



FRAMEWORK OF THE INTENDED TEACHING/LEARNING PROGRAMME – YEAR GROUP N 2025-2026

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	All About Me!	Let's Celebrate!	People who Help Us!	In the Garden!	On the Farm!	Down in the Jungle!
Mini Themes	Myself My Family My Body My Feelings My House My Nursery	Diwali Bonfire Night Remembrance Autumn Winter Christmas	Police Ambulance/doctors Lunar New Year Dentist RNLI (lifeguards) Fire service (short)	Pond Bugs Growing (cress) Spring/Summer Fruit/vegetables Worms/compost Easter	Animals Baby animals Vehicles Eggs Food Scarecrows	Animals Footprints Animal prints Trees Birds Nursery/reception transition
Events/key dates	2/9-23/10 2.9 – first aid 4.9 - Stay and Plays 13.10 – Parents' Evening 21.10 – Early finish 22.10 – training day	4/11-20/12 31.10-1.11 – Diwali 5.11 – Bonfire Night 10.11 – Remembrance Sunday 11.11 - Nursery Rhyme Week 25.12 - Christmas	6/1-14/2 29.1 – Chinese New Year 14.2 – Valentine's Day	24/2-4/4 4.3 – Shrove Tuesday 14.3 – Holi 30.3 – Mother's Day/Eid 20.4 – Easter Sunday 17.3 – St Patrick's Day	22/4-23/5 Farm comes to school trip	2/6-24/7 15.6 – Father's Day
Communication and Language Skills/Knowledge	To engage in simple talk about stories and their different characters (Au1) To talk about themselves and their immediate families. (Au1) Begin to use 2-3 words in a sentence. (Au1)	To listen to stories about celebrations. (Au2) To listen to and follow 2 step instructions. (Au2) To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Au2) To say words clearly to others. (Au2)	To talk in 4-5 word sentences. (Sp1) To respond to simple 'what' questions. (Sp1) To use new words that I learn. (Sp1) To name different people who help us. (Sp1)	To say which characters are in a story. (Sp2) To use connectives such as 'and' and 'then'. (Sp2) To answer questions about a story. (Sp2)	To listen to traditional stories. (Sp2) To share opinions. (Su1) To talk about the setting of a story. (Su1) To engage in meaningful conversations with others. (Su1)	To understand that a story has a beginning, middle and end. (Su2) To respond to simple 'when' questions. (Su2) To predict what might happen next in a story. (Su2)
Quality Texts						

<p>PSED Skills/Knowledge</p>	<p>To separate from main carer using a comfort object, familiar adults, routines and spaces to help with self-soothing. (Au1)</p> <p>To explore the classroom environment and be supported by an adult to find where resources go. (Au1)</p> <p>To select and use resources, with some support. (Au1)</p> <p>To know that they can approach adults in Nursery when needed. (Au1)</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. (Au1)</p>	<p>To learn about daily routines and classroom rules. (Au2)</p> <p>To look after resources within the class. (Au2)</p> <p>To know how to share resources and play in a group. (Au2)</p> <p>To become familiar with their key carer. (Au2)</p> <p>To understand why rules are important. (Au2)</p>	<p>To begin to understand how others might be feeling. (Sp1)</p> <p>To show confidence in asking key worker adults for support. (Sp1)</p> <p>To gain confidence working within a small group. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p>	<p>To learn how to cope with own emotions (losing, feeling sad). (Sp2)</p> <p>To show independence in accessing and exploring the environment. (Sp2)</p> <p>To initiate play with peers and keep play going by giving ideas. (Sp2)</p>	<p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To show more confidence in new social situations. (Su1)</p> <p>To begin to find solutions to conflicts. (Su1)</p> <p>To approach a range of adults (outside of their keyworker) if they need support. (Su1)</p>	<p>To begin to be assertive towards others where necessary. (Su2)</p> <p>To begin to understand that change will happen (transition). (Su2)</p> <p>To use phrases such as "stop it" or "I don't like it" to express my feelings. (Su2)</p>
<p>Jigsaw</p>	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>Physical Development Skills/Knowledge</p>	<p>With support, use the toilet. (Au1)</p> <p>To begin to climb apparatus safely when exploring outside. (Au1)</p> <p>To use alternate feet when climbing apparatus. (Au1)</p> <p>To move in different ways, e.g. climbing, running, jumping. (Au1)</p> <p>To make light marks and hold my crayons using a fist grasp or Palmar Supinate Grasp. (Au1)</p>	<p>To independently put on their coats, with support for the zip. (Au2)</p> <p>To copy dance moves and to move to different rhythms. (Au2)</p> <p>To begin to use the balance bikes with adult support. (Au2)</p> <p>To make large movements and use flags or streamers. (Au2)</p> <p>To know how to use different tools safely, e.g. scissors, mallets, pegs, hammers and pencils. (Au2)</p> <p>To begin to show awareness of moving safely amongst peers. (Au1)</p> <p>To make can copy horizontal lines, vertical lines and circular lines, when holding my pencil in a digital pronate grasp. (Au2)</p>	<p>To begin to show a preference for a dominant hand. (Sp1)</p> <p>To take off and put on shoes independently. (Sp1)</p> <p>To know that washing hands is important after using the toilet and before we eat. (Sp1)</p> <p>To use a comfortable grip when holding a pencil. (Sp1)</p> <p>To know that we need to brush our teeth. (Sp1)</p> <p>To make snips in paper using hand-over-hand scissors. (Sp1)</p> <p>To make can copy horizontal lines, vertical lines and circular lines, when holding my pencil in a digital pronate grasp. (Sp1)</p>	<p>To use balancing apparatus. (Sp2)</p> <p>To use one-handed tools, such as tweezers or writing tools. (Sp2)</p> <p>To use scissors independently to cut along a line. (Sp2)</p> <p>To name some healthy drinks. (Sp2)</p> <p>To name some healthy foods. (Sp2)</p> <p>To know how to use a knife and fork. (Sp2)</p> <p>To make zigzag lines, crossed lines and simple humans using a four-finger grasp. (Su1)</p>	<p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1)</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. (Su1)</p> <p>To show independence with eating and drinking. (Su1)</p> <p>To make zigzag lines, crossed lines and simple humans using a four-finger grasp. (Su1)</p>	<p>To use a tripod grip. (Su2)</p> <p>To confidently use scissors independently to cut around a simple shape. (Su2)</p> <p>To show good balance as they sit on the bike and steer around obstacles. (Su2)</p> <p>To copy triangles, circles and squares using a static tripod grasp or static quadropod grasp. (Su2)</p>
<p>GMS</p>	<p>Squiggle Whilst You Wiggle PE Outdoor equipment Dancing/yoga</p>					
<p>FMS</p>	<p>Dough disco</p>					

Threading/Cutting/Tweezers/mark making/						
Literacy Skills/Knowledge	<p>To make marks on/in various surfaces. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p> <p>To talk about stories. (Au1)</p>	<p>To know that print has meaning. (Au2)</p> <p>To know that we read English text from top to bottom and left to right. (Au2)</p> <p>To recognise their name. (Au2)</p> <p>To make a range of marks. (Au2)</p>	<p>To be able to mark make and give meaning to their marks. (Sp1)</p> <p>To join in with repetition and rhymes. (Sp1)</p> <p>To count or clap syllables in a word. (Sp1)</p>	<p>To explore initial sounds in familiar words. (Sp2)</p> <p>To begin to trace some letters correctly, e.g. letters from their name. (Sp2)</p> <p>To know that print can have different purposes – story/letter/sign. (Sp2)</p>	<p>To be able to segment sounds in CVC words. (Su1)</p> <p>To know that blending sounds makes words. (Su1)</p> <p>To name the different parts of a book. (Su1)</p>	<p>To talk in detail about stories. (Su2)</p> <p>To write some or all of their name. (Su2)</p> <p>To write some letters accurately. (Su2)</p> <p>To suggest rhymes. (Su2)</p> <p>To know words that have the same initial sound. (Su2)</p>
Phonics	Aspect 1: Environmental Sounds	Aspect 2: Instrumental Sounds	Aspect 3: Body Percussion	Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration	Aspect 6: Voice Sounds	Aspect 7: Oral Blending and Segmenting
Topic Links	Drawing themselves/their families Notice logos/labels in the school environment – Lawn Primary School/resources/shops nearby	Identifying own name through self-registration Firework sounds Christmas wish list Drawing firework pictures Letter to Santa Christmas cards	Taking notes from an emergency phone call Drawing emergency vehicles Valentine's Day Cards List of tools	Draw pictures of bugs Shopping list – fruit/veg Mother's Day cards Map drawing of garden	Making animal noises Drawing animals List of animals Oral segmentation – sheep/pig/duck/horse Letter to farm	Oral segmentation – Drawing the jungle List of animals Drawing footprints Father's Day cards
Maths Skills/Knowledge	<p>To show an understanding of 1:1 counting to 5. (Au1)</p> <p>To count beyond 5. (Au1)</p> <p>To say number names to 5 in order. (Au1)</p> <p>To show an awareness of 2D shapes in the environment. (Au1)</p> <p>To select shapes appropriately when building. (Au1)</p> <p>To make comparisons between objects relating to size. (Au1)</p>	<p>To count up to 5 objects. (Au2)</p> <p>To talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. (Au2)</p> <p>To subitise to 3. (Au2)</p> <p>To begin to describe a sequence of events accurately. (Au2)</p> <p>Show finger numbers up to 5. (Au2)</p> <p>Combine shapes to make new ones. (Au2)</p>	<p>To talk about and explore patterns in the environment. (Sp1)</p> <p>To be able to demonstrate through games and role play an understanding of positional language. (Sp1)</p> <p>To know that each object should only be counted once. (Sp1)</p> <p>To use the language of more and less/fewer to compare quantities. (Sp1)</p> <p>To count forwards and backwards. (Sp1)</p> <p>To make comparisons between objects relating to weight. (Sp1)</p>	<p>To talk about what happened today, yesterday and tomorrow. (Sp2)</p> <p>To know that the last number you count, represents the total number of objects. (Sp2)</p> <p>To independently create and talk about own patterns using a range of objects and resources. (Sp2)</p> <p>To use vocabulary linked to describing size and length. (Sp2)</p> <p>To make comparisons between objects relating to capacity. (Sp2)</p> <p>To describe a sequence of events. (Sp2)</p>	<p>To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1)</p> <p>Solve mathematical problems with numbers to 5. (Su1)</p> <p>To use positional language in their play. (Su1)</p> <p>To create and repeat simple patterns. (Su1)</p>	<p>To match number of objects to numeral. (Su2)</p> <p>To talk about and explore 3D shapes. (Su2)</p> <p>To make comparisons between objects relating to size, length, weight and capacity. (Su2)</p> <p>Discuss and describe routes and locations. (Su2)</p> <p>To notice and correct an error in a repeating pattern. (Su2)</p>
Topic Links	Chdn build their house using blocks Count members of our family	Count fireworks Count presents Firework shapes	Count wheels Count tools	Natural object patterns Count bugs/legs/spots Build gardens using blocks/small world	Count animals Build farm	Count animals Compare size of animals Recall a journey – welly walk

	Count our features – eyes/mouth/legs/arms	Count leaves Patterns of lights	Count teeth Build police station/hospital	Compare groups of objects - bugs	Shapes on the farm – wheel/roof/window Sequence story events Take animals away	
UTW Skills/Knowledge	<p>To talk about their families. (Au1) (History Link)</p> <p>To talk about significant events in their life- walking/talking/growing. (Au1) (History Link)</p> <p>To talk about what they see using a wide vocabulary. (Au1) (Science Link)</p> <p>To identify similarities and differences between themselves and their peers. (Au1) (History Link)</p>	<p>To know some celebrations that are celebrated – Christmas/Diwali. (Au2) (RE Link)</p> <p>To talk about similarities and differences between themselves and their peers. (Au1) (History Link)</p> <p>To develop positive attitudes about differences between people. (Au2) (RE Link)</p>	<p>To show interest in different occupations. (Sp1) (History Link)</p> <p>To talk about the differences between materials. (Sp1) (Science Link)</p> <p>To talk about how materials can change. (Sp1) (Science Link)</p> <p>To explain how things work. (Sp1) (Science Link)</p>	<p>To use senses to explore the world around them. (Sp2) (Science Link)</p> <p>Talk about the life cycle of a frog. (Sp2) (Science Link)</p> <p>To plant their own seeds and care for growing plants. (Sp2) (Science Link)</p> <p>To understand the key features of a life cycle of a plant. (Sp2) (Science Link)</p>	<p>To understand the key features of a life cycle of an animal. (Su1) (Science Link)</p> <p>To know how to care for living things. (Su1) (Science Link)</p> <p>To use their senses to explore natural materials. (Su1) (Science Link)</p> <p>To explore different materials with similar/different properties. (Su1) (Science Link)</p>	<p>To explore and talk about the forces they can feel. (Su2) (Science Link)</p> <p>To know that there are different countries in the world. (Su2) (Geography Link)</p> <p>To talk about the differences between countries that they have experienced or seen in photos. (Su2) (Geography Link)</p>
Topic Links	<p>Chdn bring in family/baby photos to form a Family Tree display</p> <p>Harvest</p> <p>Welly walks</p> <p>Digital selfies/paint portraits</p>	<p>Signs of autumn</p> <p>Santa’s workshop toys – how things work</p> <p>Diwali</p> <p>Bonfire Night</p> <p>Christmas</p> <p>Remembrance Sunday</p> <p>Welly walks</p> <p>Newborn baby visit – Mrs Ashdown</p>	<p>Signs of winter</p> <p>Ice play</p> <p>Different occupations- visits from adults with a range of occupations</p> <p>Chinese New Year – try Chinese food</p> <p>Welly walks</p>	<p>Signs of spring</p> <p>Pancake Day/Lent – make pancakes</p> <p>Plant seeds</p> <p>St Patrick’s Day - 17th March</p> <p>Easter – 20th April</p> <p>Caterpillar/butterfly life cycle</p> <p>Tadpole/frog life cycle</p> <p>Welly walks</p>	<p>Signs of summer</p> <p>Grow veg</p> <p>Match baby animals to adult</p> <p>Farm visits school</p> <p>Know which foods come from the farm</p> <p>Welly walks</p> <p>Repeating patterns – digitally (paint app)</p>	<p>Explore the force of water</p> <p>Floating/sinking</p> <p>Name some countries where you would find a jungle</p> <p>Name jungle animals</p> <p>Explore different animal habitats</p> <p>Welly walks</p>
EAD Skills/Knowledge	<p>To join in with nursery rhymes. (Au1) (Music Link)</p> <p>To use various construction materials. (Au1) (DT Link)</p> <p>To play instruments with increasing control. (Au1) (Music Link)</p> <p>To take part in simple pretend play, using an object to represent something else. (Au1) (Art Link)</p>	<p>To remember and sing entire songs. (Au2) (Music Link)</p> <p>To explore different materials freely to develop ideas for what and how to make something. (Au2) (Art Link)</p> <p>Sing familiar songs - changing melody as appropriate. (Au2) (Music Link)</p> <p>To match the pitch of a tune sung by another person. (Au2)</p>	<p>To make up their own songs. (Sp1) (Music Link)</p> <p>To listen with increased attention to sounds. (Sp1) (Music Link)</p> <p>To construct ‘small worlds’ with bricks and blocks. (Sp1) (DT Link)</p> <p>To show different emotions in their drawings and paintings. (Sp1) (Art Link)</p>	<p>To draw with increasing complexity and detail. (Sp2) (Art Link)</p> <p>To explore colour and colour mixing. (Sp2) (Art Link)</p> <p>To draw shapes and give meaning to them. (Sp2) (Art Link)</p>	<p>To explore different textures. (Su1) (Art Link)</p> <p>To develop complex stories using small world toys. (Su1) (Art Link)</p> <p>To use drawing to represent movement or noise. (Su1) (Art Link)</p>	<p>To respond to what they have heard; expressing their thoughts and feelings. (Su2) (Music Link)</p> <p>To develop ideas and decide which materials to use. (Su2) (Art/DT Link)</p> <p>To join different materials together. (Su2) (DT Link)</p>

		(Music Link)				
Topic Links	Self portraits Loose part faces Emotion faces Build my house/school	Loose parts firework pictures Make salt dough diva lamps Christmas cards Firework flick paintings on black card	Valentine's Day Cards Build vehicles Build police station/hospital Junk model vehicles/buildings Hand/finger print firemen	Mother's Day cards Shrove Tuesday pancakes Loose parts-spring pictures Loose part mini-beasts Flower paintings Flower pressing Garden maps	Printing with fruit/veg Farm pictures – collage animals Farm map Farm animal paper plate faces Handprint farm animals	Father's Day Cards Make boats to float down the river in the jungle Junk model animals/trees Footprints/animal print
Nursery Rhymes/Songs	Heads, Shoulders, Knees and Toes One finger, one thumb If you're happy and you know it 1, 2, 3, 4, 5 once I caught Do your ears hang low? Gonna build a house	I hear thunder Twinkle twinkle 10 little fireworks Jingle bells We wish you a merry Christmas	Miss Polly London's burning Five little monkeys The grand old duke of York Humpty Dumpty	There's a worm at the bottom of my garden 5 little speckled frogs Incy Wincy Spider Here we go round the mulberry bush	Five little ducks Old Macdonald Baa baa black sheep Sleeping bunnies Hey diddle diddle	Down in the jungle Nelly the elephant Row, row, row your boat