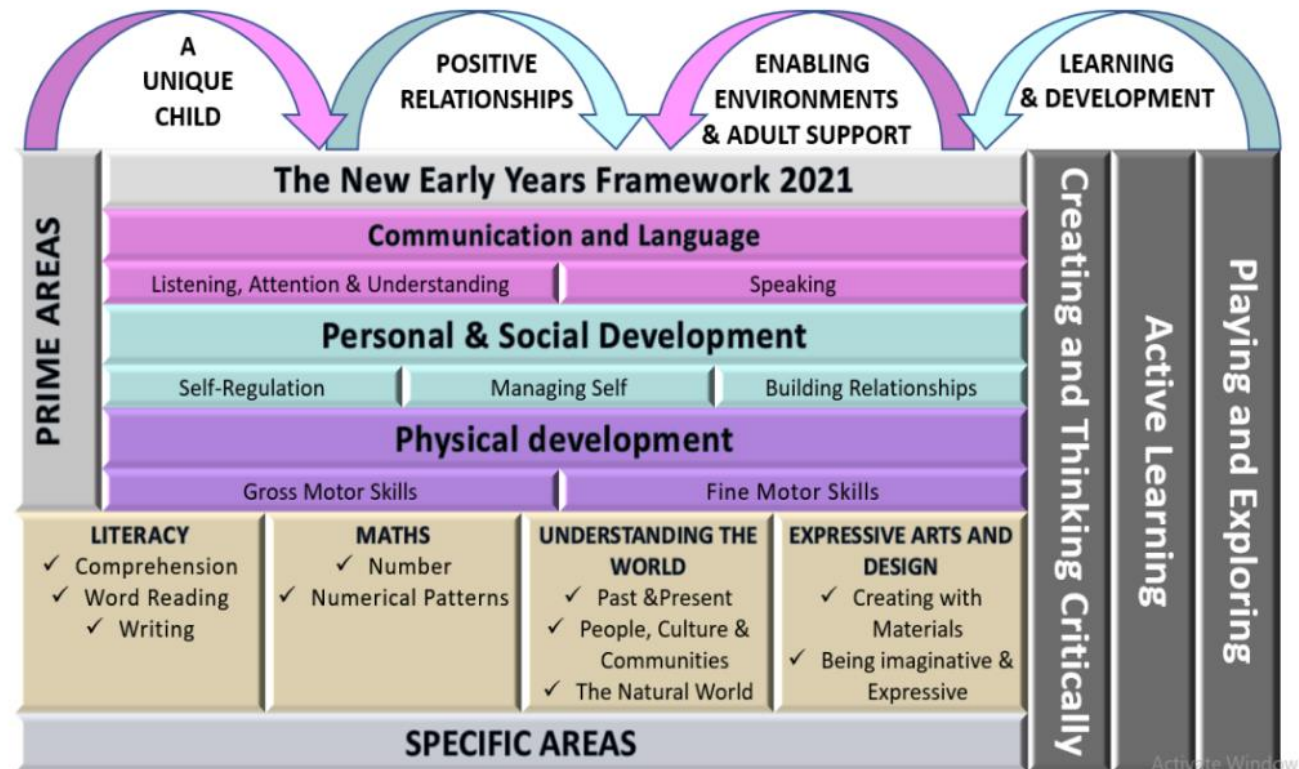


FI Curriculum 2025 - 2026



Ash Class



Our school values both intellect and character so that all Northfield pupils can achieve as they grow and learn, improving from their starting points.

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's Interests.</p>	<p>All about me and my special people.</p> <p>Starting nursery/new class New Beginnings My family</p>	<p>Colour light and special times.</p> <p>Bonfire night celebrations Diwali Gingerbread man Harvest The Nativity Christmas Lists Letters to Father Christmas</p>	<p>Superheroes</p> <p>People who help us / careers</p>	<p>All things bright and beautiful</p> <p>The great Outdoors Plants & Flowers Weather/seasons Planting Beans/seeds Easter</p>	<p>Top Gear</p> <p>Road safety Land, water and air</p>	<p>Animal Kingdom</p> <p>Life cycles Farm animals Habitats</p>
High Quality Texts	<ol style="list-style-type: none"> The Everywhere Bear Oliver's Vegetables You Choose 	<ol style="list-style-type: none"> Brown Bear Owl Babies Gingerbread Man 	<ol style="list-style-type: none"> Superworm Supertato Superduck 	<ol style="list-style-type: none"> We're Going on a Bear Hunt Jack and the Beanstalk The Very Hungry Caterpillar 	<ol style="list-style-type: none"> The Naughty Bus Whatever Next Who Sank the Boat? 	<ol style="list-style-type: none"> Dear Zoo Mad about Minibeasts What the Ladybird Heard?
'Wow' Moments / Enrichment	<p>Family photos Baby photos Diwali Day</p>	<p>Guy Fawkes / Bonfire Night Remembrance Day Children In Need Making Gingerbread EYFS Nativity Elsa visit Visit to the library for Christmas stories and Christmas crafts. Walk to the postbox to deliver letters to the North pole.</p>	<p>Chinese New Year - Food tasting and dragon dancing. Superhero dress up day</p>	<p>Planting beanstalks Mother's Day World Book Day Easter bonnet parade/egg rolling/decorating</p>	<p>Balanceability training</p>	<p>Caterpillars in Frogspawn in classroom Teddy bears picnic Farm visit Art Exhibition</p>

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
British Values	Democracy, Rule of Law, Tolerance, Mutual Respect, Individual Liberty					
	My Daddies (book) Talking Points (PSHE) Welly Wednesday	What Happened to You (book) Talking Points (PSHE) Library visit Welly Wednesday Diwali	A Superhero Like You (book) Talking Points (PSHE) Welly Wednesday	Welly Wednesday Talking Points (PSHE)	Topsy and Tim: Safety First (book) Talking Points (PSHE) Welly Wednesday	All Are Welcome (book) Talking Points (PSHE) Farm visit Welly Wednesday
Assessment Opportunities	In-house baseline data on entry Ongoing assessments EYFS team meetings Pupil progress meetings	Ongoing assessments EYFS team meetings Chatterbox Speech and Language screening	In-house baseline data for new intake Ongoing assessments EYFS team meetings Pupil progress meetings	Ongoing assessments EYFS team meetings Chatterbox Speech and Language screening	Ongoing assessments EYFS team meetings	Ongoing assessments EYFS team meetings Show Time for parents Chatterbox Speech and Language screening EOY data
Parental Involvement	Welcome meetings for new parents Open door policy Class DoJo involvement Family photos Baby Photos	Class Dojo involvement Nativity/Christmas Craft Parents Evening Stay & play for new intake Open evening for new intake Home visits for new intake	Class Dojo involvement	Class Dojo involvement Welcome meeting for new intake Home visits for new intake	Class Dojo involvement	Class Dojo involvement Showtime for parents Welcome meeting for new intake Sports day for parents to spectate

Diversity Texts

BAME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
<p>Fruits Astro Girl I love me Speak up Lulu's first day Spreading my wings Little people big dreams books</p>	<p>Hats of faith Golden domes and silver lanterns Eyes that speak to the stars In my mosque It's a no- money day All are welcome</p>	<p>We're all wonders Perfectly Norman Incredible you What makes me a me? Remarkable Remy This is me Loud!</p>	<p>Freddie and the Fairy Amazing A superpower like mine What Happened to you? Specs for Rex</p>	<p>Mommy, Mama, and me My two grandads My Daddies We are family More people to love me Our class is a family Love makes a family New Baby Two places to call home</p>

All the texts above are used during Talking Point (PSHE) lessons, Scribble Club or class story.
We have other texts which promote diversity; these can also be found in browsing boxes and the reading area.

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles during milk & snack time, PSHE times, stories, singing, daily story time.	<ul style="list-style-type: none"> • Settling in activities • Making friends • Retain attention for a short period of time. • Songs and rhymes • Follow simple instructions • Respond to own name and simple questions. • Ask simple questions 		<ul style="list-style-type: none"> • Listen to longer stories. • Concentrate for longer periods. • Understand two step instructions. • Understand 'why' questions. • Start a conversation with an adult or friend. 		<ul style="list-style-type: none"> • Pay attention to more than one thing at a time. • Respond to a string of requests. • Ask and respond to why questions. • Start a conversation with an adult or friend and continue it for many turns. 	

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Managing Self Self-Regulation Making Relationships	<p>Talking Points:</p> <p>Who are my family, who are my friends?</p> <p>Understanding Me</p> <p>Book: My Daddies</p>	<p>Talking Points:</p> <p>How are we different?</p> <p>Understanding Others</p> <p>Book: What Happened to You?</p>	<p>Talking Points:</p> <p>Who can help me?</p> <p>Understanding Groups</p> <p>Book: A Superhero Like You</p>	<p>Talking Points:</p> <p>What are healthy foods?</p> <p>Looking After Me</p> <p>Book: Off to the Market</p>	<p>Talking Points:</p> <p>How can I keep myself safe?</p> <p>Looking After Me</p> <p>Book: Topsy and Tim: Safety First</p>	<p>Talking Points:</p> <p>Where am I going next?</p> <p>Understanding Groups</p> <p>Book: All Are Welcome</p>

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
RE	Settling in and belonging to the school community.	Share New Testament Stories: The Birth of Jesus	Share Old Testament Stories: Joseph's Colourful Coat	Share New Testament Stories: The Easter Story The Last Supper	Share New Testament Stories: Jesus and His Disciples	Share Old Testament Stories: Daniel, Noah's Ark and Jonah
Understanding the world/PSE	<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups with their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness</p>					

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Physical Development Fine Motor Everyday we do Dough Disco. We also make sure our provision provides children with lots of opportunities to develop their fine motor.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Threading, cutting, weaving, playdough, fine motor activities, target groups where needed. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities; guide them in what to draw, write or copy. Teach and model correct letter formation.					
Gross Motor Welly Wednesday starting from Autumn 1 and continues all year. Outdoor Provision and Play all year	<p>PE Lessons: GetSet4PE - Introduction to PE Unit 2</p> <ul style="list-style-type: none"> -To move around safely in space. -To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner. 	<p>PE Lessons: GetSet4PE - Ball Skills Unit 1</p> <ul style="list-style-type: none"> -To develop rolling a ball to a target. -To develop stopping a rolling ball. -To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	<p>PE Lessons: GetSet4PE - Fundamentals Unit 1</p> <ul style="list-style-type: none"> -To develop balancing whilst stationary and on the move. -To develop running and stopping. -To develop changing direction. -To develop jumping and landing. -To develop hopping and landing with control. -To explore different ways to travel. 	<p>PE Lessons: GetSet4PE - Dance Unit 1</p> <ul style="list-style-type: none"> -To explore different body parts and how they move. -To explore different body parts and how they move and remember and repeat actions. -To express and communicate ideas through movement exploring directions and levels. -To create movements and adapt and perform simple dance patterns. -To copy and repeat actions showing confidence and imagination. -To move with control and co-ordination, linking, copying and repeating actions. 	<p>PE Lessons: GetSet4PE - Games Unit 1</p> <ul style="list-style-type: none"> -To work safely and develop running and stopping. -To develop throwing and learn how to keep score. -To play games showing an understanding of the different roles within it. -To follow instructions and move safely when playing tagging games. -To work co-operatively and learn to take turns. -To work with others to play team games. 	<p>PE Lessons: GetSet4PE - Gymnastics Unit 1</p> <ul style="list-style-type: none"> -To copy and create shapes with your body. -To be able to create shapes whilst on apparatus. -To develop balancing and taking weight on different body parts. -To develop jumping and landing safely. -To develop rocking and rolling. -To copy and create short sequences by linking actions together.

Fl Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Reading We follow Reading Planet Rocket Phonics scheme.	Phonemes m, p, b, n, t, d	Phonemes w, h, c, k, g, f, s	Phonemes y, ng, v, l, ch, sh	Phonemes z, r, j, th, qu, x	Phonemes a, i, e, o, u, ai	Phonemes ee, igh, oa, or, oo, oo
Book Bands Rocket Phonics covers	Lilac Lift-Off		Lilac First Words		Lilac More Words	
	Environmental Sounds Instrumental Sounds Body Percussion	Rhythm and Rhyme Alliteration Voice Sounds	Environmental Sounds Instrumental Sounds Body Percussion	Rhythm and Rhyme Alliteration Voice Sounds	Environmental Sounds Instrumental Sounds Body Percussion	Rhythm and Rhyme Alliteration Voice Sounds

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Writing We follow Reading Planet Rocket Phonics scheme.	<p>Autumn 1 texts:</p> <p>The Everywhere Bear Oliver's Vegetables You Choose</p>	<p>Autumn 2 texts:</p> <p>Brown Bear Owl Babies Gingerbread Man</p>	<p>Spring 1 texts:</p> <p>Superworm Supertato Superduck</p>	<p>Spring 2 texts:</p> <p>We're Going on a Bear Hunt Jack and the Beanstalk The Very Hungry Caterpillar</p>	<p>Summer 1 texts:</p> <p>The Naughty Bus Whatever Next Who Sank the Boat?</p>	<p>Summer 2 texts:</p> <p>Dear Zoo Mad About Minibeasts What the Ladybird Heard</p>
	<ul style="list-style-type: none"> • Know how to randomly scribble on the page, sometimes with both hands. • Know how to begin to balance when sitting. • Know how to make connections between my actions and the marks being made. 	<ul style="list-style-type: none"> • Know how to control the marks on the page. • Know how to use a range of tools to make marks and show an interest in my own marks and other's marks. 	<ul style="list-style-type: none"> • Know how to make connections between my actions and the marks being made. • Know how to ascribe meaning to my marks. 	<ul style="list-style-type: none"> • Know how to distinguish between the different marks I make. • Know how to tell an adult what my marks mean. • Know how to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. • Know how to copy shapes, letter and pictures. 	<ul style="list-style-type: none"> • Know how to identify sounds from my own name in other words. • Know how to write some or all my name. 	<ul style="list-style-type: none"> • Know how to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Know how to write some letters accurately.

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Maths	<p>To recognise the colour red. To recognise the colour blue. To recognise the colour yellow. To recognise the colour green. To recognise the colour purple. To match objects to the correct colour name. To recognise matching buttons. To recognise matching shoes. To recognise and create matching towers. To match number shapes (Numicon). To match the same size. To match prints. To sort by size. To sort by colour. To sort by shape. To talk about what they notice about grouped objects.</p>	<p>To subitise the number 1. To count 1 object. To match the numeral 1 to amounts. To subitise the number 2 (dice patterns). To subitise different patterns of 2. To subitise different sizes and patterns of 2. To count 2 objects. To match the numeral 2 to amounts. To describe colour AB patterns. To create, describe and explore AB patterns with natural objects. To continue AB patterns using movement of their body. To describe colour ABC patterns and predict what will come next. To sort objects that are 2 or 3 different colours. To create, describe and explore ABC patterns with natural objects.</p>	<p>To subitise the number 3 (dice patterns). To subitise different patterns of 3. To subitise different sizes and patterns of 3. To count 3 objects. To match the numeral 3 to amounts. To understand the composition of 3. To recognise triangles. To count 4 objects. To match the numeral 4 to amounts. To recognise squares and rectangles. To understand the composition of 4. To count 5 objects. To match the numeral 5 to objects. To recognise pentagons. To understand the composition of 5.</p>	<p>To subitise the number 5. Consolidate counting. Consolidate numerals. To count 6 objects. To compare heights (tall and short). To compare the length of objects (long and short). Introduce balancing scales. Introduce mass. To investigate which objects are lighter. To investigate which objects are heavier. Introduce capacity. To explore and describe full or empty. To explore and describe nearly full or nearly empty. To compare the capacity of different containers. Consolidate length. Consolidate mass. Consolidate capacity.</p>	<p>To sequence pictures from a nursery rhyme. To sequence pictures from their daily routine. To sequence pictures from a familiar story. To understand the positions on and under. To understand the positions in and out. To understand the positions in front or behind. To compare groups using more than. To compare groups using fewer than. To compare groups using more than and fewer than. To identify the 2D shape circle. To identify the 2D shape triangle. To identify the 2D shape rectangles. To identify the 3D shapes cubes and cuboids. To identify the 3D shape cylinder. To identify the 3D shape sphere. Consolidate sequencing. Consolidate position. Consolidate more or fewer.</p>	<p>To understand the composition of 3. To understand the composition of 4. To understand the composition of 5. To explore what comes after (number line). To explore what comes after (missing number). To explore what comes after (sequence numerals to 5). To explore what comes before (number line). To explore what comes before (missing number). To explore what comes before (sequence numerals counting backwards). To identify if there are enough of each object for everyone (up to 5). To work out what number is represented by different counting cards and sequence them. Consolidate shape patterns. Consolidate more or fewer. Consolidate what comes before or after? Consolidate composition.</p>
We follow the Master the Curriculum Programme.						

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Understanding the World The children attend Welly Wednesday all year.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	BECOMING A SCIENTIST					
	Animals Including Humans <ul style="list-style-type: none"> To know who my family members are. To know the name of my body parts. 	Light <ul style="list-style-type: none"> To know where light comes from. To know that we need light to see. 	Materials <ul style="list-style-type: none"> To know that materials have different uses. To know that materials can change. 	Plants <ul style="list-style-type: none"> To know the life cycle of a plant. To know what plants need to grow. 	Forces <ul style="list-style-type: none"> To know how to make an object move. 	Animals Including Humans <ul style="list-style-type: none"> To name different animals and know what they need to survive.

FI Curriculum Plan 2025 - 2026

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General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Understanding the World The children attend Welly Wednesday all year.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	BECOMING AN HISTORIAN AND A GEOGRAPHER					
	<ul style="list-style-type: none"> School grounds Local area Local shops and buildings Discuss routes and locations using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Talk about what I can see. Talk about the change in weather. Notice features of objects in the environment. 	<ul style="list-style-type: none"> Know that there are different countries in the world. Show an interest in maps in my play. Talk about places I have visited. Identify different types of weather. 			
<ul style="list-style-type: none"> Black History - Handa's Surprise Family history Talk about something I have done today. 	<ul style="list-style-type: none"> Talk about significant events in my own experience. Show an interest in the lives of people who are familiar to me. 	<ul style="list-style-type: none"> Listen to stories which include figures from the past. Talk about people who are familiar to me. Make sense of my own life story. 				

FI Curriculum Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<ul style="list-style-type: none"> • Self-portrait • Collage art • Observational food painting 	<ul style="list-style-type: none"> • Salt dough Diya Lamp • Firework art • Printed Poppy art • Christmas arts and crafts • Bake gingerbread people 	<ul style="list-style-type: none"> • Food printing • Chinese lantern • Chinese firecracker • Superhero masks 	<ul style="list-style-type: none"> • Leaf and flower printing and rubbings • Observational flower painting 	<ul style="list-style-type: none"> • Traffic light biscuits • Wheel printing 	<ul style="list-style-type: none"> • Animal print collage • Safari animal sunset • Bubble painting

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me and My Special People	Colour, Light and Special Times	Superheroes	All Things Bright Beautiful	Top Gear	Animal Kingdom
Music Singing happens daily in FI. The days of the week song, please and thank you song and many more! We also sing a range of well-known nursery rhymes and songs.	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops					
	Charanga Well known Songs Learning Focus: <ul style="list-style-type: none"> Learning to sing or sing along with nursery rhymes and action songs. 	Nativity Play Learning Focus: <ul style="list-style-type: none"> Learning and singing songs. Being part of the performance of a show. 	Charanga Favourite Songs Learning Focus: <ul style="list-style-type: none"> Learning to sing or sing along with nursery rhymes and action songs. 	Charanga Number Songs Learning Focus: <ul style="list-style-type: none"> Learning to sing or sing along with nursery rhymes and action songs. 	Charanga Narrated Stories Learning Focus: <ul style="list-style-type: none"> Learning to listen and respond to music. Learning to sing or sing along with nursery rhymes and action songs. 	Charanga Animal Inspired Listening Learning Focus: <ul style="list-style-type: none"> Learning to listen and respond to music. Learning to sing or sing along with nursery rhymes and action songs.