

School Values: Compassion Collaboration Curiosity Creativity

Personal, Social and Emotional Development

Across the Pre-Nursery PSED curriculum, adults create a safe, nurturing and predictable environment in which high, consistent expectations are modelled through warm, responsive relationships. Adults notice, value and respond to children’s communication in all forms, ensuring every child experiences being listened to and understood. Children are supported to participate fully in daily routines, begin to develop independence and communicate their needs, feelings and preferences with confidence. Safeguarding is embedded through secure attachments, clear routines and sensitive support for personal care, ensuring children feel safe, valued and confident to explore as members of the community.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conceptual Focus: <i>Big Ideas children are building</i>	Belonging, Routines and Care	Doing Things for Myself	Feelings and Calming	Playing Alongside Others	Exploring and Managing Myself	Proud of Me
Core Knowledge to Secure: <i>what children are coming to understand over time</i>	Familiar adults and routines help me feel safe. Care routines (toileting, nappy changing, handwashing) happen every day and keep me comfortable and healthy.	I can try to do things for myself. Adults encourage me to take part.	I have feelings that change. Adults help me feel calm and safe.	Other children play near me. We play near others safely. Adults help me join play and feel included.	I can move around familiar spaces safely with adult support (e.g., walking, stopping at boundaries, staying close). Adults encourage me to try in play and routines.	Trying again helps me improve actions I am practising (e.g., climbing, pouring, fitting pieces). Adults notice my effort when I try, persist or improve.
Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Participating in care routines with support. Beginning to anticipate routines and transitions.	Attempting handwashing steps. Eating and drinking with increasing independently with support. Choosing activities and beginning tidy-up with help.	Expressing feelings through sound, gesture or words. Beginning to use simple calming strategies with support	Watching and joining play with support. Beginning to share and take turns with support	Moving confidently between areas with increasing control. Accessing and returning resources with help.	Repeating actions/tasks and beginning to improve them. Showing pleasure in achievements.
Teaching Lens and Levers <i>How adults support children’s understanding over time</i>	Key person approach, visual routines, predictable and consistent language, calm transitions.	Accessible open shelving, step stools, snack routines, independence modelling.	Emotion stories, calm spaces, sensory resources.	Parallel play invitations, small group play opportunities, adult scaffolding.	Supported exploration of the environment, ‘choose–use–put away’.	Photo-based shared talk and celebration, celebration moments, shared talk.
Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	help, wash, safe, now, next, wait, stop	me, mine, do it, again, try, careful	happy, sad, calm, cuddle, safe	friend, together, my turn, wait, safe	go, stop, tidy, here, there, careful	I did it, proud, again, smile

**** Bolded statements identify foundational knowledge expectations.**

Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise managing themselves and relating to others. If these skills are not yet secure, adults slow down, repeat routines and provide calm, consistent support rather than expecting independence.

Communication and Language	In Pre-Nursery, children learn that communication is intentional , has purpose, that words carry meaning, and that they can use language (spoken and non-verbal) to express needs, interests and ideas. Adults plan deliberately for the words, phrases and simple sentences children need to communicate their needs, interests and ideas. Vocabulary is introduced through real experiences, routines, songs and stories, and modelled repeatedly in meaningful contexts. Adults prioritise high-quality interactions, ensuring children hear clear, accurate language and are supported to move from single words to short phrases and sentences. Where children are not yet secure in earlier stages of communication, adults prioritise rapid consolidation through increased interaction, repetition and responsiveness.						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Conceptual Focus: <i>Big Ideas children are building</i>	I communicate with intention	Words help me get what I need	Words can be joined together	Listening helps me understand.	Talking is back-and-forth.	Language helps me express thoughts and feelings.
	Core Knowledge to Secure: <i>What children are coming to understand over time</i>	Communication is used to get needs met, share interest and connect with others. Words and gestures can both be used intentionally.	Words can be used to request, protest and choose. Using words helps others respond to me.	Two words together carry more meaning than one. The order of words can change what is meant.	Words describe actions, objects and routines. Listening helps me know what to do next in familiar routines and play.	Conversations involve listening and responding. Other people can take turns talking with me.	Words can describe ideas, feelings and experiences. Others can understand what I am saying.
	Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Using single words meaningfully Combining gesture and word (e.g. point + word) Responding to name and familiar words Sustaining shared attention with an adult	Using words to make requests Naming familiar objects and people Attempting new words in play and routines	Using two-word combinations (e.g. more juice) Joining in with short phrases modelled by adults Using language during play	Following simple instructions with support Identifying familiar objects when named Showing understanding through action and talk	Taking conversational turns with adults Remaining involved in short exchanges Beginning to respond to peers' talk	Using short sentences (often 3–4 words) Talking about play and experiences Naming basic feelings and preferences
	Adult Interaction Focus (ShREC Lens) <i>How adults support children's understanding through talk and interaction</i>	Follow the child's lead and respond promptly Model clear, meaningful single words Comment on intention (You want the car) Create frequent opportunities for communication	Model functional language repeatedly Expand children's words into short phrases Pause expectantly to allow a response Acknowledge all attempts at speech positively	Recast and expand naturally (car go → car is going) Model simple two- and three-word phrases Avoid over-questioning Keep language linked to the child's focus	Use short but complete sentences Emphasise key words Allow processing time before repeating Notice understanding through action, not testing	Slow interactions to allow turn-taking Model simple conversational language Model waiting and listening Extend exchanges through comments	Model descriptive and emotional language Expand children's sentences thoughtfully Encourage talk through shared experiences Celebrate children as confident communicators
	Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	more, help, go, stop, look, join, what	more, again, my, want, look, where	big, small, same, different, look	in, on, under, put, get, what	my turn, your turn, again, same, different	I want..., I like..., same, different
<p>** Bolded statements identify foundational knowledge expectations.</p> <p>Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction.</p> <p>Key skills show how children practise listening and using language. If these skills are not yet secure, adults slow down, repeat language and increase interaction rather than expecting children to respond independently.</p>							

Physical Development	<p>In Pre-Nursery, children learn that their bodies are active, capable and need care. Physical development is prioritised through daily opportunities for large-scale movement, climbing, carrying and supported routines that build core strength, coordination and early hand control. Adults carefully observe how children move, use both hands and begin to engage their fingers, ensuring that each child receives the right balance of support and challenge to develop confidence and control.</p> <p>Children’s physical development and well-being are viewed as foundational to all learning.</p>						
	Conceptual Focus: <i>Big Ideas children are building</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		My body can move and grow stronger.	I am learning to control how my body moves.	My body is getting stronger and steadier.	I can practise and improve my movements.	I can join movements together and keep going.	My body helps me take part in play and routines.
	Core Knowledge to Secure: <i>what children are coming to understand over time</i>	<p>Their body can move in a range of ways, including running, jumping, climbing and stopping.</p> <p>Movement happens through the whole body, not just hands or feet.</p> <p>Big movements help their body grow stronger.</p> <p>Their body needs care and routines to stay clean, comfortable and safe.</p> <p>Adults help them manage their body during the day.</p>	<p>Repeating movements helps their body learn what to do.</p> <p>Their body can move fast or slow, up or down.</p> <p>Moving happens in shared spaces with other people.</p> <p>Their body can carry objects while moving.</p> <p>Using two hands together gives more control.</p>	<p>Climbing and balancing help to strengthen their body.</p> <p>Sitting upright helps them use their hands.</p> <p>One hand can hold while the other does something.</p> <p>Their hands can make marks using large arm movements.</p> <p>Hands and arms need strength to control tools.</p>	<p>Some movements are harder and need practice.</p> <p>Trying again helps them improve.</p> <p>Their body can balance for short periods and stay steady for longer.</p> <p>Their fingers are beginning to work as well as their whole hand.</p> <p>Keeping their body steady helps their hands work better.</p>	<p>They can notice and respond to Movements can be joined together (e.g. run and carry).</p> <p>Their body can move with growing control.</p> <p>Strong shoulders help them use tools.</p> <p>They can keep moving long enough to finish a simple task.</p>	<p>Practising movement makes their body stronger.</p> <p>Their body can move with greater coordination.</p> <p>Their hands can control tools well enough to complete simple actions.</p> <p>Their body helps them take part in play and routines for longer periods.</p>
	Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	<p>Running, jumping and climbing using whole-body movement</p> <p>Beginning to stop or slow down with adult support</p> <p>Moving across low-level equipment</p> <p>Grasping, holding and releasing large objects</p> <p>Participating in supported care routines, including handwashing and dressing</p>	<p>Starting and stopping with increasing control</p> <p>Changing direction while moving</p> <p>Carrying objects while walking</p> <p>Using both hands together during play</p> <p>Pushing and pulling objects across space</p>	<p>Climbing with growing coordination</p> <p>Balancing briefly on feet or low equipment</p> <p>Using one hand while the other steadies</p> <p>Making large marks using whole-arm movements</p> <p>Turning pages in books</p> <p>Using both hands during dressing routines</p>	<p>Repeating challenging movements</p> <p>Holding balance for short periods</p> <p>Squeezing, pressing and manipulating materials</p> <p>Beginning to use fingers alongside the whole hand</p> <p>Making marks with growing control</p>	<p>Combining movements such as run and carry</p> <p>Navigating indoor and outdoor spaces independently</p> <p>Maintaining upright posture during short seated activities</p> <p>Using tools with growing control</p> <p>Completing simple physical tasks</p>	<p>Sustaining active play for longer periods</p> <p>Coordinating both hands during play and tool use</p> <p>Controlling the direction of marks</p> <p>Managing simple physical transitions with reduced support</p>
	Teaching Lens and Levers <i>How adults support children’s understanding over time</i>	<p>Routines as physical practice</p> <p>Frequent opportunities for whole-body movement across the day</p>	<p>Access to space and scale that allows full-body movement</p> <p>Repetition of movement in familiar environments</p>	<p>Opportunities for hands to work against resistance through sensory materials.</p> <p>Adult modelling of two-handed coordination</p>	<p>Safe physical challenge that builds strength and balance</p> <p>Time and permission to repeat physically demanding movements</p>	<p>Environments that allow child-initiated movement</p> <p>Adults stepping back when children show readiness, to build confidence.</p>	<p>Environments that allow children to initiate and complete movement independently</p> <p>Reduced adult intervention where appropriate, to support confidence and autonomy.</p>
	Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	run, jump, climb, stop, fast, slow, hold, carry	start, stop, turn, balance, steady, hold, carry	over, under, up, down, hold, carry	try again, steady, careful, control, turn	move and..., keep going, finish	stronger, balanced, steady hands
<p>** Bolded statements identify foundational knowledge expectations. Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise using and controlling their bodies. If these skills are not yet secure, adults slow down, repeat experiences and adapt support rather than increasing physical demands.</p>							

<p>In Pre-Nursery, literacy is rooted in children beginning to understand that sounds, words, stories and marks carry meaning and are used to connect with others. Children experience literacy through daily shared stories, songs and rhymes, alongside rich talk in play and routines. Adults prioritise responsive interaction, modelling language, commenting on children’s interests and encouraging back-and-forth talk. Mark making is physical and exploratory, with children discovering that their movements can leave marks that stand for ideas. Through repeated shared experiences, adults support children to build attention, enjoyment and early understanding as foundations for later reading and writing, while working in partnership with families to share songs, rhymes and stories at home.</p>							
Literacy	<p>Conceptual Focus: <i>Big Ideas children are building</i></p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
		<p>Sounds, Movement and Marks</p>	<p>Repetition in Sounds and Marks</p>	<p>Differences in Sounds and Marks</p>	<p>Using Sounds and Marks to Express Ideas</p>	<p>Patterns in Language and Mark Making</p>	<p>Sounds, Words and Marks Carry Meaning</p>
	<p>Core Knowledge to Secure: <i>what children are coming to understand over time</i></p>	<p>Sounds, marks and movements are ways people share messages with each other. Books have pictures and pages. Marks can be made using different parts of the body and simple tools.</p>	<p>Repetition helps us join in with familiar words and actions and anticipate what comes next. Marks can stand for people, objects or ideas.</p>	<p>Sounds and marks can be different from one another. We can choose tools and movements to make different marks.</p>	<p>Our voices and marks can be used to show ideas and feelings to others.</p>	<p>Spoken language can follow repeating patterns that help us understand stories and songs. Marks can follow repeating patterns.</p>	<p>Sounds, words and marks are used to share ideas and make meaning. Stories are made of sounds and words about people, animals and things.</p>
	<p>Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i></p>	<p>Attend to songs, rhymes and simple stories. Explore mark making using whole-body movements. Make marks with hands, fingers and large tools. Show interest in books and images.</p>	<p>Join in with familiar words, sounds and actions through repetition. Copy rhythms and vocal patterns. Make repeated marks and sometimes talk about what they represent.</p>	<p>Respond to changes in sound (e.g. loud/quiet). Make deliberate choices about tools and movements when mark making. Show increasing attention during shared stories.</p>	<p>Experiment with voice sounds and mark patterns. Use marks to support imaginative play, alongside talk and gesture.</p>	<p>Join in with patterned songs and chants. Create repeated mark patterns. Show preferences for tools or media.</p>	<p>Sustain attention during shared stories. Use marks alongside talk to communicate ideas in play, with increasing intention and confidence.</p>
	<p>Teaching Lens and Levers <i>How adults support children’s understanding over time</i></p>	<p>Singing, rhymes and action songs Shared story time Large-scale mark making (indoors and outdoors)</p>	<p>Small set of repeated songs, rhymes and stories Sound and movement play Adults model simple vocabulary repeatedly in shared contexts Sensory mark making</p>	<p>Interactive shared reading with adults commenting, labelling and pausing Sound games using voices/ instruments/environment. Adults talk alongside children’s mark making Short, daily shared story sessions. (1:1 or small group)</p>	<p>Sound and movement games Mark making and talk integrated into role play Print in the environment talked about naturally (signs, labels, photos) Adults scribe children’s ideas occasionally and re-read them together</p>	<p>Patterned rhymes and songs – repeated regularly Repeated access to familiar materials Daily story time with familiar, well-loved texts Adults model sequencing language (first, next, then) Mark making and talk integrated across provision</p>	<p>Daily story time with familiar, well-loved texts. Mark making and talk integrated across provision Adult support to talk about marks, stories and meaning.</p>
<p>Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i></p>	<p>sound, mark, book, page</p>	<p>same, again, rhyme</p>	<p>sound, different, mark</p>	<p>idea, mark, show, tell</p>	<p>pattern, repeat, mark</p>	<p>word, story, meaning</p>	
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Key skills show how children practise engaging with sounds, stories and marks. If these skills are not yet secure, adults slow down, repeat shared experiences and model meaning rather than moving on.

Mathematics	<p>In Pre-Nursery, children begin to develop early mathematical understanding through active exploration, movement and sensory play. The curriculum focuses on helping children notice amounts, space and change as they interact with objects, materials and people, with number, spatial reasoning and measures experienced together rather than as separate strands. Mathematical learning is secured through repeated action, response and participation rather than verbal explanation. Children notice differences in amount, see small groups and begin to recreate simple quantities, without expectations to count. Spatial understanding develops through whole-body movement, handling objects, filling and emptying, stacking, fitting and navigating familiar spaces. Measures are experienced through real materials as children compare size, fullness, weight and change in meaningful contexts. Adults support learning by narrating what children are doing, modelling simple mathematical language and responding to children’s actions, laying strong foundations for Nursery.</p>						
	Conceptual Focus: <i>Big Ideas children are building</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Noticing Amounts and When Things Change	Repeats and Familiar Patterns	Where Things Are and How We Move	Seeing Small Quantities	Same or Different?	Making Small Quantities
	Core Knowledge to Secure: <i>what children are coming to understand over time</i>	Adding objects makes the amount larger. Removing objects makes the amount smaller. Objects and bodies have positions in space (in, out, up, down). Objects and shapes have features that can be felt and noticed (bendy, pointy, straight).	Some patterns happen again and again in the same order. (sound, movement and object patterns) Objects can be turned or flipped. Changing their orientation can help them fit.	Position words describe location and movement (over, under, through, between) Routes through familiar spaces can be followed and repeated.	Small quantities (1–3) can be recognised without counting. Shapes can be fitted and combined. Turning them can help pieces fit.	Objects can be compared by size, shape and position (same or different). Objects and shapes have features such as curved edges, straight edges and corners.	Small quantities can be made again (give me 2) Small-world objects can represent real objects. Relative size and scale remain important.
	Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Collecting and transporting - noticing lots / not many Exploring body-sized spaces (under, through, inside) Handling/rotating objects - early fit attempts (posting, inset boards)	Joining in with repeated sequences (clap-stomp, tap-tap) Copying simple AB patterns (with movement or objects) Turning objects to try again (posting, puzzle pieces)	Following simple positional instructions with gesture support Navigating obstacle courses; moving around objects Parking/lining up objects to create paths	Subitising 1–2 (and glimpses of 3) in real contexts Selecting pieces by shape features (corners/curves) Building simple towers/walls; nesting/stacking	Matching objects (lid/container, shadow outlines, same shapes) Sorting by one visible attribute Choosing shapes for a purpose in play (roof block, wheel shape)	Making sets of 1–3 - simple ‘give-N’ invitations Positioning objects in small world; describing ‘next to / on / under’ Beginning to notice viewpoints (looking down on a tray world)
	Teaching Lens and Levers <i>How adults support children’s understanding over time</i>	Notice filling, emptying, adding and removing during play and care routines, for example with cups, buckets or containers. Name changes in amount as they happen (full, empty, all gone). Allow repeated actions without interruption so children can notice change. During snack and tidy-up, comment on what or who has more or less.	Notice repeated actions, sounds and movements across the day, such as clapping patterns or familiar song actions. Pause in songs and routines to allow children to join in. Keep daily routines consistent so children can anticipate what comes next. Use the same language each time a sequence is repeated.	Notice children’s position and movement indoors and outdoors, for example climbing, crawling or lining up. Name where children and objects are in relation to others (under, through, next to). Support movement through, over and between objects, using spaces such as tunnels, ramps or large blocks. During transitions, narrate moving, stopping and waiting.	Notice small groups during snack, tidy-up and play, such as two cups or three blocks. Name quantities without asking children to count. Provide materials that turn, fit and combine, for example stacking cups or simple inset puzzles. Revisit the same quantities (1, 2 and 3) across different moments in the day.	Notice matching and sorting during play, for example pairing lids and containers. Name similarities and differences clearly. Use everyday objects to support comparison, such as socks, spoons or blocks. During routines, draw attention to what is the same and what is different.	Notice giving, taking and arranging objects in play, such as sharing food in small-world play. State totals and positions as children play (two on, one under). Use small-world play to support ideas of position and size. During snack and helper jobs, model simple give-me amounts.
	Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	one, two, more, same, big, small, in, on, full, empty, more than	more, lots, little, same, different, under, next to, full, empty	one, two, group, match, same, different, in, out, big, small	count, how many, more, same, different, over, through, full, empty	group, match, same, different, more, fewer, around, between, big, small	count, how many, group, same, different, more, fewer, move, turn, full, empty
<p>** Bolded statements identify foundational knowledge expectations.</p> <p>Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction.</p> <p>Key skills show how children practise early maths ideas. If these skills are not yet secure, adults slow down, repeat experiences and model, rather than moving on.</p>							

Understanding the World

Pre-Nursery, children are learning what it means to be in the world beyond their family. The room, the routines, the people and the expectations are all new. At this stage, children need the world to feel safe, predictable and understandable. Our curriculum therefore begins with what children experience every day, such as themselves, their families, familiar routines and simple cause and effect. Through repetition, sensory exploration and secure relationships, children start to notice what happens when they act and that the world responds to them. Families, languages and cultural differences are introduced naturally through real experiences so that every child feels seen and included. This careful focus helps children settle, build confidence and develop the curiosity they need to explore further.

Conceptual Focus: <i>Big Ideas children are building</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I and what happens every day?	Where do I go and who helps me?	What happens when I do things?	How do plants grow?	How do we look after living things?	What can I do now?
Core Knowledge to Secure: <i>what children are coming to understand over time</i>	I am a person with a name. I belong to a family. Grown-ups at home and nursery help to keep me safe, comfortable and well. My day has a familiar order (e.g., arriving, snack, play, tidy-up, home time).	I live in a home. I come to nursery. Some grown-ups help me in nursery (e.g., key person) and I can go to them for help. Some places have rules or routines that help keep me safe (e.g., gate, handwashing area, tidy floor space).	Some things can grow or move. When I push, pull or pour, something happens.	Plants grow. Plants need water.	Some living things need us to look after them (e.g., pets, handle minibeasts gently). Gentle handling and careful actions help living things stay safe (soft touch, no squeezing/pulling).	Simple tools help us do familiar tasks (e.g., scoop, brush, pour). I can do some routine actions by myself now (e.g., carry my cup, put things away, try simple self-care steps).
Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Notice familiar people and routines. Respond to changes in daily routines. Communicate needs through words, actions or gestures.	Recognise familiar places. Follow simple safety routines. Respond to familiar people who help them.	Notice what happens when they push, pull, pour or drop objects. Observe changes during play. Repeat actions to achieve an effect.	Notice growth over time. Care for living things. Notice changes in plants or outdoor spaces over time.	Show care for plants and animals. Notice what happens when they are gentle or rough. Respond to changes outdoors.	Use simple tools purposefully. Notice new things they can do. Try to do more things by themselves.
Teaching Lens and Levers <i>How adults support children's understanding over time</i>	Families can look different. People may speak different languages at home. Family photos and everyday routines. Day and night as lived experience.	Different homes and family structures. Encounters with people who help us in everyday life. Clothing and routines linked to colder weather.	Ice and water play. Warm and cold experiences. Adults modelling simple 'when...then...' language during play.	Planting and watering routines. Spring as a context for growth. Sensory exploration outdoors.	Minibeast encounters. Outdoor changes across the term. Being involved in caring for shared spaces.	Reflection using photos and familiar objects. Seasonal differences in play. Self-care routines.
Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	me, family, help, day, night, same, change, now	home, safe, same, different	push, pull, wet, dry, happen, notice, change	plant, grow, water, change	care, living, need, change	tool, help, different

**** Bolded statements identify foundational knowledge expectations.**
Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction.
Key skills show how children practise noticing, exploring and talking about the world around them. If these skills are not yet secure, adults slow down, revisit experiences and model thinking rather than introducing new concepts.

Expressive Arts and Design	In Pre-Nursery, children are learning how their bodies, voices and actions can affect the world around them. They explore by moving, touching, banging, smearing, shaking and repeating actions again and again. At this stage, creativity is sensory and physical, not about outcomes. Our curriculum prioritises exploration of materials, sound and movement so children can discover what happens when they act and that their actions matter. Through repeated experiences, children begin to notice patterns, enjoy shared music and movement, and take pleasure in making sounds and marks. These early expressive experiences build confidence, coordination and joy, laying the foundations for more intentional creativity as children grow.						
	Conceptual Focus: <i>Big Ideas children are building</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Exploring materials and movement	Repeating actions and sounds	Changing how I move and make sounds	Using more than one material	Making choices in play	Creating together
	Core Knowledge to Secure: <i>what children are coming to understand over time</i>	Materials change when they are touched, pressed, moved or squeezed Sounds happen when I shake, tap, bang or use my voice.	Repeating the same action often produces the same result. Songs and rhymes have parts that happen again and again.	The same action can be done in different ways (fast/slow, big/small) Sounds and movements can change when I change what I do.	More than one material can be used at the same time. Sounds and movements can happen together.	Some actions make effects we like and want to repeat Choices can be made about what to use and what to do	Actions, sounds and movements can be shared. Copying can create shared patterns of sounds and/or movements.
	Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Explore materials using hands, feet and whole body. Repeat simple actions to create an effect. Respond physically to sound and movement.	Join in with familiar actions and sounds. Show awareness of repeated moments in songs and routines. Respond to rhythm through movement.	Try different actions. Explore vocal sounds beyond single noises. Respond to changes in music.	Coordinate hands and body. Use more than one material within an experience. Stay involved in short sequences.	Repeat chosen actions they have chosen. Show preference through selection. Begin to initiate expressive play.	Copy and respond to others. Take part in shared music and movement. Coordinate actions alongside peers.
	Teaching Lens and Levers <i>How adults support children's understanding over time</i>	Large-scale wet and dry mark making. Whole-body music and movement. Sensory paint, water and mud play.	Frequently repeated songs and rhymes. Instrument baskets for free exploration. Familiar music in calm spaces.	Music that invites fast/slow movement. Sound-making objects responding to force. Mirrors for watching movement.	Multi-material sensory trays. Painting alongside music. Occasional short adult-led music-and-movement sequences	Choice-led mark-making stations. Favourite materials available consistently. Quiet creative spaces for repetition.	Group music circles. Shared instrument stations that encourage turn-taking. Mirrored movement games.
		Possible artist exposure (not study) matched to children's developmental stage – Focus on big movement, bold colour, shape, sensory exploration, cause and effect					
	Conceptual Focus: <i>Big Ideas children are building</i>	Howard Hodgkin – large blocks of colour that respond well to whole-body mark making	Ella Jenkins – repetition, call-and-response, predictable structure		Sam Gilliam – flowing fabric, movement, scale (supports combining materials and motion)		Traditional African drumming – shared rhythm, turn-taking, togetherness
	Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	touch, move, sound, loud, quiet, different	repeat, same, again	fast, slow, change	together, mix, move, different	choose, like, make	together, copy, share
	** Bolded statements identify foundational knowledge expectations. Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise exploring and expressing ideas through movement, sound and materials. If these skills are not yet secure, adults slow down, repeat experiences and model choices rather than focusing on outcomes.						