

Talavera Infant School Curriculum Overview: Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me Colour and Rhyme	Celebrations	Sticks Stones and Dinosaur Bones	Superstars	Gardens and Growing	Out and About
Key Text	   Dear Mother Goose You Choose  From Head to Toe	 The Gingerbread Man Cake   Cinderella	Dinosaurs in my School  Are dinosaurs real dad? Cave Baby 	 Whatever Next Aliens love underpants  Supertato  You choose 	Luna loves Gardening   Superworm  Miniscule  Enormous turnip	 Rosie's Walk  Farmer Duck 
English	We learn to explore stories, sounds, and feelings through Drawing Club and daily rhyme time, where we sing, act, and imagine with characters from Dear Mother Goose and You Choose. We build our vocabulary with words like kind, determined, amazing and wonder, and we begin to hear and write the initial sounds in words. We make marks and talk about them with pride, using story maps like From Head to Toe to help us sequence and retell. Through drawing, singing, and storytelling, we celebrate our ideas and grow in confidence every day.	We continue to grow as storytellers and writers by hearing and writing initial, medial, and final sounds in CVC words. Through Drawing Club, we dive into exciting tales like Cake, Cinderella, and The Gingerbread Man, using rich vocabulary such as delicious, transform, pursue, and mock. We design castles, vehicles, and even yucky gingerbread men, bringing stories to life with imagination and creativity. Alongside Drawing Club, we enjoy poems like Leaves are Falling, celebrate events like Bonfire Night and Kipper's Birthday, and practise writing lists, labels, and instructions. From Christmas cards to letters to Father Christmas, we're proud to write independently and share our ideas with confidence.	We continue to develop our phonics and storytelling skills by segmenting and writing CVC words with initial, medial, and final sounds. Through Drawing Club, we explore exciting adventures in stories like Dinosaurs in My School, Ice Age, Kung Fu Panda, and The Snow Queen. We design dinosaurs, settings, and new characters, using rich vocabulary such as mischievous, poisonous, nimble, and enchanted. Alongside Drawing Club, we enjoy retelling stories like Cave Baby and We're Going on a Bear Hunt, writing lists, labels, and simple phrases. We proudly read our writing to adults and compose our own ideas with growing confidence.	We are becoming confident writers by learning to write phrases and beginning to compose full sentences. We practise hearing and segmenting sounds in CVC words and use these to write lists, labels, and simple phrases independently. Through Drawing Club, we explore exciting stories like Aliens Love Underpants, Supertato and Kung Fu Panda, designing characters, settings, and inventions while using rich vocabulary such as villainous, zooming, courageous, and destruction. We also enjoy stories like Whatever Next and You Choose: Space, where we write lists for space adventures and expand words into descriptive phrases. With	We are becoming confident, independent writers by composing and writing simple phrases and sentences that others can read. We practise forming recognisable letters, segmenting sounds in words, and spelling using the sounds we hear. Through Drawing Club, we explore exciting stories and clips like Luna Loves Gardening, Miniscule, Superworm, and The Enormous Turnip, using adventurous vocabulary such as famished, miniscule, arachnid, and treasure. We design characters, invent machines, and imagine new settings, writing about our ideas with growing independence. We also enjoy writing about real-life	We are ending our EYFS year as confident, independent writers, able to write simple phrases and sentences that others can read. We form recognisable letters, spell words by identifying the sounds we hear, and write sentences with growing independence. Through Drawing Club, we've explored exciting clips stories like Wallace and Gromit, Billy Goats Gruff, Rosie's Walk, Farmer Duck, and The Night Pirates. We've designed settings, solved problems, and imagined new adventures using rich vocabulary such as persevered, famished, mischievous, and treasure. We've also enjoyed real-life experiences like our visit to the farm, which inspired more sentence

			independence and imagination.	adult support, we dictate and write sentences, proudly reading them aloud and sharing our ideas with growing confidence.	experiences, like our visit to the Nepali Museum, where we wrote “I can see...” sentences to describe the artefacts. With support, we are learning to dictate, compose, and write full sentences, and we are proud to share our writing with others.	writing and storytelling. As we prepare for Year 1, we are proud of how far we’ve come and all the wonderful stories we’ve shared along the way.
Maths	We learn subitising within 3, developing confidence in recognising small quantities instantly without counting. Then we focus is on counting skills and exploring how all numbers are made up of 1s, supporting a deeper understanding of number composition. We explore the composition of 3 and 4, identifying different ways these numbers can be made, and practise subitising objects and sounds to strengthen their perception of quantity. We also develop skills in matching and exploring same and different, sorting objects into groups based on properties such as colour, size, and shape, and comparing amounts using vocabulary like <i>all</i> , <i>equal</i> , <i>more than</i> , and <i>fewer than</i> . In addition,	We learn to identify, name, and compare circles, squares and triangles, using mathematical language such as <i>straight</i> to describe sides and features. We explore and find circles, triangles and squares in the environment, developing our ability to recognise shapes in real-world contexts. Through the topic of Night and Day, they order daily routines and discuss what happens during the night and day, building early sequencing and time awareness skills. In number, we find, subitise, and represent 4 and 5, exploring one more and one less, and understanding the composition of numbers from 1 to 5. There is a continued focus on counting skills and recognising the ‘five-ness of 5’ using one hand and familiar patterns such as the die pattern for 5. We compare sets by matching, using the language of comparison including <i>more than</i> , <i>fewer than</i> , and	We learn the number name zero and the numeral 0, understanding that it represents the absence of something. We investigate length, height and mass, developing mathematical vocabulary such as <i>heavy</i> , <i>heavier than</i> , <i>heaviest</i> , <i>light</i> , <i>lighter than</i> , and <i>lightest</i> . We also build an understanding of capacity, exploring <i>full</i> , <i>empty</i> , <i>half full</i> , <i>nearly full</i> , and <i>nearly empty</i> . In number, we subitise within 5, focusing on die patterns, and match numerals to quantities within 5 to strengthen recognition and understanding. Counting activities focus on ordinality and the ‘staircase’ pattern, helping us see that each number is one more than the previous number. We develop a strong focus on 5, then explore 6 and 7 as ‘5 and a bit’, supporting early composition skills.	We learn to explore 3D shapes such as pyramids, cylinders, cubes, cuboids, and spheres, developing an understanding of their features and how they relate to real-world objects. We enjoy making patterns with 3D shapes and engaging in sorting and matching activities to identify similarities and differences between objects. In number, we focus on the ‘staircase’ pattern and the ordering of numbers up to 8, using the language of comparison such as <i>less than</i> to describe numerical relationships. We develop a strong focus on 7, deepening understanding through counting, ordering, and composition activities. We begin to explore doubles, discovering how some numbers can be made from two equal parts, and sort numbers according to attributes, including identifying odd	We learn to combine shapes to create new ones and count larger sets, including those that cannot be seen. We develop subitising skills up to 6, using both random and structured arrangements. We explore number composition, such as recognising “5 and a bit” and understanding how numbers are made up, particularly focusing on the composition of 10. We also compare quantities with an emphasis on ordinality, and use track games to support mathematical thinking through playful, hands-on experiences.	We learn about halving and sharing through hands-on play, such as using playdough and exploring simple money concepts in everyday role play. We investigate measurement by weighing, comparing and ordering lengths, for example finding the longest and shortest carrot, and exploring distance by seeing whose Supertato rolls the furthest. We learn the Days of the Week song to build our understanding of time. Through play, we replicate and build scenes and constructions, describe positions, and begin to visualise and draw simple maps. In number, we subitise to 5, are introduced to the rekenrek, and develop automatic recall of number bonds to 5. We explore the composition of numbers to 10, make comparisons, identify number patterns, and continue to count with

	we compare size, mass, and capacity, using concepts such as <i>large/small, big/little, short/tall, tallest, and shortest</i> . Finally, we enjoy exploring pattern, learning to copy, continue, and create simple patterns to build our early mathematical thinking and reasoning.	<i>an equal number</i> . We also explore the concept of 'whole' and 'part', focusing on the composition of 3, 4, and 5, while practising object counting skills and matching numerals to quantities within 10. Finally, we develop fluency in verbal counting to beyond 20, strengthening our understanding of number order and sequence.	We also compare sets, using the language of comparison such as <i>more than, fewer than, and an equal number to</i> , and learn to make unequal sets equal through practical exploration and reasoning.	and even numbers, to build a foundation for future number reasoning.		increasing confidence and accuracy.
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PE	We use the Achieving Body Control (ABC) programme to help develop gross motor skills in Year R children. We support children in building the postural control needed for everyday school activities, such as sitting comfortably, moving confidently around the classroom, and taking part in PE. We use NHS Solent Schools resources to guide structured movement sessions that develop balance, coordination, and core strength. We work together to ensure all children have the physical foundation they need to succeed in school.	We learn to develop our fundamental movement skills. We learn to balance, run, change direction, jump, hop, and travel in different ways. Through a range of fun and active experiences, we learn to improve our gross motor skills. We learn how to stay safe when using space, we learn to follow rules and instructions, and we learn to work both independently and with a partner.	We learn to express ourselves through movement using the theme Places. We learn to explore space safely, perform travelling actions, shapes, and balances, and respond creatively to stimuli. We learn to copy, repeat, and remember actions, keep time with music, and perform to others. Through dance, we learn physical skills (actions, dynamics, space), social skills (safety, respect, collaboration), emotional skills (confidence, independence), and thinking skills (comprehension, creativity, feedback).	We learn basic gymnastic skills through the theme Traditional Tales, including Jack and the Beanstalk and Goldilocks and the Three Bears. We learn to create shapes, balances, jumps, and rolls, and to use space safely. We learn to perform on both floor and apparatus, and to copy, create, remember, and repeat short sequences. We learn to use levels and directions when travelling and balancing.	We learn ball skills through the theme Minibeasts. We learn to roll, receive, throw to a target, bounce, catch, dribble with our feet, and kick a ball. We learn to develop our fine and gross motor skills through a variety of games and equipment. We learn to work independently and with a partner while building control, coordination, and confidence. We learn about different types Nepali Dancing and then will practice and perform a Nepali Dance our friends.	We learn to play games through the theme Transport. We learn to practise and develop our fundamental movement skills while learning how to score and follow rules. We learn to work with a partner and begin to understand what it means to be part of a team. We learn how to behave respectfully when winning and losing, building our physical skills, teamwork, and sportsmanship whilst taking part in our own sportsday.
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Physical Development	We support children's physical development through a wide range of activities designed to build both gross and fine motor skills. We encourage independence in toileting and in everyday tasks such as putting coats on and off. We provide opportunities for gross motor movement through climbing and swinging on playground equipment, as well as using rollers and large brushes in water play. We use chalking, messy play, and malleable materials to strengthen hand and arm muscles. We assess pencil control and hand grip and support development through overwriting, tracing patterns and pictures, and engaging in a pre-requisite shape assessment. We also explore tools and materials by cutting, scooping, and carving pumpkins, helping children develop coordination, confidence, and control in their movements. We focus on developing the physical foundations needed for successful handwriting through the "Developing Physical Skills" phase of Kinetic Letters. We build core strength, improve shoulder stability, and refine fine motor control to prepare for fluent writing. We practise sitting like "Brave Writers," holding pencils correctly, and using large arm movements in	We learn to take care of ourselves and build strong bodies through fun and active play. We will practice to dress and undress for PE, helping us become more independent. Around Bonfire Night, we learn how to keep safe and make good choices. We learn to use scissors carefully with snipping and cutting activities, and we make shapes and patterns with playdough. We will copy patterns, trace our names, and begin to form letters, which helps our fingers get ready for writing. We learn to throw and catch balloons and balls, and use tweezers and pom poms to make our hands strong. In Gingerbread Gym, we learn to move our bodies with star jumps, hopping, and skipping. We learn to apply the physical skills developed in Term 1 of the Kinetic letters program to begin forming letters with control and accuracy. We continue to strengthen our core, shoulders, and fingers through regular physical activities while practising correct sitting and pencil grip. We learn to form letters from the "Jumper," "Abracadabra," and "Window Cleaner" families, focusing on correct starting	We explore exciting ways to move, build, and create as we develop our physical skills. We make split pin dinosaurs to practise coordination and fine motor control. We balance carefully over bridges and beams, and construct using both large and small materials. To support early writing and number formation, we use playdough, chalk, and shaving foam in creative ways. We learn how to make big movements with streamers and scarves, helping our bodies grow strong and flexible. As part of our healthy living focus, we learn to name different fruits, make and taste fruit salad, and create our own healthy plates. We practise scissor skills by fringing paper, and explore coloured water using scoops and pipettes. We learn how to join materials using glue to make our own models and creations. We learn to build on our previous handwriting skills by developing greater control, consistency, and confidence in letter formation. We continue to strengthen our bodies through activities that	We learn to use tools and join materials carefully to create special things, like Easter cards. We also use tools safely when working with clay, such as when we make our own clay aliens, exploring different textures and shapes through hands-on creativity. We build structures and explore how to balance shapes while making exciting 3D models. We use tweezers to pick up smaller, fiddly objects, helping our fingers grow strong and precise. We experiment with chutes, balls, cars, and ramps to explore movement and cause and effect. We trace our names and develop letter formation through fun activities like rope walking and sand writing. We learn how to join materials using tape, building our problem-solving and design skills. We learn to apply our handwriting skills with increasing independence and accuracy. We continue to strengthen our core, shoulder, and finger muscles to maintain control and stamina during writing	We learn to join materials using staples and treasury tags, building our confidence with new tools. We paint and draw on a large scale, using big movements to support coordination and expression. We practice in the provision how to move in move in different ways such as jogging, hopping, jumping, rolling, skipping, and sliding. We explore movement in different directions, building spatial awareness and control. We climb using apparatus, developing strength and balance. For fine motor development, we practise pencil control and handwriting patterns, and trace our names to prepare for writing. We learn to use our handwriting skills with growing fluency and confidence across a range of writing activities. We continue to strengthen our core and fine motor control to support stamina and neat presentation. We learn to write letters of consistent size and spacing, applying correct formation automatically in simple sentences and independent work. We practise joining movements and begin to focus on writing at a steady,	We learn to consolidate all the handwriting skills we have developed throughout the year, using them confidently and independently in our everyday writing. We continue to strengthen our posture and fine motor control, ensuring we can write with stamina, accuracy, and a relaxed pencil grip. We learn to maintain consistent letter size, shape, and spacing within words and sentences, showing pride and care in our work. We also revisit all letter families to reinforce correct formation and movement patterns. Through regular handwriting practice and purposeful writing tasks, we learn that handwriting is an important lifelong skill that helps us express our ideas clearly and neatly.
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	wall and sky writing to build muscle memory. Through activities such as animal walks, dough disco, threading, and pattern tracing, we develop control and coordination, while early letter formation begins with simple “Jumper Family” letters. Throughout the term, we build confidence, stamina, and an understanding that handwriting is a physical movement skill supported by a strong, stable body.	points, direction, and size. Using wall writing, whiteboards, sand trays, and fine motor tasks, we build confidence and fluency in our movements. Throughout the term, we learn that good handwriting comes from strong bodies, controlled movements, and careful attention to how each letter is formed.	support posture, balance, and fine motor precision, helping us write for longer periods with good stamina. We learn to form letters from the “Wisher” and “Slider” families, focusing on accurate starting points, smooth movements, and correct letter size and spacing. Through regular practice using whiteboards, paper, and multi-sensory tools, we refine our pencil grip and movement fluency. Throughout the term, we learn that handwriting is a skill that improves through practice, care, and strong physical foundations.	tasks. We learn to join movements smoothly and begin to apply correct letter formation in simple words and short sentences. We revisit all letter families to reinforce correct starting points, size, and spacing, ensuring consistency across our writing. Through daily practice, fine motor games, and focused handwriting sessions, we learn that careful, fluent movements help us become confident and efficient writers.	comfortable pace. Through continued use of wall writing, whiteboards, and pencil work, we learn that handwriting is a skill that combines strength, control, and focus, helping us communicate clearly and confidently.	
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Understanding the World	We learn from stories and enjoy sharing our own favourites. We are beginning to understand that stories have meanings and can teach us important lessons about ourselves, others, and the world around us. We talk about members of our families and the roles of different people in society. We use a simple map to find our way around the school and talk to different members of our school community. We learn about the different areas in the Early Years. We look at maps of the world with our families and talk about different places we have visited.	We learn about different celebrations and enjoy talking about our own families and traditions. We talk about Christmas and understand why it is important to Christians. We can also retell a simple version of the Nativity story and share what it means. We sort old and new toys and talk about what we notice. We join the school in marking a significant National event. We make observations of the school grounds and look at the seasonal change as we move into Autumn. We learn about different materials exploring what objects are made of such as metal, wood and plastic. We describe their properties and learn the vocabulary of hard, soft, smooth and rough	We learn what it means for something to be precious and why water is special. We talk about how water is important in our lives and what it means to Christians, especially in special stories and celebrations. We talk about events that happened, talking in the past tense and encouraging them to remember and talk about things that happened to them– yesterday, last week, last summer... We make observations of the school grounds and look at the seasonal change as we move into Winter and then Spring. We notice the difference and changes to the natural world in this time. We observe the differences in changing states exploring ice and water. We learn about the country of Fuji and look at different physical features on a map. The children use their imagination to draw their own dinosaur island with key features.	We learn about new life and what it means to us and others. We talk about how eggs are a symbol of new life for Christians, especially at Easter, and how they remind us of hope, growth, and new beginnings. We make observations of the school grounds and look at the seasonal change as we move into Spring. We compare longitudinal photographs and see what has changed and is different around our school.	We learn what the word special means and how clothes can be special too. We talk about how different people wear different clothes for different reasons, especially during celebrations or important events, and how these clothes can show who they are or what they believe. We use a text called “Once There Were Giants” as part of this topic. The pictures in this book are from a range of times and we discuss how things have changed over their lives – and their parents’ lives We learn about Nepal and look at lots of Nepalese artefacts. We can talk about the different Nepali artefacts. We make observations and go on bug hunts around the school grounds. We observe the growth and changes of our caterpillars, watching them grow to butterflies. We grow plants from seeds.	We learn to talk about our feelings when we move on to new places, like starting a new class or school. We understand that change can feel exciting or a little bit scary, and that it’s okay to share how we feel. We also learn how Christians look forward in life with hope and trust, especially during times of change. We visit the farm and draw/ describe the animals we see. We name the animals and talk about their differences. We go on a visit to Aldershot library and use a simple map to get there. On our way we name some Geographical features.
Expressive Arts and Design	We learn to use our creativity and imagination in art. We explore drawing self-portraits and pictures of our families, using different tools and materials. We learn about artists like Archimboldo, who inspire us to think differently	We learn to explore painting using different materials like watercolour and poster paint. We practise mixing colours to make different shades and use our creativity to make artwork inspired by the artist	We learn about early art by exploring cave paintings. We use line drawing to create simple stick people and transfer our designs onto tiles for printing. We enjoy using different tools and	We learn to use our imagination and creativity as we explore sculpture and junk modelling, inspired by the playful clay aliens of artist James DeRosso. This term, we’re	We learn to use our imagination and creativity as we explore the vibrant world of collage and textiles, inspired by the artwork of Eric Carle. This term, we’re mixing colours, layering textures, and using simple	We learn to reflect on our progress by re-drawing and painting self-portraits, comparing them to the ones we created at the start of the year. This helps us see how our

	about how we can use shapes and objects in our artwork. We enjoy talking about what we create and sharing our ideas with others. We learn to use tools safely and carefully when we are making things. We join materials together using different techniques like hole punching and split pins. We talk about what we create and enjoy making things like nursery rhyme puppets using our imagination and fine motor skills to bring our ideas to life. We learn to sing simple nursery rhymes and enjoy exploring how we can use our voices and instruments to create different feelings and moods. We mark the beat of songs with actions and are beginning to use words like louder, quieter, faster, slower, higher, and lower to describe the sounds we make.	Kandinsky. We enjoy experimenting with shapes, colours, and patterns to express our ideas. We learn to use tools like knives safely when preparing food, such as when we make fairy bread. We also enjoy creative projects like making salt dough gingerbread decorations for Christmas, where we practise shaping, decorating, and working. We learn to sing a range of Nativity songs with actions and enjoy performing them together. We build confidence by taking part in a performance and sharing our learning with an audience of family and friends.	materials to bring our ideas to life and talk about what we've made using our creativity and imagination. We learn to move in time to a beat as we take part in the Chinese Dragon Dance. We explore Chinese music and begin to play both tuned and untuned percussion instruments in time with the music. We also learn to sort instruments by how they are played: tapping, scraping, or shaking, and enjoy discovering the different sounds they make.	experimenting with different materials and using simple tools to bring our ideas to life. We learn to use tools and join materials carefully to create special things, like Easter cards. We also use tools safely when working with clay, such as when we make our own clay aliens, exploring different textures and shapes through hands-on creativity. We learn to express ourselves by moving to music and listening carefully to how it changes. We explore loud and soft sounds and begin to use musical words to describe what we hear. We enjoy noticing how different styles of music can make us feel and move in different ways.	tools to create our own collaged butterflies. We learn to sing in call-and-response and have fun changing our voices to make buzzing sounds like bees. We play along using tuned and untuned percussion instruments and listen carefully to recognise when the tempo changes in the music.	skills have grown. We also explore using watercolours to paint plants and flowers, learning to observe details and express what we see through gentle brushstrokes and colour choices. We learn to join materials together to make our own pirate boats, using tools safely and carefully. We think about which materials would work best and explain why. We enjoy talking about our boats, sharing what we made and how we made it. We learn to sing songs using a call-and-response structure and create sea sound effects using percussion instruments. With some support, we play short, stepping tunes like C-D-E and listen carefully to music from different cultures. We respond with movement and explore how different sounds and instruments can create a soundscape.
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