



Summerseat Methodist Primary
Steps in Learning, Skills for Life

Expectations for EYFS
Nursery, Cycle B

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals. It also contains our 'Infinite Eight' enrichment offer for the year.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Please find below an overview of the topics that your child will cover this year in Year One:

Acorn Class Topics – Cycle B	
Autumn 1	I am special, I am me!
Autumn 2	People who help us / Let's celebrate
Spring 1	If you go down to the woods today...
Spring 2	Great inventions
Summer 1	At the bottom of the garden
Summer 2	Our Wonderful world and holidays



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10

Believe. Achieve. Shine.



⇒ Our EYFS to Key Stage 1 Learning Continuum ⇐

♥ A gradual shift in the balance of learning experiences to support every child's development and success. ♥

NURSERY

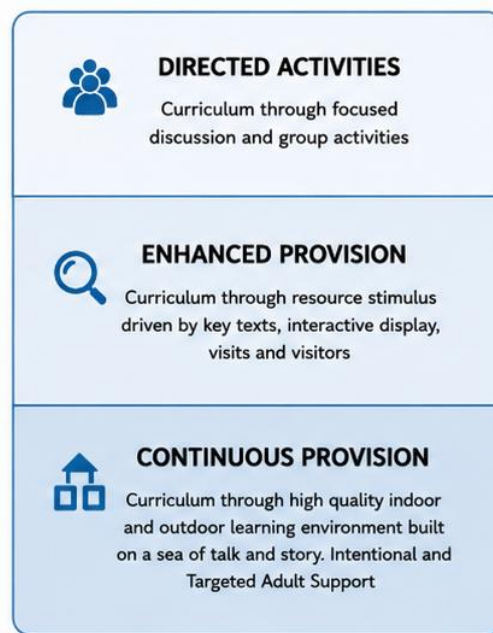
Play and exploration
as the foundation



Learning is predominantly through high-quality continuous provision, with smaller amounts of enhanced provision and adult-directed activities.

RECEPTION

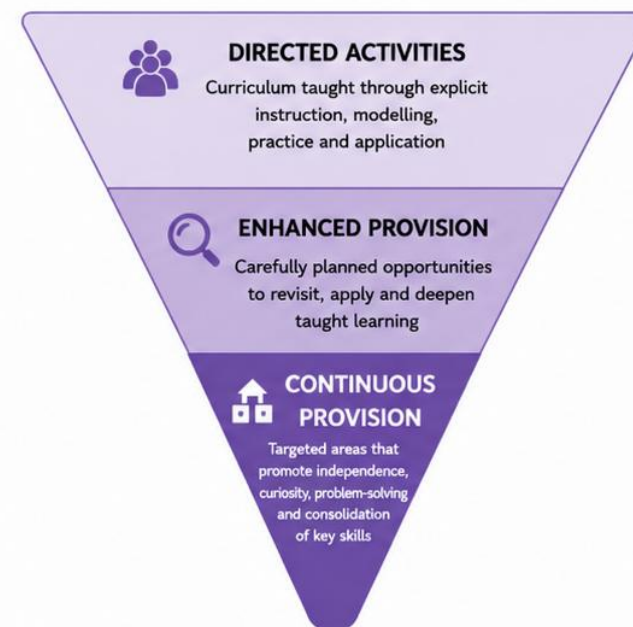
A balanced approach



A balance of all three types of provision. Children learn through a mix of adult-led teaching and play-based experiences.

YEAR 1

Building on learning,
leading towards independence



Learning is primarily through direct teaching and curriculum-led activities, with opportunities for provision, exploration and purposeful play.



NURSERY

Play and exploration
lead the way



RECEPTION

A balanced approach
builds strong foundations

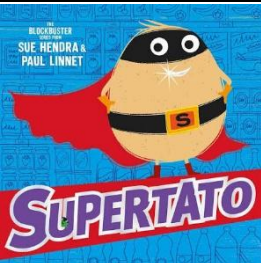
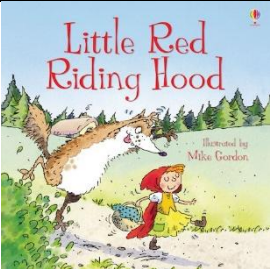
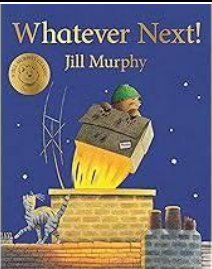
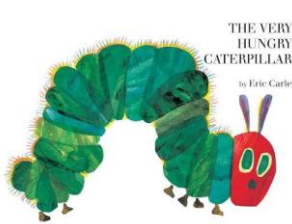
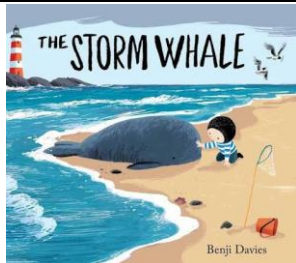


YEAR 1

Curriculum learning
takes the lead



Summerseat Methodist Primary School – 2026-27 Long Term Plan – Cycle B

Autumn Term		Spring Term		Summer Term	
Topic					
I am Special, I am me!	People who help us/ Let's celebrate	If you go down to the woods today...	Great Inventions	At the bottom of the garden	Our Wonderful world and holidays
Core Text:					
					
The Colour Monster	Supertato	Little Red Riding Hood	Whatever Next	The Very Hungry Caterpillar	The Storm Whale
Additional Texts: What will Danny do today? The Colour Monster Starts School Three Little Pigs Dave	Additional Texts: A Superhero Like You Real Superheroes I want to be a firefighter We're going on an elf chase	Additional Texts: Versions of Little Red Riding Hood Look and say what you see in the Countryside Bog Baby	Additional Texts: Aliens Love Underpants Hello World Landing Grand Day Out	Additional Texts: The Bug Collector Bee and me From caterpillar to butterfly	Additional Texts: Look inside: Seas and Oceans The Pirates are Coming The Little mermaid Commotion in the Ocean
Nursery Rhymes and songs					
Hey diddle diddle I'm a little teapot Clap your hands and wiggle your fingers If you're happy and you know it	Hickory, dickory dock Miss Polly had a dolly 10 in a bed	From small acorns to large oak trees Here we go round the mulberry bush Teddy bear, teddy bear	Twinkle, twinkle little star Wind the bobbin up 5 little men in a flying saucer	Incy Wincy Spider The old woman who lived in the shoe There's a tiny caterpillar on a leaf	A sailor went to sea, sea, sea When I was one 1, 2, 3, 4, 5 once I caught a fish alive

Phonics

Whilst there is a focus aspect for phonics to ensure coverage and depth, there will be varied opportunities across all aspects of Basics 1 planned within each half term.

<u>Basics 1—General Sound Discrimination</u> Environmental Sounds Instrumental Sounds	<u>Basics 1—General Sound Discrimination</u> Instrumental Sounds Body Percussion	<u>Basics 1—Phonological Awareness</u> Rhythm & Rhyme	<u>Basics 1—Phonological Awareness</u> Alliteration Voice Sounds <i>Start to orally blend and segment with Basics 2 Group 1 & 2 sounds (without the spelling for the sounds)</i>	<u>Basics 1—Phonological Awareness</u> Oral Blending and Segmenting <i>Start to orally blend and segment with Basics 2 Group 3 & 4 sounds (without the spelling for the sounds)</i>	<u>Basics 1—Phonological Awareness</u> Mixed phonological awareness skills <i>Start to orally blend and segment with Basics 2 Group 5 & 6 sounds (without the spelling for the sounds)</i>
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Mathematics

Finger Numbers & Rhyme Colours Sorting and Classification Noticing Pattern	Finger numbers to 5 Counting and reciting numbers past 5 Awareness of numbers in the environment Subitising to 3 Sequencing AB patterns	Finger numbers to 5 Verbally counting to 10 Subitising to 4 More than / same – comparing amounts 1:1 correspondence to 5 Start to link numerals to amounts	More than / same comparing amounts Discussing shape and recognising 2D shapes Comparing size with bigger and smaller Comparing Length with bigger and smaller Patterns in the environment	Positional language Directional language Describe a familiar route Recognising, counting and making numbers in 5. Errors in repeating patterns – growing patterns 1:1 correspondence to 10 1 more/1 less	Comparison relating to capacity/weight more/less Sequencing time – day/night, days of the week, months of the year Subitising to 5 Counting to 5 (and beyond) Capacity
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Understanding the Word

Scientific Focus

<u>What makes me, me?</u> <i>Animals including humans - naming body parts and health</i>	<u>5-a-day!</u> <i>Animals & Plants</i>	<u>What would Red see in different seasons?</u> <i>Explore seasonal change & human lifecycle / woodland animals</i>	<u>What goes up, must go down.</u> <i>Explore forces linked to space</i>	<u>What are the plants and animals called that live in Copse Corner?</u> <i>Plants & Animals</i>	<u>Exploring materials on the beach</u> <i>Properties of materials and changing states of matter.</i>
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RE

Festivals: Harvest / Christmas / Diwali Why is Christmas important for Christians?	Festivals: Easter / Ramadan / Holi Why is the word God special?	Festivals: Pentecost / Shavuot Which places are special and why?
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Historical Focus					
	<u>Significant People</u> <u>People Who Help Us</u> (Including Remembrance Day) Guy Fawkes	<u>Significant People / Events</u> <i>My Family and our story</i> (celebrations)		<u>Changes over time</u> <i>Life Cycles</i>	
Geographical Focus					
<u>Our School</u> <i>Maps and routes</i>			<u>Planet Earth</u> <i>Different types of environments</i>		<u>Our Wonderful World and Holidays</u> <i>Where shall we go?</i>
Expressive Arts and Design					
Art Focus					
<u>Drawing</u> <i>Picasso- Portraits</i>			<u>Painting</u> <i>Pollock- Colour mixing / planet pictures</i>		<u>3D Art</u> <i>Andy Goldsworthy</i>
DT Focus					
	<u>Food</u> <i>Pizza faces</i>	<u>Structures/ Mechanisms</u> <i>Homes and Hinges</i> (Fairy homes & doors, doors on homes)		<u>Textiles</u> <i>Exploring and joining textiles.</i> (Investigate what works)	
Music Focus					
Me! Nursery Rhymes and Action Songs (Listen & Appraise various) <i>Charanga unit</i>	Songs for Christmas performances	Our World Nursery Rhymes and Action Songs (Listen & Appraise various) <i>Charanga unit</i>	Percussion Bobby Shaftoe <i>Exploring Sounds & using / naming Instruments / making Patterns</i>	Musical Patterns and Performing Sparkyard Unit – term 2	Me! Nursery Rhymes and Action Songs (Listen & Appraise various) <i>Charanga unit</i>
PSHE					
Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
One lesson every half term has a Think Equal and No Outsiders focus.					
Visits and Visitors / Hook					
	Visits from different people who help us			Caterpillars	Journey on a train

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



A Nursery Child

Prime Areas

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.



A Nursery Child

Specific Areas

Literacy

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs. (Core books, songs, rhymes - choose)
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Enjoy listening to longer stories and can remember much of what happens.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
- Develop their phonological awareness, so that 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
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately

Maths

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then', 'last'.



A Nursery Child

Specific Areas

Understanding the World

Scientific focus

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Continue developing positive attitudes about the differences between people.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Historical focus

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Know we can find out about our own past and those of our family from talking to people. Know photographs help to capture the past.
- To notice changes in the nursery learning environment. (Indoors and out).

RE

- Continue developing positive attitudes about the differences between people.
- Develop their sense of responsibility and membership of a community.

Geographical focus

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue developing positive attitudes about the differences between people
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction).
- Describe their immediate environment by discussing what they can see.

Art

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use a comfortable grip with good control when holding pens and pencils.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.
- Begin to copy and try a variety of artistic effects.
- Respond to creative experiences provided by an adult and say if they

Expressive Arts and Design

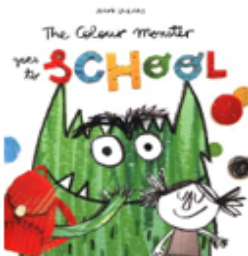
- Work independently and collaboratively on ideas using models.
 - Use simple painting tools to create prints.
 - Use an art programme on an iPad, selecting simple tools to make marks.
- #### DT
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
 - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
 - Combine shapes to make new ones – an arch, a bigger triangle, etc.
 - Explore how things work.
 - Explore different materials freely, to develop their ideas about how to use them and what to make.
 - Develop their own ideas and then decide which materials to use to express them.
 - Join different materials and explore different textures.
 - Use equipment and tools to build, construct and make simple models.

- Use split pins.
- Use handwashing techniques before preparing snack during their daily routine.
- Have knowledge of fruits and vegetables that need peeling and preparing.
- Develop their small motor skills so that they can use a range of tools during role play.

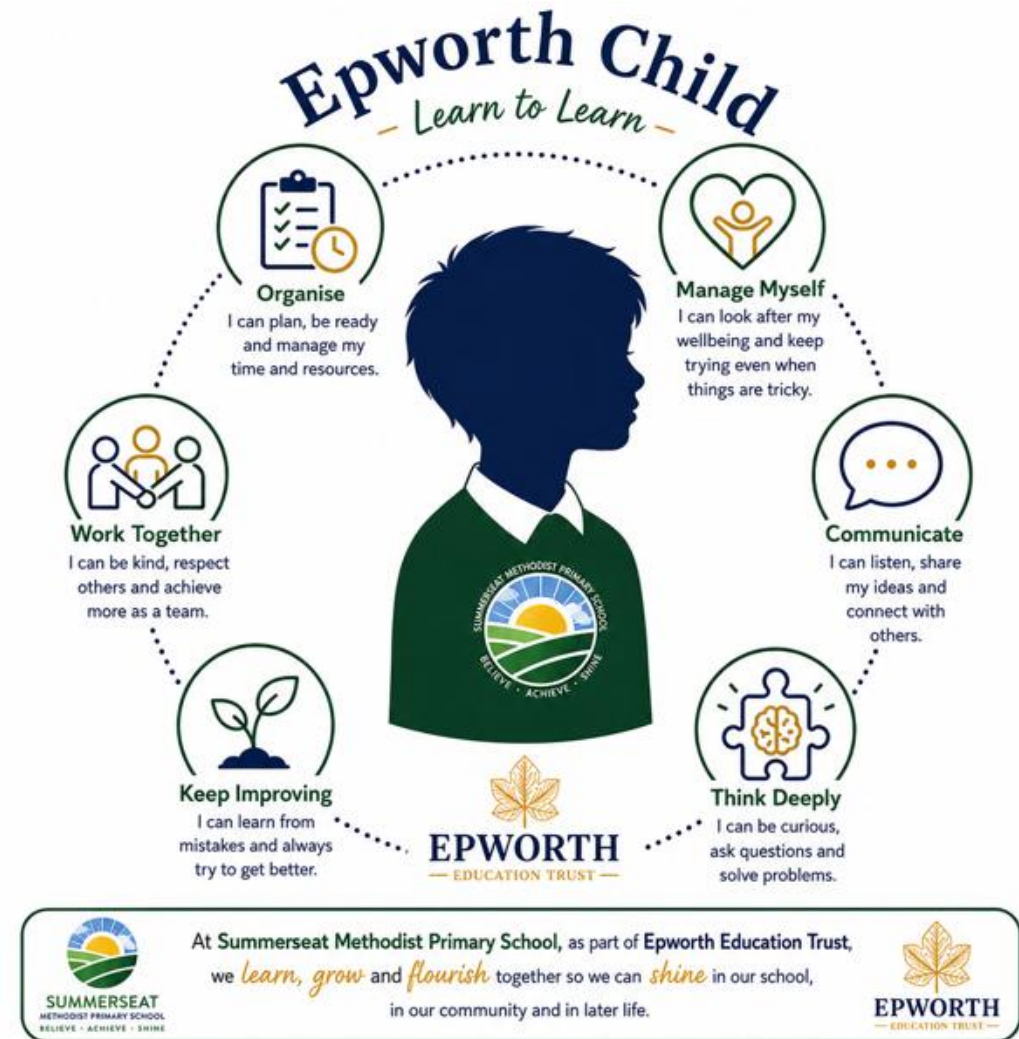
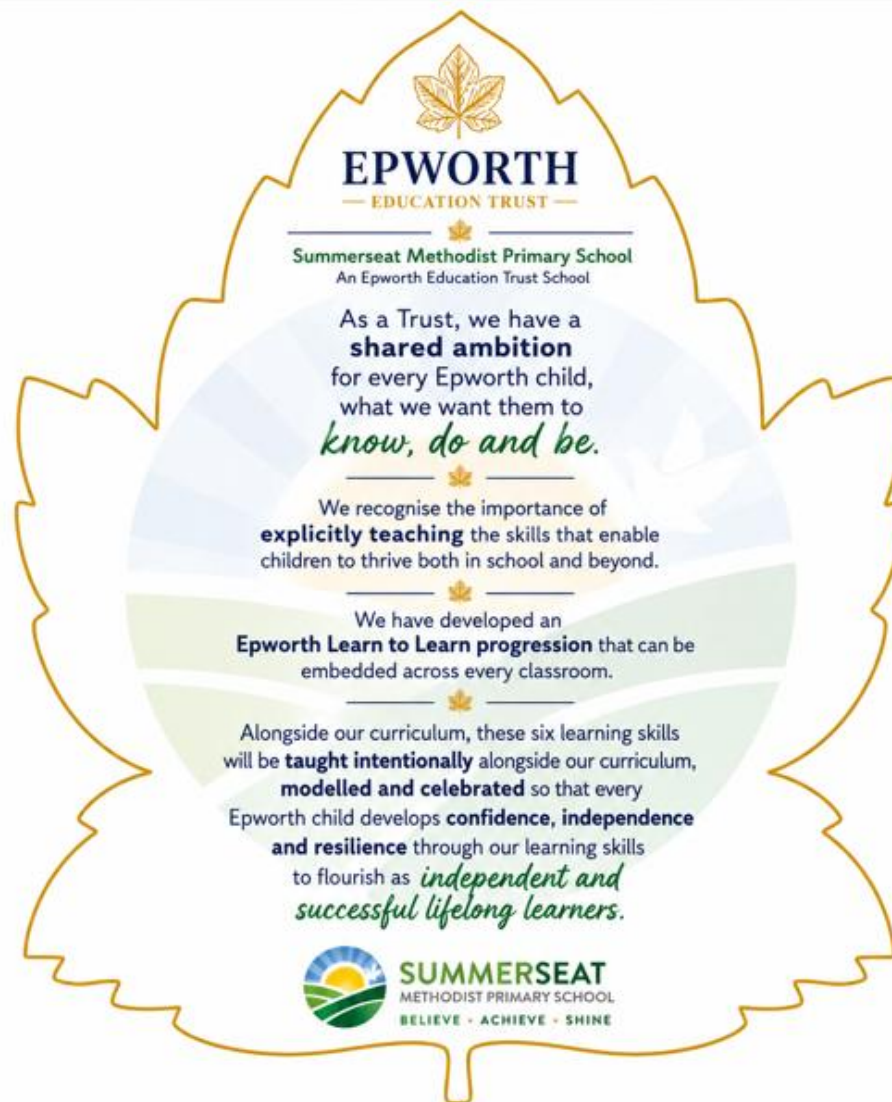
Music

- Sing a large repertoire of songs. (Core books, songs, rhymes - choose)
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Each Half term we will send home a detailed Knowledge Organiser outlining the learning taking place.

				Nursery		Knowledge Organiser		I am Special, I am Me! - Block B - Autumn One	
		Key Learning				Directed Activities			
Literacy and Phonics									
Key Texts								Key Songs / Rhymes: Hey Diddle Diddle, I'm a little teapot, <u>Clap</u> your hands and wiggle your fingers, <u>If</u> you're happy and you know it, A Great Big Cuddle – Rosen (I am angry)	
The Colour Monster		Children in Nursery will be learning to:				Nursery will begin to explore, Supersonic Phonic Friends- Firm Foundations One. During Autumn One we will look at Aspect one and two, recognising environmental and instrumental sounds.			
Sad		- I can recognise environmental sounds. - I can recognise instrumental sounds.				Nursery will have daily opportunities to practice name recognition and name writing. The children will take part in daily gross and fine motor activities.			
Happy		I can recognise my name.				Nursery will begin the half term completing some all about me activities, concentrating upon using a comfortable pencil grip when drawing.			
Loved		I can write some of my name.				Our key text this half term is The Colour Monster, our English learning will be centred around this text. The children will draw the Colour Monsters and talk about the different feelings. We will discuss things which make us happy and sad, during circle times. We will then read the Colour Monster goes to School. We will think about how the Colour Monster's school is similar and different to Summerseat. We will discuss what the Colour Monster takes to school and does at school.			
Angry		I am beginning to use a comfortable pencil grip.							
Calm		I am developing my communication.							
Scared		I can use one handed tools and equipment.							
		I can talk about my feelings, using the words 'happy' and 'sad'.							
		I can engage in conversations about stories, learning new vocabulary.							
		I can talk about familiar texts.							
		I can understand questions with one part.							
		I understand that print has meaning.							
Maths									
Colour		Children in Nursery will be learning to:				In Nursery, we teach maths using 'Story Time Maths.'			
Sort		To join in with number and counting rhymes.				Stories we will enjoy this half term:			
Match		To develop finger awareness and finger control.							
Group		To recognise and name a range of colours.							
Same		To sort objects by colour and other simple features.							
Different		To match objects that are the same.							
		To notice similarities and differences between objects.							
		To use mathematical language such as <i>same</i>, <i>different</i>, <i>sort</i> and <i>match</i>.							
		To begin to understand the difference between day and night.							
		To group objects into categories.							
		To talk about and explain their sorting choices.							
		To participate in mathematical discussions during stories and play.							

Learn to Learn Skills





Learn to Learn



We are learning how to become successful learners.

Foundation Stage
(EYFS)

Characteristics of Effective Learning



Playing & Exploring

Children learn best when they are engaged with experiences, show curiosity and are willing to have a go.

Children:

- ✓ Show curiosity and explore new experiences.
- ✓ Make independent choices and follow their interests.
- ✓ Investigate, experiment and learn through play.
- ✓ Try new ideas and discover what happens.
- ✓ Use their imagination to explore the world around them.

Building the Epworth Learn to Learn Skills



I Can Organise

Getting myself ready to learn.



I Can Manage Myself

Staying calm and ready to learn.



I Can Work Together

Learning with and from others.



Active Learning

Children learn best when they are motivated, persevere and sustain effort even when tasks are challenging.

Children:

- ✓ Stay focused on what matters to them.
- ✓ Keep trying when things are difficult.
- ✓ Learn from mistakes and try a different approach.
- ✓ Set simple goals and enjoy achieving them.
- ✓ Celebrate success and take pride in their learning.

Building the Epworth Learn to Learn Skills



I Can Manage Myself

Staying calm and ready to learn.



I Can Keep Improving

Growing through challenge and mistakes.



I Can Communicate

Sharing ideas and asking for help.



I Can Work Together

Learning with and from others.



Creating & Thinking Critically

Children learn best when they think, solve problems and make connections.

Children:

- ✓ Think of their own ideas and test them.
- ✓ Plan, predict and solve problems.
- ✓ Make links between experiences and prior learning.
- ✓ Reflect on what worked well and what they might change.
- ✓ Explain their thinking and adapt their ideas.

Building the Epworth Learn to Learn Skills



I Can Think Deeply

Questioning, connecting and solving problems.



I Can Keep Improving

Growing through challenge and mistakes.



I Can Communicate

Sharing ideas and asking for help.



Confident



Independent



Resilient

These are the learning skills we practise every day.

Infinite Eight *Enrichment Offer*

The 'Infinite Eight' strategy outlines Epworth's offer of eight opportunities for children to enjoy meaningful experiences beyond the taught curriculum during their time in our Epworth Trust schools. Listed below are the minimum experiences your child will take part in this year.

