges, threading "bandages". • Move with control — obstacle courses themed around rescue missions. **Literacy** • Recognise helper vocabulary — ambulance, station, rescue, emergency. • Write simple labels — "fire", "police", "vet". **Mathematics** • Compare size and length — longest hose, biggest vehicle. • Use positional language — inside the station, next to the fire engine. • Sort and count equipment — bandages, cones, tools. **Understanding the World** • Talk about different helper roles — police keep us safe, vets help animals, doctors help us get better. • Explore simple problem-solving — "How can we rescue the cat?" • Understand community places — hospital, fire station, police station. **Expressive Arts & Design** • Create detailed helper artwork — drawing uniforms, vehicles, badges.	• Improve fine-motor skills — excavating fossils, cutting dinosaur shapes. **Literacy** • Recognise initial sounds — "d for dinosaur", "t for T-rex". • Write simple labels — "egg", "cave", "T-rex". **Mathematics** • Compare size and length — tallest dinosaur, longest tail. • Match quantities — "4 dinosaurs need 4 leaves." **Understanding the World** • Talk about habitats — swamp, forest, desert. • Explore simple timelines — "long ago", "before people". • Investigate fossils — digging, brushing, comparing shapes. **Expressive Arts & Design** • Create detailed dinosaur artwork — scales, patterns, collage. • Engage in imaginative role-play — explorers, palaeontologists, rangers.	• Retell simple space stories — using props or sequencing cards. **Physical Development** • Develop fine-motor precision — building rockets, threading "star beads", cutting planet shapes. • Move with control — navigating "moon craters" or "asteroid fields" in PE. **Literacy** • Recognise space vocabulary — rocket, planet, astronaut, moon. • Write simple labels — "sun", "star", "Mars". **Mathematics** • Compare size and distance — biggest planet, closest/furthest objects in play. • Use positional language — on the moon, next to the rocket, under the stars. • Sort and count space objects — stars, planets, astronauts. **Understanding the World** • Talk about planets and space — simple facts about the sun, moon and Earth. • Explore light, shadows and reflections — torches, shiny materials, shadow play. • Investigate materials — foil, rocks, sand for "moon dust". **Expressive Arts & Design** • Create detailed space artwork — galaxy paintings, planet collages, rocket models. • Engage in imaginative role-play — space stations,	penguins live in cold places?" • Retell simple cultural stories — using props or sequencing cards. **Physical Development** • Develop fine-motor precision — threading beads for patterns, cutting shapes for landmarks. • Move with control — copying dances or movements from different cultures. **Literacy** • Recognise vocabulary linked to places — desert, jungle, ocean, mountain. • Write simple labels — "map", "sun", "snow". **Mathematics** • Compare size and height — tallest buildings, biggest animals. • Use positional language — on the map, next to the river, under the mountain. • Sort and count objects — shells, stones, animals. **Understanding the World** • Talk about different countries and cultures — simple facts about food, homes, weather. • Explore maps and globes — finding land, sea and simple locations. • Investigate materials — sand, ice, clay, water. **Expressive Arts & Design** • Create detailed cultural artwork — African patterns, Aboriginal dots, Japanese fans. • Engage in imaginative role-play — airports, markets, world travel.

			• Engage in imaginative role-play — emergency scenes, vet surgeries, police investigations. • Use music and movement — siren rhythms, marching like officers.		moon landings, alien encounters. • Use music and movement — floating "zero-gravity" dances, rhythmic "rocket countdowns".	• Use music and movement — exploring rhythms and dances from different cultures.
Impact The EYFS curriculum at Cradley Nursery provides children with a rich, balanced and ambitious foundation for lifelong learning. Through carefully planned experiences, responsive interactions and an enabling environment, children make strong progress across all seven areas of learning. They develop the knowledge, skills and attitudes they need to thrive as confident, curious and capable learners.	The *All About Me* topic has a powerful impact on children's sense of identity, emotional understanding and early learning across the EYFS. Through exploring themselves, their families, their bodies and their feelings, children develop confidence, communication skills and a strong foundation for future learning. **Personal, Social & Emotional Development** Children build a strong sense of self. They learn what makes them unique and begin to recognise their own likes, dislikes and preferences. They develop emotional literacy—naming feelings, expressing needs and showing empathy for others. Through routines and interactions, they learn that their actions affect others and begin to manage small conflicts with support. The topic strengthens relationships with key adults and helps children feel safe, valued and understood. **Communication & Language** Children develop the confidence to talk about themselves, their families and their experiences. They begin to use new vocabulary linked to body parts, emotions and personal routines. They respond to	The *On the Farm* topic has a rich and meaningful impact on children's learning. It provides a highly engaging context for developing communication, physical skills, early maths, understanding of the world and imaginative play. Children build knowledge about animals, routines and farm life while strengthening key developmental skills. **Personal, Social & Emotional Development** Children learn to care for living things by feeding animals in small-world play, looking after toy chicks or watering crops. They show empathy when animals are "hurt" in role-play and begin to understand responsibility through farm-themed routines. They develop confidence, independence and cooperation as they share resources, take turns with tractors and work together in farm role-play. **Communication & Language** Children develop new vocabulary linked to animals, farm machinery and daily routines. They listen to and recall farm stories, follow simple instructions and begin to talk about past experiences such as farm visits. Older children answer *why* and *how* questions, use	The *People Who Help Us* topic has a strong and measurable impact across all areas of learning for 2–4-year-olds. Through meaningful, real-world contexts, children deepen their understanding of community roles while strengthening communication, physical development, early maths, imagination and personal, social and emotional skills. **Personal, Social & Emotional Development** Children show growing confidence when meeting new people, including visitors such as paramedics or police officers. They practise turn-taking, negotiation and compromise during role-play. They begin to understand routines, expectations and the importance of caring for others—mirroring the behaviour of real helpers. Empathy develops as children care for dolls, pets or peers in pretend scenarios. **Communication & Language** Children develop richer vocabulary linked to real helpers such as firefighters, doctors, nurses, police officers and vets. They use expressive language, answer simple *why* and *how*	The Dinosaurs topic has a powerful and engaging impact on children's learning. It provides a highly motivating context for developing communication, physical skills, early maths, understanding of the world and expressive creativity. Children build knowledge about dinosaurs, prehistoric environments and natural processes while strengthening key developmental skills across the EYFS. **Personal, Social & Emotional Development** Children explore ideas of family and care through dinosaur role-play, looking after baby dinosaurs, protecting eggs or helping a dinosaur "find its family." They show empathy when dinosaurs are "hurt" and develop responsibility through routines such as feeding, building nests or creating safe habitats. Cooperation grows as children share resources, negotiate roles and work together to build dinosaur worlds. **Communication & Language** Children develop rich vocabulary linked to dinosaurs, fossils, habitats and prehistoric landscapes. They listen to and recall	The Space & Planets topic has a powerful and engaging impact on children's learning. It provides a highly motivating context for developing communication, physical skills, early maths, understanding of the world and expressive creativity. Children build knowledge about planets, stars, rockets and space exploration while strengthening key developmental skills across the EYFS. **Personal, Social & Emotional Development** Children explore ideas of friendship, teamwork and care through space role play—working together as a "rocket crew," helping an astronaut who is "lost," or looking after baby aliens. They learn that others may enjoy different activities, such as building rockets, exploring planets or playing with space small-world toys. Cooperation grows as children share resources, negotiate roles and work together to build space stations or planet landscapes. They develop confidence and independence through routines such as preparing for "blast-off," tidying the space station and managing their own self-care during busy play.	The Around the World & Transition to School topic provides a rich, meaningful context for developing communication, early maths, physical skills, understanding of the world and expressive creativity. Children explore global cultures, environments, foods, music and celebrations while also preparing for the routines, expectations and independence needed for school. Through hands-on experiences, stories, small-world play and imaginative exploration, children strengthen key developmental skills across the EYFS. **Personal, Social & Emotional Development** Children learn about similarities and differences between themselves and others by exploring families, homes, foods and celebrations from around the world. They begin to understand that people live in different ways and that these differences are positive and interesting. Younger children form early friendships through shared small-world play, while older children work cooperatively to build "airports," "classrooms," or world landscapes. Transition-to-school routines

	simple questions about themselves and start to talk about things that are not present, strengthening recall and expressive language. As they grow, they use intonation, rhythm and phrasing to make their meaning clear, and talk more extensively about what matters to them. **Physical Development** Children learn about their bodies—what they can do, how they move and how to care for themselves. They practise dressing, feeding themselves, toileting routines and hygiene, building independence. They explore movement through mark-making, dance and play, developing coordination and control. They begin to understand that their bodies grow and change, and that caring for themselves keeps them healthy. **Literacy** Children enjoy stories, songs and rhymes about families, feelings and familiar routines. They handle books with increasing care and begin to recognise that print carries meaning. They explore early phonological skills through rhythm, rhyme and sound play linked to their names and personal experiences. They make early marks to represent themselves—drawing faces, bodies and simple features. **Mathematics** Children explore counting through familiar contexts such as counting family members, body parts or	expressive intonation in role-play and talk more extensively about what interests them—often animals or tractors. **Physical Development** Children strengthen gross-motor skills by moving like farm animals, transporting hay bales (blocks) or navigating obstacle courses as if working on a farm. Fine-motor skills develop through feeding small animals, using tools to scoop grain, drawing animal tracks or manipulating farm-themed construction pieces. Self-care routines are reinforced through discussions about how farmers stay healthy and safe. **Literacy** Children enjoy stories, rhymes and songs about farms, animals and seasons. They handle books with increasing care and begin to recognise rhythm, rhyme and initial sounds in farm-themed words. They make early marks to represent animals, tractors, maps or simple labels, developing emergent writing linked to meaningful contexts. **Mathematics** Children count animals, eggs, tractors and crops in play. They explore early subitising with small groups of animals, sort and group farm objects, and begin to understand simple partitioning (e.g., "two cows here and one cow there still makes three"). They explore	questions, and begin to talk about past experiences with greater confidence. Symbolic play encourages children to use talk to organise ideas, explain their thinking and communicate needs clearly. **Physical Development** Children strengthen fine- and gross-motor skills through purposeful actions: dressing in uniforms, using tools such as tweezers, scissors or paintbrushes, and moving through spaces like firefighters or paramedics. They build independence in self-care routines, understanding that helpers look after themselves so they can look after others. **Literacy** Children engage with stories, rhymes and songs about helpers, developing early comprehension and book-handling skills. They begin to recognise initial sounds in helper-themed words and make early letter-type marks to represent names, roles or equipment**.** **Mathematics** Children count vehicles, tools and people in role-play, subitise small quantities and explore early partitioning through sorting and grouping equipment. They create simple patterns with cones, uniforms or emergency vehicles and explore shapes found in real-life helper environments. **Understanding the World** Children develop a strong sense of community,	dinosaur stories, join in with repeated phrases and begin to use story language such as *"suddenly," "stomped,"* or *"the egg hatched."* Older children talk about past and present events, describe settings and characters, and use expressive intonation in role-play. They confidently share ideas about dinosaur families, dangers and adventures. **Physical Development** Gross-motor skills strengthen as children move like dinosaurs—stomping, creeping, stretching tall like a Brachiosaurus or flapping like a Pterosaur. Obstacle courses, treasure hunts and outdoor fossil trails support balance, coordination and spatial awareness. Fine-motor skills develop through mark-making dinosaur tracks, using tools to dig for fossils, manipulating puzzle pieces and constructing models or habitats. **Literacy** Children enjoy a wide range of dinosaur stories, rhymes and information books. They handle books with increasing care, recognise familiar story patterns and begin to predict repeated phrases. They make early marks to represent dinosaur eggs, maps, warning signs or labels, giving meaning to their drawings and beginning to create simple texts such as *tickets*, *lists* or *museum labels*. Older children use vocabulary influenced by reading and retell or reinvent dinosaur stories in play.	**Communication & Language** Children develop rich vocabulary linked to space, planets, rockets, stars and astronauts. They listen to and recall space stories, join in with repeated phrases and begin to use story language such as *"blast off," "zoomed,"* or *"the rocket landed."* Younger children respond to simple questions like *who*, *what* and *where*, while older children follow more complex instructions and talk in longer, connected ideas. They confidently share ideas about space missions, alien adventures and journeys to different planets, using imaginative language to describe what they see and do. **Physical Development** Gross motor skills strengthen as children move like astronauts—floating, tiptoeing, climbing over "craters," crawling through "asteroid tunnels" and running space missions outdoors. Obstacle courses, rocket launch pads and planet hunts support balance, coordination and spatial awareness. Fine motor skills develop through mark-making stars and planets, using tools to dig in moon sand, manipulating construction pieces to build rockets and handling ICT equipment with increasing control. Children also build independence in dressing, toileting and managing routines during busy space play. **Literacy**	help children develop confidence and independence—finding their peg, organising belongings, lining up and following simple expectations. They learn to manage feelings about change, seek adult support when needed and practise turn-taking, sharing and conflict resolution. Children show growing awareness of behaviour expectations and begin to apply them without direct supervision. **Communication & Language** Children develop rich vocabulary linked to countries, climates, foods, animals and celebrations. They listen to stories from different cultures, respond to questions such as *who*, *where* and *why*, and begin to talk in longer, connected ideas. Younger children use simple phrases to describe what they see—*"cold place," "big mountain," "I go plane."* Older children use talk to organise their thinking, sequence events such as a "journey," and introduce narratives into their play. They confidently share ideas about places they have visited, foods they have tried or what they think school will be like. **Physical Development** Gross motor skills develop as children move through world-themed obstacle courses—stepping over "mountains," crawling under "bridges," or travelling along "roads." They practise balance, coordination and

	items in their daily routines. They begin to notice patterns in their environment and create simple patterns of their own. They explore shape and space through building homes, arranging objects and navigating familiar spaces. They begin to understand simple ideas about time—now, later, tomorrow—through daily routines. **Understanding the World** Children learn about their families, homes and the people who are important to them. They begin to understand similarities and differences between themselves and others. They explore how their bodies work, notice changes and develop curiosity about living things. They use simple technology—mirrors, digital devices, role-play tools—to explore themselves and their world. **Expressive Arts & Design** Children express themselves through drawing, painting, music and imaginative play. They create representations of themselves, their families and their experiences. They use props or create their own to support role-play linked to home routines, feelings and familiar situations. They explore sound, movement and pretend play to communicate ideas about who they are and how they feel. **Overall Impact** The *All About Me* topic helps children develop: • a secure sense of identity	patterns through animal footprints, tractor tracks or repeating arrangements of hay bales. Shape and space understanding grows through building barns, pens and enclosures. **Understanding the World** Children learn about life cycles, growth and change through seeds, crops and baby animals. They explore the roles of farmers and vets, understanding how people help animals and care for the land. They notice seasonal changes and begin to understand where food comes from. Digital skills develop through using simple apps to watch farm videos or operate toy machinery with buttons and switches. **Expressive Arts & Design** Children engage in imaginative farm role-play, using props or creating their own (e.g., hay bales, animal feed, vet tools). They explore sound effects such as animal noises or tractor engines and use movement to represent animals. They create artwork inspired by farm life—animal prints, tractor tracks, barns and fields—developing creativity and symbolic representation. **Overall Impact** The *On the Farm* topic helps children develop: • curiosity about animals, nature and food • confidence in exploring new ideas and vocabulary • empathy and responsibility through caring for living things	recognising the roles and responsibilities of people who help us. They explore digital tools such as radios, torches or simple apps, and begin to understand cause and effect through hands-on exploration. They show care for living things and the environment, linking their actions to the work of vets, park wardens and refuse collectors. **Expressive Arts & Design** Children engage in rich imaginative play, using props or creating their own to represent tools used by helpers. They explore sound effects, movement and role-play narratives inspired by first-hand experiences. Construction play becomes purposeful as they build hospitals, fire stations or police garages using blocks and loose parts. **Overall Impact** The topic builds children's sense of belonging, community awareness and confidence. It provides a meaningful context for developing early skills across the EYFS, helping children understand that they too can be helpers—caring, capable and important members of their world.	**Mathematics** Children count dinosaurs, eggs, bones and footprints in play. They compare groups using language such as *more*, *lots*, *same*, and begin to match numerals to quantities. Older children order numbered eggs, add or take away one dinosaur and solve practical problems involving length (*Which dinosaur is longest?*), weight (*Which egg is heaviest?*) and capacity (*How many scoops fill the swamp?*). Shape and spatial reasoning develop through building dinosaur skeletons, rotating puzzle pieces and composing shapes to create models. **Understanding the World** Children explore similarities, differences, patterns and change through fossils, natural materials, melting ice eggs and erupting volcanoes. They learn about dinosaur habitats and compare them to environments they know. They begin to understand family structures by talking about dinosaur families and linking them to their own. Digital skills develop as children use simple apps, coding toys or interactive stories to move dinosaurs, hatch eggs or retrieve information. **Expressive Arts & Design** Children engage in imaginative dinosaur role-play, creating their own props such as nests, fossils, caves or volcanoes. They explore sound by making *roars*, *stomps*, *crunches* and *rumbles* using instruments	Children enjoy a wide range of space stories, rhymes and information books. They handle books with increasing care, recognise familiar story patterns and begin to predict repeated phrases. Younger children explore early mark-making by drawing rockets, planets and stars on paper, screens and sensory materials. Older children develop phonological awareness through rhymes like *"Five Little Rockets"*, identify initial sounds in words such as *star*, *moon* and *rocket*, and begin to segment and blend simple space-themed words. They create simple texts such as labels, lists or mission tickets during role play. **Mathematics** Children count stars, planets, astronauts and moon rocks in play. They explore number order through rocket countdowns and begin to match quantities to numerals. Older children subitise small groups of stars, estimate quantities and explore how numbers can be partitioned using space counters. They solve practical problems such as *"How many more helmets do we need?"* or *"Which rocket is tallest?"* Shape and spatial reasoning develop through building rockets, creating planet maps and navigating space obstacle courses. Children also explore early measurement using rulers, timers and scales during space investigations. **Understanding the World**	spatial awareness as they navigate maps, globes and small-world environments. Fine motor skills strengthen through mark-making flags, drawing buildings, using tools to scoop rice or sand from different "countries," and manipulating construction materials to build simple structures. Older children develop pencil control, begin forming recognisable letters and practise school-readiness skills such as dressing, toileting and managing belongings safely. **Literacy** Children enjoy stories, rhymes and information books from around the world. They handle books with increasing care, turn pages independently and begin to recognise familiar story patterns. Younger children explore early mark-making inspired by global colours, patterns and landscapes. Older children develop phonological awareness through songs and rhymes, begin to recognise digraphs such as *sh*, *th* and *ee*, and read simple high-frequency words in travel tickets, signs and classroom labels. They use developing phonic knowledge to write names, labels, captions and simple messages such as postcards or travel tags. **Mathematics** Children count objects linked to different countries—shells, animals, foods or flags—and begin to match quantities to numerals. They explore size, weight and capacity through sensory

	• confidence in expressing themselves • emotional understanding and empathy • independence in self-care • strong communication skills • curiosity about themselves and others It lays the foundation for positive relationships, resilience and a strong sense of belonging—key building blocks for future learning across the EYFS.	• strong early maths and literacy foundations • imaginative thinking through rich role-play • physical skills through purposeful movement and tool use It builds children's understanding of the world around them and strengthens their sense of connection to nature, animals and the people who help care for them.		and everyday objects. They build a growing repertoire of dinosaur songs and dances and invent new movement sequences inspired by different species. Artwork becomes increasingly detailed as children represent both real and imaginary dinosaur ideas through painting, clay, collage and construction. **Overall Impact** The Dinosaurs topic helps children develop: • curiosity about prehistoric life, nature and scientific processes • confidence in exploring new vocabulary, stories and imaginative ideas • empathy and responsibility through caring for dinosaur families and habitats • strong early maths foundations through counting, comparing, measuring and problem-solving • creative thinking through music, movement, role-play and model-making • physical skills through purposeful dinosaur-inspired movement and tool use • early digital literacy through simple programs and interactive exploration It builds children's understanding of the world around them and strengthens their ability to express ideas, solve problems and engage deeply in imaginative play.	Children explore similarities, differences, patterns and change through sensory space materials, moon sand, light and dark play, and simple science investigations such as floating "astronauts" or sinking "meteor rocks." They learn about planets, stars and space travel through stories, videos and small-world play, comparing features such as size, colour and texture. Digital skills develop as children use tablets to explore space apps, take photos of their models or record short "space missions." They begin to understand that people have different interests and that imaginary aliens might live differently from humans. **Expressive Arts & Design** Children engage in imaginative space role play, creating their own props such as rockets, helmets, control panels and alien homes. They explore sound by making rocket blasts, star twinkles and space ambience using instruments and everyday objects. They choose movements to represent floating astronauts, spinning planets or stomping space robots. Artwork becomes increasingly detailed as children represent planets, galaxies, rockets and aliens through painting, collage, clay and construction. Older children experiment with materials to develop their own creative ideas and refine their models. **Overall Impact**	trays representing oceans, deserts or rainforests. Older children subitise small groups, spot patterns in world fabrics and flags, and create repeating patterns using familiar objects. They use spatial language when following simple maps—*over*, *under*, *next to*, *behind*—and sequence events such as a "journey" or school routine using everyday time language. **Understanding the World** Children explore similarities and differences between people, places, animals and environments. They compare hot and cold countries, look closely at plants and animals from different climates, and talk about features of their own environment. Digital literacy develops as children use tablets to view photos, listen to greetings in other languages, or explore simple maps with adult support. They learn that technology must be used safely and with a grown-up. Transition activities help children understand what school is like—classrooms, routines, uniforms and expectations—building familiarity and reducing anxiety. **Expressive Arts & Design** Children explore colours, patterns and textures inspired by global cultures—bright festival colours, ocean blues, desert yellows and rainforest greens. They create 2D and 3D structures such as houses, bridges and landmarks, and respond imaginatively to artwork and artefacts from around the

					The Space & Planets topic helps children develop: ● curiosity about the universe, natural phenomena and scientific ideas ● confidence in exploring new vocabulary, stories and imaginative concepts ● empathy and teamwork through shared space missions and caring for characters ● strong early maths foundations through counting, comparing, estimating and problem solving ● creative thinking through music, movement, role play and model making ● physical skills through purposeful astronaut-inspired movement and tool use ● early digital literacy through simple apps, photos and video recordings It builds children's understanding of the world around them and strengthens their ability to express ideas, solve problems and engage deeply in imaginative play.	world. Music and movement sessions introduce rhythms from different cultures, encouraging children to create their own sounds and dances. Older children combine art forms—drawing, music, construction and role play—to express ideas about travel, celebrations or starting school. They develop narratives in play, such as going on a journey, visiting a festival or beginning their first day at school. **Overall Impact** The Around the World & Transition to School topic helps children develop: ● curiosity about people, places and cultures ● confidence in exploring new vocabulary, routines and environments ● empathy and respect for similarities and differences ● strong early maths foundations through counting, comparing, patterning and spatial reasoning ● creative thinking through music, movement, art and imaginative play ● physical skills through purposeful movement and tool use ● early digital literacy through safe, supported use of technology ● school readiness through independence, communication and understanding expectations This topic deepens children's understanding of the world around them and supports a smooth, confident transition

						into school. It strengthens their ability to express ideas, solve problems and engage meaningfully with others.