

Brookfield Community Primary School:
EYFS Curriculum Overview 2026-27



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes/topics <i>NB: These themes may be adapted at various points to allow for more children's interests</i>	Our Favourite Stories- <i>Snuggle up with a book</i>	Winter- <i>Walking in a Winter Wonderland</i>	Transport- <i>Let's go on a road trip!</i>	The living world around us incl lifecycles- <i>Oh I do love to 'bee' beside the seaside!</i>	People Who Help Us- <i>Not all Heroes Wear Capes</i>	Traditional Tales- <i>And they lived happily ever after</i>
High Quality Literacy (incl. Drawing Club) Texts <i>The spine of the focus texts include both fiction and non-fiction in each half term topic.</i>	What the Ladybird Heard Animalphabet The Gruffalo Superworm Sharing a Shell Zog Rhyming Rabbit	Jack Frost The Snowman Camouflage (Nonfiction, big book)	Naughty Bus Martha Maps it out (Non-Fiction)	Handa's Surprise Sam plants a sunflower (Non-fiction) The Big Book of Blue (Non-fiction)	The Queen's Hat Burglar Bill What Will I Be? (Non-fiction)	The Three Billy Goats Gruff Cinderella Hansel and Gretal

High Quality Texts <i>These are to be used within foundation subjects across the year.</i>	The Baddies The Oak Tree Rainbow Fish Tiddler Julia Donaldson Cook Books Who Lives Here? Leaf Man	Santa Post Room on the Broom (Halloween celebrations) Stick Man The Nativity	Collins: My first book of transport (Non-fiction) The Hundred Decker Bus Love Grows Everywhere (Valentine's celebrations) The Journey Home from Grandpa's Duck in the Truck The Runaway Train	Supertato Sam plants a sunflower (Non-fiction) Cress Head (Non-fiction) The Very Hungry Caterpillar First Questions and Answers- Why do we need bees?	Dinofirefighters Ness the Nurse Zoo Vet A Superhero Like You Oliver's Vegetables (farmers)	Alternative stories: The Ghanaian Goldilocks, Little Red: A Rebel Fairytale, The Great Fairy tale Disaster, 3 Pugs and the big bad cat. Jack and the Beanstalk Little Red Riding Hood Goldilocks and the Three bears The Three Little Pigs
--	--	--	---	--	---	---

White Rose Mathematics Book List	<i>NB: Texts will be chosen by class teacher based on children's needs. These will be taken from the White Rose book list. Usually, one or two texts per block to support consistency. Other books will be used in the Book Vote and put within the environment. White Rose is not the main Numeracy system that we use.</i>	<i>NB: Texts will be chosen by class teacher based on children's needs. These will be taken from the White Rose book list. Usually, one or two texts per block to support consistency. Other books will be used in the Book Vote and put within the environment. White Rose is not the main Numeracy system that we use.</i>	<i>NB: Texts will be chosen by class teacher based on children's needs. These will be taken from the White Rose book list. Usually, one or two texts per block to support consistency. Other books will be used in the Book Vote and put within the environment. White Rose is not the main Numeracy system that we use.</i>
----------------------------------	--	--	--

Role Play Area	Home Corner	Victorian Christmas House	Bus station with car park	Town Centre- Vets, Hairdressers	Seaside	Castle
Role Play Enhancements to other areas (as and when appropriate)		Elf Packing Station (Maths)	Car wash and mechanics (Outdoors)	Fire station (Outdoor Maths)	Kenya (Construction)	Three Little Pigs (Construction)
Outdoor Role Play Area (Mud Kitchen/Home Corner)	Gruffalo Café Autumnal themed	Grotto Grub Winter themed with Christmas décor, e.g. mint, candy canes	Diwali themed	Spring themed	Ice Cream Parlour Summer themed	Potions and poisons
Hook (Wow Starter)	Gruffalo character footprints in the classroom with purple spikes,	Jack Frost's missing hand in the classroom (found by children)	Make a vehicle using a cardboard box and have a	Royal delivery from the Queen's Maid	Seaside School Trip	Dress up day- Royal Banquet with parents

	brown fur, horn. Who could it be?		Drive-Thru Cinema			
School trips	Elf Forest- Chorley Friday 4 th December		Smithills Farm Thursday 25 th March			Houghton Tower Monday 14 th June

Enrichment/Wow moments, including visitors and celebrations <i>NB: Additional celebrations and enrichments added throughout the year. This is a working document.</i> <i>Each month, the children take part in planned days and activities with their Gardeners in Y6.</i>	- Autumn trail - Local Area Walk- looking at the environment, houses, buildings, places of interest. Linking to where the children live. - Library Visit 1 - Mystery Reader	- Post Office and post box visit to post letters to Santa - Remembrance Day - Pantomime - Church of Ascension Visit with Y6 - Mystery Reader	- Chinese New Year - Valentine's Day - Pancake day - Making foods from around the world - Library Visit 2 - Mystery Reader	- Sun Awareness Week- School Nurse Visit - Hatching chicks and butterflies - Planting seeds - Spring trail - Mother's Day - World Book Day - Mystery Reader	- PWHU Visits, e.g. Dentist check up, Animal visit (H's Mum), Firefighter visit (H's Dad), Lifeboat visit, Train driver visit (Mr D), school patrol - Library Visit 3 - Mystery Reader	- Summer trail - Healthy eating week: Local Chef or Tesco healthy eating visit- making healthy dishes - Father's Day - End of EYFS Celebration with families - Mystery reader
---	--	--	---	---	--	---

Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Holistic approach	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Positive relationships are built amongst the school and community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. At Brookfield, we work closely with our children to understand how they learn best, ensuring that their needs are catered for throughout the curriculum and continuous provision. Play: At Brookfield Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

Core Principles	Character Formation:	Spiritual Insight:	Educational Excellence:				
	Our virtues of respect, self-discipline, courage, integrity, empathy, and gratitude are tangible throughout the curriculum. We have an experienced based curriculum with the children at the heart of it. Positive relationships are an integral part of the children's school journey.	Children have profound and stirring experiences of religious education. The curriculum and school life make spirituality relevant and accessible to all. Effective pastoral care. We have established provision for mental meditation.	Teachers and children are inspired and joyful. High quality dialogue is provided within all lessons, continuous provision, and throughout daily life at school. A culture of intellectual curiosity is embedded. Staff have continuous professional development.				
At Brookfield Community Primary School, we want our children to be the best learners they can be. To support our children in doing this, we encourage them to develop 'Learning Powers'. These special powers are symbolized by precious gems and are listed below: <table><tr><td> Have a go! Ruby Think with a growth mind set. Do not worry if it goes wrong. Learn from mistakes. Be excited to try new things. </td><td> Enjoy learning. Emerald Feel proud of all of your achievements. Imagine your intelligence growing by the minute. Use what you have learned in real life. Know what you can do if you practise. </td></tr><tr><td> Keep improving. Sapphire Keep reviewing your work. Identify your best bits. Improve one thing first. Try to be better than last time. Don't compare yourself to others. Take small steps. </td><td> Don't give up. Topaz Work hard. Practise lots. Keep going. Try new strategies. Ask for help. Start again. Take a brain break. </td></tr><tr><td colspan="2"> Use your imagination. Amethyst Be creative. Let your imagination go. Think up new ideas and questions. </td></tr></table> We teach and nurture our Learning Powers throughout the school day within curriculum lessons; during social times and in enrichment activities. We award a certificate to our Learning Champions, one from each class, every Friday. By focusing on these learning powers, we aim to ensure that our children develop into truly independent, life-long learners.	Have a go! Ruby Think with a growth mind set. Do not worry if it goes wrong. Learn from mistakes. Be excited to try new things.	Enjoy learning. Emerald Feel proud of all of your achievements. Imagine your intelligence growing by the minute. Use what you have learned in real life. Know what you can do if you practise.	Keep improving. Sapphire Keep reviewing your work. Identify your best bits. Improve one thing first. Try to be better than last time. Don't compare yourself to others. Take small steps.	Don't give up. Topaz Work hard. Practise lots. Keep going. Try new strategies. Ask for help. Start again. Take a brain break.	Use your imagination. Amethyst Be creative. Let your imagination go. Think up new ideas and questions.		We do not teach about all the protected characteristics in every year group. The curriculum is planned and delivered so that our pupils develop age-appropriate knowledge and understanding during their time at school. The 9 Protected Characteristics are actively promoted in school through: •Our school ethos •Our school learning powers •Our school behaviour policy •Conscious role modelling by all adults in the school community •Active engagement and communication with parents and carers •Assemblies •Discussion within curriculum subjects, taking across-curricular approach •Promoting articulation by building appropriate language and a coherent vocabulary •Personal, Social, Health and Economic education (PSHE) sessions •Religious Education (RE) lessons, Relationships and Sex Education (SRE) lessons, •Pupil Voice •Educational visits
Have a go! Ruby Think with a growth mind set. Do not worry if it goes wrong. Learn from mistakes. Be excited to try new things.	Enjoy learning. Emerald Feel proud of all of your achievements. Imagine your intelligence growing by the minute. Use what you have learned in real life. Know what you can do if you practise.						
Keep improving. Sapphire Keep reviewing your work. Identify your best bits. Improve one thing first. Try to be better than last time. Don't compare yourself to others. Take small steps.	Don't give up. Topaz Work hard. Practise lots. Keep going. Try new strategies. Ask for help. Start again. Take a brain break.						
Use your imagination. Amethyst Be creative. Let your imagination go. Think up new ideas and questions.							

	•School Council and other pupil leadership opportunities •Extra-curricular activities, after-school clubs, charity work and work within the local community					
--	--	--	--	--	--	--

Assessment Opportunities <i>NB: Various moderations will take place throughout the year. These happen within school. In-house moderations and external moderations are kept on the school diary and happen termly. We assess against Brookfield Milestones as well as using Birth to 5 Matters. Writing is also assessed through LAPS and the Writing Framework.</i>	Analyse Nursery Assessments	On-going assessments	On-going assessments	On-going assessments	On-going assessments	GLD
	Baseline Assessment (NFER and Brookfield's own)	End of term assessments	Interventions	End of term assessments	Interventions	Interventions
	Specialist S&L assessments	Interventions	On-going specialist S&L assessments	Parents Evening	On-going specialist S&L assessments	Specialist S&L assessments
	End of Baseline report to parents	Parents Evening		Interventions		End of term school reports
		On-going specialist S&L assessments		On-going specialist S&L assessments		

Parental Involvement <i>NB: There are various events throughout the year which are whole school based, e.g. Sports Day. The Parental Involvement section is a working document.</i>	Meet the Teacher	Communication and Language Workshop	Writing Workshop	Maths Workshop	Getting ready for Year 1 Workshop	New-starter play dates, Home Visits and family sessions
	Phonics Workshop	Parents Evening	E-Safety Workshop (KSI)	Share a book (World Book Day)	Gardening with our Grandparents	Parental Counselling Sessions- preparing for Reception
	Mystery Reader	ERIC- Everybody Reads In Class	Mystery Reader	ERIC- Everybody Reads In Class	Mystery Reader	
		Christmas Crafts Workshops (KSI)		Parents Evening		
		Class Assembly				New Intake Afternoon

		Mystery Reader		Poetry for Parents People Who Help Us Visits- What our families do Mystery Reader		Teddy Bear Picnic ERIC- Everybody Reads In Class End of Year Celebration Mystery Reader
Daily Story Time <i>Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Gardeners and Seeds, Assemblies and weekly interventions, etc.</i> <i>Daily story time is timetabled every day at the end of the day and during the morning with 'Snuggle up with a book'. Story time is linked to a book vote which the children choose each day.</i>	Welcome to EYFS! Children talking about the experiences that are familiar to them Rhyming and alliteration Familiar print Sharing facts Shared stories Modelling talk	Tell me a story! Developing vocabulary Re-telling stories Story language Listening and responding to stories Following instructions Taking part in discussion	Tell me why... Using language well Asking how and why questions Re-telling a story with story language Story invention - talk it! Asking questions to find out more Describing events in some detail	Talk it through. Describing events in detail - time connectives Understanding how to listen carefully and why listening is important Sustained focus when listening to a story	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Telling a story in order- first, then, next	Time to share. Show and tell Weekend news Children reading decodable books during daily story time to the class

	Using picture cue cards	Using new vocabulary Choosing books that will develop vocabulary	Listen to and talk about stories to build familiarity and understanding		Children reading decodable books during daily story time to the class	
--	-------------------------	---	---	--	---	--

PSED (Personal, Social and Emotional Development) <i>My Happy Mind is used to supplement the specific teaching of PSED, with links to PSHE and RSE</i> <i>Stories are used for PSED sessions as an integral part of the children's learning.</i>	Building relationships	Curriculum Goal: I can be a good listener and a confident speaker. Milestone 1: Children will listen attentively in a variety of situations. Children will enjoy listening to longer stories. Children begin to pay attention to more than one thing at once. Children take part in pretend play, communicating & negotiating with their friends. Children will understand a question or instruction that has two parts such as: "Get your coat and wait at the door". Children can sing a large repertoire of nursery rhymes. Children can talk about events from the past. Children can confidently talk in sentences up to four words. Children can express a point of view. Children can start a conversation with an adult or friend. Milestone 2: Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. Children are beginning to use a wider range of vocabulary from stories read so far. Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?" Children give their attention to what others say and respond appropriately, while engaged in another activity. Children are able to use multisyllabic words such as 'planetarium', 'hippopotamus' or 'pterodactyl'. (Some may have problems saying some sounds: r, j, th, ch, sh.) Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a firefighter because I put out fires". Including connectives because, and.
	Self-Regulation Managing Self	

		Milestone 3: Children understand how to listen carefully and why listening is important. Children will listen to, talk about and ask questions about stories to build familiarity and understanding. Children can retell a full story. (beginning, middle and end). Children learn new vocabulary. Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?". Children can start a conversation with an adult or friend and continue it for many turns. Children can express their views and to debate when they disagree with an adult or a friend, using words as well as actions. Children will develop social phrases: "Please may I have a turn?" "Thank you.." Milestone 4: Children use new vocabulary from stories and topics taught throughout the year. Children can speak confidently in small group and class situations. Children can hold a back-and-forth conversation with an adult and friends. Children can describe events in some detail. Children will use talk to help work out problems and organise thinking and activities. They can explain how things work and why they might happen. Children will articulate their ideas and thoughts in well-formed sentences.					
My Happy Mind Overview		Autumn 1: <i>Peer massage and understanding what emotions we may feel</i>	Autumn 2: Meet your Brain	Spring 1: Celebrate	Spring 2: Appreciate	Summer 1: Relate	Summer 2: Engage

C&L (Communication and Language) C&L underpins all areas of learning	Listening, Attention and Understanding Speaking	Curriculum Goal: I can care for myself and others. Milestone 1: Children can select and use activities and resources – with help when needed. Children can achieve a goal they have chosen, or one which is suggested to them. Children become more outgoing with unfamiliar people, in the safe context of their setting. Children talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Children do not always need an adult to remind them of a rule – occasional reminders may be needed. Children can speak with others to solve conflicts – sometimes needing adult support. Children are increasingly independent meeting their own care needs. Milestone 2: Children have developed a sense of responsibility and membership of a community. Children show confidence in new social situations. Children increasingly follow rules, understanding why they are important. Children play with one or more other children. Children have developed appropriate ways of being assertive in their play. Children manage their own needs e.g. toileting and washing hands. Children are beginning to understand how others might be feeling. Children will further develop the skills they need to manage the school day successfully, e.g. lining up and queuing. Milestone 3: Children are able to help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be first and suggesting other ideas. Children see themselves as a valuable individual and can say something positive about themselves. Children play with other children extending and elaborating play ideas. Children can talk about right and wrong and the consequences involved. Children are happy to have a go at a task and understand that we learn from mistakes. Children can make healthy choices about food, drink, activity and tooth brushing. Children have built constructive and respectful relationships. Milestone 4: Children can confidently identify and moderate their own feelings socially and emotionally. Children show resilience and perseverance in the face of challenge. Children can talk about and express their feelings and the
--	---	---

		feelings of others. Children can think about the perspectives of others. Children know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian
--	--	---

PD (Physical Development) <i>PNE specialist coaches carry out 1 session per week.</i>	Gross Motor Fine Motor	Curriculum Goal: I can move with confidence and control. Milestone 1: Children will continue to develop their movement, balancing, riding (scooters, trikes & bikes) & basic ball skills (large). Children can go up steps and stairs, or climbing apparatus, using alternate feet. Children use large-muscle movements to wave flags & streamers, paint and make marks. Children match their developing physical skills to tasks and activities. E.g. they decide whether to crawl, walk or run across a plank / in a tunnel. Children can skip, hop, stand on one leg and hold a pose for a game like musical statues. Children will use one-handed tools & equipment - e.g. making snips in paper with scissors. Children will eat independently and learn how to use a knife and fork. Milestone 2: Children can collaborate with others to manage large items, such as moving a long plank safely & carrying large hollow blocks. Children will take part in some group activities in their play, which they make up themselves, or in teams. Children can choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel. PE Focus: Gymnastics: Children can experiment with different shapes and jumps. Children can move in different ways - sliding, rolling, stretching, crawling, walking, jumping, hopping, skipping etc. Children will create simple sequences of 3 movements. Children will use a comfortable grip with good control when holding pens and pencils. Children will show a preference for a dominant hand. Children will be increasingly independent as they get dressed & undressed. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Milestone 3: PE Focus: Dance: Children will progress towards a more fluent style of moving with developing grace and control. Children can move in time to happy & sad music. Children will experiment with different ways of moving and with actions at different levels.
---	--------------------------------------	--

		Children can move around as different characters or animals to the music. Children will experiment with different ways of balancing. Children are increasingly able to use & remember sequences and patterns of movements, which are related to music & rhythm. PE Focus: Ball skills: Children will experiment with different ways of moving (agility). Children will experiment with different ways of throwing a moving a ball with different body parts (co-ordination). Children will begin working with friends in a team - taking turns with adult support. Children will develop their small motor skills so that they can use a range of tools competently, safely & confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Milestone 4: PE focus: Ball skills/ Athletics: Children will develop confidence, competence, precision and accuracy when engaging in activities which involve a ball. Children will march/run for coordination. Children will experiment with different ways of throwing under/overarm. Children will experiment with different ways of jumping- measuring with various objects. Children will work with friends in a team - taking turns effectively. Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children will develop overall body strength, balance, co-ordination and agility. Children will develop the foundations of a handwriting style which is fast, accurate and efficient.
--	--	--

L (Literacy) <i>RWI is used for the Phonics scheme across school.</i> <i>Literacy is based on the Lancashire Reception Talk Programme.</i>	Comprehension Word Reading Writing	Curriculum Goal: I can talk about the stories that I enjoy. Milestone 1: Children understand the key concepts about print: - Print has meaning - Print can have different purposes Children engage in extended conversations about stories, learning new vocabulary. Milestone 2: Children understand the key concepts about print: - We read English from left to right and from top to bottom - The names of different parts of a book Page sequencing Milestone 3: Children can talk about a story and are able to identify:	Curriculum Goal: I can read a range of books with fluency and accuracy. Milestone 1: Children develop their phonological awareness so they can: - Spot and suggest rhymes - Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother Milestone 2: Children can read individual letters by saying the sounds for them. (Phase 2). Children can blend sounds into words, so that they can read short words made up of known letter - sound correspondences. (Phase 2). Children can read a few common exception words matched to the school's phonic programme. (Phase 2) Milestone 3: Children can read some letter groups that each represent one sound and say	Curriculum Goal: I can write a simple sentence independently and read this to an adult. Milestone 1: Children can recognise their name in print and make marks to represent it. Children can write some letters in their name. Children give meaning to the marks they make when drawing, painting or writing. Children can hear and identify initial sounds in words. Children show a preference for a dominant hand. Milestone 2: Children use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Children use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Children develop their small motor skills so that they can use a range of tools competently, safely and
---	---	---	--	---

		- Main characters - Settings - Main events Children begin to use the vocabulary and story language from previous texts. Milestone 4: Children can re-read what they have written to check it makes sense. Children confidently use story telling language such as : - Once upon a time - Suddenly - Then/next - Finally They all lived happily ever after	sounds for them. (Phase 3). Children can read a few common exception words matched to the school's phonic programme. (Phase 3). Children can read simple phrases and sentences made up of words with known letter - sound correspondences and, where necessary, a few exception words. Children are able to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Milestone 4: Children can read some letter groups from phase 4 - consonant blends. Children can read a few common exception words matched to the school's phonic programme. (Phase 4)	confidently. (Pencils for drawing & writing). Children write some or all of their name. Children are able to identify and write initial sounds heard in words. Milestone 3: Children begin to develop the foundations of a handwriting style, which is fast. Accurate and efficient. Children talk about the different marks they make. Children begin to form recognisable letters. Children form some letters correctly. Children can write their name with a capital letter at the beginning. Children are able to identify and write final & medial sounds heard in words. Children write the sounds in CVC words in the correct order. Children spell words by identifying the sounds then writing them. Children write some tricky words correctly. (Phase 2). Children write labels and captions.
--	--	--	--	--

				Milestone 4: Children are able to re-read what they have written to check it makes sense. Children form lower case and capital letters correctly. Children write short sentences with words with known sound-letter correspondences. Children sometimes use capital letters for a sentence. Children sometimes use full stops at the end of a sentence.
--	--	--	--	---

Reading Spine		W1- What the Ladybird Heard W2- Animalphabet W3- The Gruffalo W4- Superworm W5- Sharing a Shell W6- Zog W7- Tiddler W8- Rhyming Rabbit (Non-fiction)	W1, 2, 3- Jack Frost W 4, 5, 6- The Snowman W7- Camouflage (Non-fiction)	W1, 2, 3, 4, 5- Naughty Bus W6- Martha Maps it out (Non-Fiction)	W1, 2, 3- The Queen's Hat W4- Burglar Bill W5- What Will I Be? (Non-fiction)	W1, 2, 3, 4, 5- Handa's Surprise W6- Sam plants a sunflower (Non-fiction)	W1, 2, 3- The Three Billy Goats Gruff or Hansel and Gretel W4, 5, 6- Cinderella
---------------	--	--	---	--	---	---	---

N (Numeracy) <i>White Rose Maths and Mastery by Number are both used daily. Mastery by Number is our core scheme of work.</i>	Number and Numerical Patterns	Children can say one number for each item in order: 1, 2, 3, 4, 5. Children know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal Principle). Children experiment with their own symbols & marks as well as numerals. Children can compare quantities using language more than, fewer than. Children understand position through words alone. E.g. "The ball is under the table" – with no pointing. Children can describe a familiar route. Discuss routes & locations, using words like 'in front of' and 'behind'. Children can select shapes appropriately: flat shapes for building, a triangular prism for a roof etc. Children can combine shapes to make new ones – an arch, a bigger triangle. Children can talk about & identify patterns around them. E.g. stripes on clothes, designs on rugs & wallpaper. Children can use informal language like pointy, spotty, blobs etc. Children can extend & create ABAB patterns, stick leaf stick leaf. Milestone 2: Children have fast recognition of up to 3 objects, without having to count them individually. (Subitising). Children can recite numbers beyond 5. Children can show 'finger numbers' up to 5. Children can link numerals & amounts. E.g. showing the right number of objects to match the numeral, up to 5. Children can solve real world mathematical problems with numbers up to 5. Children count objects, actions & sounds. Children can join in with number rhymes & counting activities supporting composition of 5. Children can compare groups of objects identifying more, fewer, & the same. Children can talk about & explore 2D & 3D shapes. E.g. circles, rectangles, triangles & cuboids. Using informal and mathematical language: sides, corners, straight, flat, round. Children notice & correct an error in a repeating pattern. Children begin to describe a sequence of events, real or fictional, using words such as first, then... Milestone 3: Children can confidently subitise up to 5. Children can link the number symbol (numeral) with its cardinal number value up to 10. Children can compare numbers within 10. Children can make comparisons between objects relating to size, length, weight and capacity. Children understand 1 more than/1 less than relationship between consecutive numbers. Children can count beyond
--	--------------------------------------	--

		10. Children can explore different ways to make 5, 6, 7, 8 & 9 using tens frames & objects. Children are beginning to spot doubles. Children understand composition of 5 & start to recall number bonds to 5. Children can continue, copy and create repeating patterns. Children can compare length, weight and capacity. Milestone 4: Children can explore the composition of numbers to 10. Children can recall number bonds to 5. Children can recall some number bonds to 10. Children are beginning to count beyond 20. Children can remember some double facts. Children recognise some odd and even numbers. Children can share quantities equally
--	--	---

Mastery by Number overview

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20
Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – '5 and a bit'	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

White Rose overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	

UTW (Understanding the World)	Past and Present People, Culture and Communities The Natural World	Curriculum Goal: I can be curious around the world around me, investigate and ask questions. Milestone 1: Children can talk about special times, celebrations, birthdays they remember in their life. (Hist). Children understand that some places are special to members of their community. Children will show interest in different occupations. Children will use all their senses in hands on exploration of natural materials. (Sci). Children will explore collections of materials with similar and/or different properties. Children will be able to tell someone about what they see. Children can tell you something about where they live. (Geog). Children will explore how things work. Children will talk about what they notice about the weather on a daily basis and how this impacts them (need a coat, gloves, sunhat etc.) (Geog). Children will describe what they see, hear & feel whilst outside. Children will explore the natural world around them. (Sci) Milestone 2: Children begin to make sense of their own life story and family's history. (Hist). Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (Hist). Children will continue to develop positive attitudes about the differences between people. Children can talk about members of their immediate family and community. Children can name and describe people who are familiar to them. Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. (Hist). Children can comment on images of familiar situations in the past. (Hist). Children will draw information from a simple map. (Geog). Children will talk about what they like about their own immediate environment and how environments might vary from one another. (I like where I live because...) (Geog). Children can recognise and name two or more local features (E.g. Church/ School) (Geog). Children will recognise that people have different beliefs and celebrate special times in different ways. Children will talk about what they see, using a wide vocabulary. Children can talk about how they have changed from being a baby. (Hist). Children will talk about how children and adults are different. (Hist). Children will begin to understand the need to respect and care for the natural environment and all living things. (Sci). Children can describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) (Geog) Milestone 3: Children will experience looking at Atlases and world globes. (Geog). Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (Hist). Children understand and talk about parts of the world being hotter or colder. (Geog). Children can point to where the United Kingdom is on a globe or atlas.
--	---	---

		(Geog). Children know that there are different countries in the world and recognise and talk about some similarities and differences they have experienced or seen in photos. (Geog). Children recognise that different plants and animals grow in different parts of the world. (Geog/Sci). Comment on images of familiar situations in the past. (Hist). Children will explore and talk about different forces they can feel. (Sci). Children will talk about the differences between materials and changes they notice. (Sci). Children will know that certain materials can be hard/ solid/ soft. (Sci). Children will explore how and begin to understand why certain materials are better to use for different things. (Sci). Children will be able to match clothing/ objects to hot and cold weather. (Geog). Children begin to understand how magnets work and use this to sort what is or isn't metal. (Sci). Children understand the effect of changing seasons on the natural world around them. They will identify key signs/images for each season. (Geog). Children will notice and talk about what happens to puddles when it's cold. (Sci). Children will begin to understand that when water gets cold enough it freezes and becomes ice. (Sci). Children will begin to understand that when ice warms up it melts and changes back to water. (Sci) Milestone 4: Compare and contrast characters from stories, including figures from the past. Children will know that London is the capital city of England. (Geog). Children will use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes. (Geog). They understand what maps can be used for and why we have maps. (Geog). They will follow a simple map, as a group, to help find objects/features around school. (Geog). Children will record what they see in the natural world around them through drawings or diagrams. Children can recognise and name parts of a plant. (Sci). Children begin to understand how to look after plants. (Sci). Children notice and talk about the changes that happen to plants as they grow. (Sci). Children begin to understand what they can do to help the environment. (Sci). Children will recognise some environments that are different to the one in which they live. (Geog/Sci). Children can identify that certain UK animals live in certain habitats/environments (woodland/ farm/sea/ponds) (Geog and Sci). Children can identify and sort animals according to where they live. (Sci). Children begin to understand what impact humans have had on animals and their environments. (Sci). Children can identify and sort different materials to be recycled. (Sci)
--	--	---

Links to Whole School Science Curriculum	The World	Seasons: Autumn Humans	Seasons: Winter Light	Seasons: Winter Earth and Space	Seasons: Spring	Seasons: Spring/Summer	Seasons: Summer
--	-----------	---------------------------	--------------------------	------------------------------------	-----------------	------------------------	-----------------

Mapping At Brookfield, we use the PLAN scheme (EYFS Matrices) to supplement our learning.		Senses	Freezing and Melting	Forces	Materials, including changing materials	Plants	Animals, excluding humans
Links to Whole School History Curriculum Mapping	Past and Present	Migration	Old and New through the celebration of Christmas	Chronology- people and transport		Justice and Equality	Castles
Links to Whole School Geography Curriculum Mapping	The World	Where we are from and where we live	Packing for a winter holiday Arctic animals	Map work- linking to foods we cook	Messy Maps of plants and living things		Packing for a summer holiday
Links to Whole School RE Curriculum Mapping	People, Culture and Communities	Lancashire SACRE: Special Times Who we live with	Lancashire SACRE: Special Times Gifting special people	Lancashire SACRE: Special Stories	Lancashire SACRE: Special Stories	Lancashire SACRE: Special Places	Lancashire SACRE: Special Places

		<table><tr><td></td><td>01.09.2025-03.10.25</td><td>13.10.25-07.11.2025</td><td>10.11.25-09.01.25</td><td>12.01.26-13.02.26</td><td>23.02.26-13.03.26</td><td>16.02.26-24.04.26</td><td>27.04.26-22.05.26</td><td>08.06.26-26.06.26</td><td>29.06.26-10.07.26</td><td>13.07.26-17.07.26</td></tr><tr><td>EYFS: Why are some things special?</td><td>Christianity God</td><td>Hinduism Diwali</td><td>Christianity Jesus Advent</td><td>Islam Ramadan</td><td>Hinduism Holi</td><td>Christianity Jesus Easter</td><td>Judaism Shavuot</td><td>Christianity Church</td><td>Buddhism</td><td>Christianity God</td></tr><tr><td>Special stories:</td><td>God made me this way</td><td>The best Diwali ever</td><td>First Festivals: Christmas</td><td>First Festivals: Eid</td><td>First Festivals: Holi</td><td>First Festivals: Easter</td><td>The Happiest Hannukah</td><td>This is the Church</td><td>Little Buddha: A journey into Buddhism</td><td>God made me this way</td></tr></table>		01.09.2025-03.10.25	13.10.25-07.11.2025	10.11.25-09.01.25	12.01.26-13.02.26	23.02.26-13.03.26	16.02.26-24.04.26	27.04.26-22.05.26	08.06.26-26.06.26	29.06.26-10.07.26	13.07.26-17.07.26	EYFS: Why are some things special?	Christianity God	Hinduism Diwali	Christianity Jesus Advent	Islam Ramadan	Hinduism Holi	Christianity Jesus Easter	Judaism Shavuot	Christianity Church	Buddhism	Christianity God	Special stories:	God made me this way	The best Diwali ever	First Festivals: Christmas	First Festivals: Eid	First Festivals: Holi	First Festivals: Easter	The Happiest Hannukah	This is the Church	Little Buddha: A journey into Buddhism	God made me this way
	01.09.2025-03.10.25	13.10.25-07.11.2025	10.11.25-09.01.25	12.01.26-13.02.26	23.02.26-13.03.26	16.02.26-24.04.26	27.04.26-22.05.26	08.06.26-26.06.26	29.06.26-10.07.26	13.07.26-17.07.26																									
EYFS: Why are some things special?	Christianity God	Hinduism Diwali	Christianity Jesus Advent	Islam Ramadan	Hinduism Holi	Christianity Jesus Easter	Judaism Shavuot	Christianity Church	Buddhism	Christianity God																									
Special stories:	God made me this way	The best Diwali ever	First Festivals: Christmas	First Festivals: Eid	First Festivals: Holi	First Festivals: Easter	The Happiest Hannukah	This is the Church	Little Buddha: A journey into Buddhism	God made me this way																									
EAAD (Expressive Arts and Design)	Creating with Materials Being Imaginative and Creative	Curriculum Goal: I can create, perform and share my creations. Milestone 1: Children take part in simple pretend play, using an object to represent something else even though they are not similar. Children begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Children listen with increased attention to sounds. Children sing their own songs or improvise a song around one they know. Children listen and respond to different styles of music. Children move appropriately to music at different speeds e.g. running, crawling (tempo). Children sing along with nursery rhymes and action songs. Children make their voice/singing loud and quiet. Children sing and recognise high and low pitch - high like a mouse, low like a lion. Milestone 2: Children make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Children play instruments with increasing control to express their feelings and ideas. Children remember and sing entire songs. Children sing the pitch of a tone sung by another person ('pitch match'). Children can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Children respond to what they have heard, expressing their thoughts and feelings. Children use drawing to represent ideas like movement or loud noises. Children recognise that sounds are made in a variety of ways (timbre). Children move in time to a steady beat (pulse). Children can tap out a repeated rhythm (using un-tuned instruments/ body percussion through MTYT games). Children explore performing with different instruments. Milestone 3: Children listen attentively, move to and talk about music, expressing their feelings and responses. Children watch and talk about dance and performance art, expressing their feelings and responses. Children develop storylines/ story language in their pretend play. Children move in time to the pattern of a song (rhythm). Children sing and																																	

		play an instrument along with a song. Children share their ideas and perform their work to others with adult support. Milestone 4: Children can tap a beat/ clap in time to a piece of music/simple song. Children can sing in a group or on their own, increasingly matching the pitch and following the melody. Children explore and engage in music making and dance, performing solo or in groups.					
<i>Links to Whole School Art Curriculum Mapping</i> <i>Self Portraits will start off each Art unit to show progression.</i>	Creating with Materials	Exploring colours and creating portraits of themselves (Drawing). Creating portraits of themselves through ripping paper for FMS (Collage).	Experimenting with natural materials as artwork (Textiles). Looking at tones of colours. Tree rubbings. (Printing) Using collage to create Jack Frost characters (using cold colours- Collage).	Make Chinese dragons and lanterns for Chinese New Year (using warm colours. 3D). Creating models of vehicles using malleable materials. Painting models using matching colours (3D).	.Using different media to create a butterfly (Collage). Observational drawing of living things- plants, foods, friends, animals (Drawing). Printing with vegetables and fruits (Printing). Creating Handa's fruit (3D).	Drawings and paintings of visitors using various forms of media (Drawing and Painting)	Using technology to create pictures of castles (2D shapes- Digital). Using textiles for finger puppets (Textiles). Flower pressing (Collage).

Links to Whole School DT Curriculum Mapping	Creating with Materials	Digital world: Self-portraits using ICT	Mechanical Systems: Push and pull toys	Construction: Vehicles from cardboard boxes Cooking and nutrition: Cooking dishes from around the world	Cooking and nutrition: Making healthy choices	Structures: Jail making	Textiles: Story Spoons to create book characters Structures: Castles Structures: Building a house that the wolf cannot blow down
Links to Whole School Music Curriculum Mapping which we use Kapow for as a supplement	Being Imaginative and Creative	Exploring sound	Celebration music	Transport	Musical stories. Link to Handa's surprise of Handa walking then the difference in music when animals appear.	Music and movement	Big Band