



Cambridge Park Academy

Character - Preparation - Achievement

Foundations Curriculum

Understanding The World, Exploring and Using Technology & Expressive Arts and Design

Stages 1-4

Rationale: We have a clear vision that the most effective vehicle for this curriculum delivery is based on an Early Years model, where important foundation blocks of learning are established in preparation for the development of future subject specific knowledge. However, we have carefully considered the age range of our stage 1-4 pupils, where both the chronological and emotional age needs will differ greatly from their developmental milestones. Communication, attention and listening remain priority areas enabling all pupils to develop as active learners.

Pupils developing in stages one to four are still developing their executive function, particularly their ability to: – hold information in their mind, focus their attention, think flexibly and inhibit impulsive behaviours. The curriculum is delivered through seven areas of development. All skills are connected and interwoven reflecting the broad range of skills, knowledge, and attitudes children need as foundations for life now and in the future. It will be underpinned by the characteristics of effective teaching and learning.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

Communication and language	Physical development	Personal, social and emotional development
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The four specific areas help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The specific areas are:

Literacy	Maths	Understanding the world	Expressive art and design
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Developmental Stages and Ages

Stage 1 2-3 years	Stage 2 3-4 years	Stage 3 4-5 years	Stage 4 5-6 years		
Themes					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, Family & Friends	Going on a Journey	Transportation	Dinosaurs	Growth and Change	Castles and Knights



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Substantive Knowledge				
Autumn 1				
Term				
Theme	<p>Me, Family & Friends - In this topic, children will explore what makes them special, learn about their families, and celebrate the people who are important in their lives. They will talk about who they live with, share stories about family traditions, and begin to understand that all families are unique. Through play, stories, art, and conversation, children will develop their confidence to talk about themselves and show care for others. They'll learn how to make friends, work together, and understand the importance of kindness, sharing, and listening. Children will also begin to notice similarities and differences between themselves and others, laying the foundation for respecting diversity and building positive relationships.</p>			
	Stage 1	Stage 2	Stage 3	Stage 4
Knowledge	<p>Me (Self-Awareness)</p> <ul style="list-style-type: none"> My name How old I am The parts of my body (e.g., eyes, hands, feet) What I look like (e.g., "I have curly hair") Things I like and don't like (e.g., favorite toy, food) My feelings (happy, sad, angry, tired) Things I can do (e.g., "I can jump", "I can say please") <p>Family</p> <ul style="list-style-type: none"> Who is in my family (e.g., mommy, daddy, grandma, brother) Names of family members Where I live That families can look different (some have one parent, two moms, grandparents, etc.) That family helps take care of me Simple family roles (e.g., "Daddy cooks dinner") <p>Friends</p> <ul style="list-style-type: none"> Names of friends How to be a kind friend (e.g., sharing, taking turns) Playing together is fun Saying hello and goodbye Saying sorry if I hurt someone 	<p>Me (Self-Awareness & Independence)</p> <ul style="list-style-type: none"> Full name, age, birthday, and gender Describing themselves (e.g., hair colour, height, favourite things) What makes them unique (interests, abilities, preferences) Personal likes/dislikes Recognising and naming a wider range of emotions (excited, nervous, frustrated) Understanding personal space and boundaries Beginning to take responsibility (e.g., getting dressed, tidying up) <p>Family</p> <ul style="list-style-type: none"> Naming and identifying different family members and their roles (e.g., "Uncle Ben is my mom's brother") Understanding how family helps and supports each other That families can be made up in different ways (e.g., step-parents, adoptive families) Talking about family traditions, routines, or special occasions Understanding the concept of family history or ancestry (at a simple level, like "Grandma was Daddy's mom") <p>Friends & Social Skills</p> <ul style="list-style-type: none"> The qualities of a good friend (kind, helpful, listens) Identifying their own friends and what they like to do together How to make new friends (e.g., saying "Can I play with you?") Respecting differences in others (e.g., "My friend likes trucks, I like dolls, and that's okay") Understanding and using polite behaviors in social settings (greetings, manners, thanking others) 	<p>Me (All About Me)</p> <ul style="list-style-type: none"> I know my full name, age, and birthday I can say where I live (e.g. town) I know what I look like and what makes me special I can describe the things I like, don't like, and things I'm good at I can name and talk about different feelings (happy, sad, worried, excited, etc.) I know how to keep myself safe and healthy (e.g., washing hands, asking for help) I can talk about things I can do by myself and when I need help <p>My Family</p> <ul style="list-style-type: none"> I can name the people in my family and talk about what they do I understand that families can be different I can talk about who looks after me and keeps me safe I know about family routines and traditions (e.g., birthdays, holidays, meals) I can share stories or memories about my family <p>Friends</p> <ul style="list-style-type: none"> I know what makes a good friend (being kind, helpful, listening) I can name some of my friends I can express how I feel when I'm with my friends I am learning how to ask others to play or join in I know how to take turns, share, and play fairly I can try to solve simple problems with friends by using words 	<p>About Me</p> <ul style="list-style-type: none"> I can name important facts about myself (e.g., my name, age, birthday, where I live). I know that everyone is different and special in their own way. I can talk about what I like and what I'm good at. I understand that I grow and change over time. <p>My Family</p> <ul style="list-style-type: none"> I can name the people in my family and talk about what we do together. I know that families can look different and still give love and care. I can share things that are special to my family (e.g., celebrations, food, routines). <p>Friendships and Relationships</p> <ul style="list-style-type: none"> I know how to be a good friend (e.g., taking turns, helping, saying kind words). I can talk about my friends and what we like to do together. I understand that friends sometimes fall out and can make up again. I am learning how to recognise and talk about feelings in myself and others. <p>Understanding Differences</p> <ul style="list-style-type: none"> I can notice similarities and differences between myself and others (e.g., language, culture, appearance). I understand that all people deserve respect and kindness. I am beginning to learn about how people live in different types of homes and families around the world.
Key Vocab	<p>Me & My Body: me, I, name, age, birthday, boy, girl, child, body, face, hands, feet, eyes, hair, smile, feelings Family members: family, mum/mom, dad, mummy, daddy, brother, sister, baby, grandma, grandpa, aunt, uncle, cousin, pet Friends and relationships: friend, play, help, share, take turns, talk, listen, kind, fair, gentle, nice, together, team Home: house, home, room, bedroom, kitchen, bath, food, clothes, sleep, toys, clean, tidy, job, routine Emotions: happy, sad, excited, tired, angry, kind, scared, shy, worried, proud, love, care, safe</p>			

Term	Autumn 2
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Theme	Going on a Journey - In this exciting topic, children will explore what it means to go on a journey. They will learn about different types of transport, from cars and buses to planes and boats, and discover how people travel by land, air, and sea. Children will talk about places they have visited and places they would like to go, building their understanding of the world around them. Through stories, play, maps, and role-play experiences, children will begin to understand how to prepare for a journey and what we might need to pack. They'll also talk about their feelings when going on trips—whether it's a short walk to the park or a long holiday far away.			
	Stage 1	Stage 2	Stage 3	Stage 4
Knowledge	<p>Types of Journeys</p> <ul style="list-style-type: none"> Understanding that a journey means going from one place to another Recognizing different ways we travel: <ul style="list-style-type: none"> Walking Car Bus Plane Train Boat Knowing the names of vehicles used for travel <p>Getting Ready for a Journey</p> <ul style="list-style-type: none"> We pack things we need (e.g., clothes, snacks, toys) We need bags or suitcases for our things Adults help plan where we are going Sometimes we take our passport or ticket (for pretend or real journeys) <p>Where We Might Go</p> <ul style="list-style-type: none"> To the shop, park, grandma's house, or on a holiday Journeys can be short or long Some places we go to are near, and some are far away 	<p>Understanding What a Journey Is</p> <ul style="list-style-type: none"> A journey means going from one place to another Journeys can be short or long We go on journeys for different reasons: to visit someone, go on holiday, go shopping, or go to school <p>Types of Transport</p> <ul style="list-style-type: none"> Recognizing and naming different vehicles: <ul style="list-style-type: none"> Car Bus Plane Train Boat Bicycle Understanding where we might travel using each (e.g., "We fly on a plane to go far away") Some transport has wheels, some fly, and some go on water <p>Preparing for a Journey</p> <ul style="list-style-type: none"> We pack things we will need (clothes, toys, snacks) We use bags, backpacks, or suitcases Adults help make plans and decide where we are going Sometimes we need tickets, a passport, or to check the weather <p>Places We Might Visit</p> <ul style="list-style-type: none"> Familiar places: grandparents' house, zoo, beach, museum, holiday spot Understanding that some places are near and others are far Using words like map, directions, and signs 	<p>What Is a Journey?</p> <ul style="list-style-type: none"> A journey means going from one place to another We can go on a journey to visit someone, go on holiday, or explore somewhere new Journeys can be short (e.g., to the park) or long (e.g., to another city or country) <p>Types of Transport</p> <ul style="list-style-type: none"> Naming and recognizing common types of transport: <ul style="list-style-type: none"> Car Bicycle Bus Train Plane Boat Know about how we travel and which vehicles go on land, water, or in the air Beginning to understand that some transport is for many people (bus, train) and some is private (car) <p>Getting Ready for a Journey</p> <ul style="list-style-type: none"> We pack what we need: clothes, snacks, toys, and books Understanding the use of bags, suitcases, and sometimes tickets or passports Know that how grown-ups help plan where we are going Know what we need depending on the weather and place <p>Places We Might Go</p> <ul style="list-style-type: none"> Name common journey destinations: <ul style="list-style-type: none"> Beach Grandparents' house Doctor's office Supermarket Airport or station Learn about the idea of maps, routes, and directions <p>Feelings About Journeys</p> <ul style="list-style-type: none"> Know how we feel before and during a journey: excited, happy, worried, or tired Know that it's okay to miss home or feel a little unsure 	<p>What Is a journey?</p> <ul style="list-style-type: none"> A journey takes us from where we are to somewhere else, either nearby or far away. We can journey for different reasons – visiting, learning, helping others, or for fun. Some journeys take minutes, others take days. <p>Understanding Transport and Travel</p> <ul style="list-style-type: none"> Different types of transport help us travel across land, air, and water. Public transport (like trains and buses) is shared by many people; private transport (like cars) belongs to one family or person. Transport in other countries may look different to what we use. Some people use different vehicles depending on where they live (e.g., tuk-tuks, ferries, trams, rickshaws). <p>Preparing for a Journey</p> <ul style="list-style-type: none"> We plan what to take depending on where we're going, how we're getting there, and the weather. Tickets, maps, money, and sometimes passports help us on longer or important journeys. We can use checklists to help us remember what to pack. <p>Places We Can Travel To</p> <ul style="list-style-type: none"> We can name and describe familiar places we've travelled to. We are beginning to understand that other places may have different weather, buildings, food, or ways of life. We know that maps, signs, and symbols help us find our way and understand where we are going. We can describe what we might see, hear, or do in different destinations (e.g., beach, city, countryside, airport, zoo). <p>Journeys Around the World</p> <ul style="list-style-type: none"> People around the world take journeys too – for work, school, holidays, or to live somewhere new. Some journeys are made on foot, by bike, by animal, or even across mountains and deserts. We are beginning to understand that journeys can look different depending on where people live.



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			<ul style="list-style-type: none"> Know about ways to feel safe and comforted (e.g., bringing a toy or blanket) 	Feelings and Experiences <ul style="list-style-type: none"> We can describe how we feel before, during, and after a journey. We can talk about ways to feel safe and happy when we're away from home. We know that talking about our feelings and asking questions helps us feel more confident.
Key Vocab	Transport: car, bus, train, bike, plane, boat, ferry, taxi, lorry, tram, helicopter, scooter, wheels, engine, driver, pilot, passengers, Journey language: journey, travel, trip, far, near, map, route, direction, destination, road, path, bridge, tunnel, traffic, stop, go, crossing, Preparation: bag, suitcase, clothes, snacks, tickets, passport, map, list, pack, prepare, ready, weather, coat, shoes, umbrella, sunhat, Places to go: beach, park, zoo, countryside, city, supermarket, school, grandparents' house, airport, station, hospital, hotel, museum, Feelings: excited, happy, tired, nervous, worried, safe, lost, brave, fun, talk, help, ask, cuddle, home, favourite, remember			

Term	Spring 1			
Theme	Transportation - In this topic, children will learn all about how we move from one place to another using different kinds of transport. They will explore vehicles that travel on land, through the air, and on water, and begin to understand why we use certain types of transport for different journeys. Children will share their own experiences of travelling—whether it's riding in a car, taking a bus, or watching a plane in the sky.			
	Stage 1	Stage 2	Stage 3	Stage 4



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<p>Knowledge</p>	<p>What is Transport?</p> <ul style="list-style-type: none"> Transport means how people and things move from one place to another. Different Types of Transport On the road – car, bus, bike, motorbike, lorry In the air – airplane, helicopter On the water – boat, ferry On tracks – train, tram <p>What Do They Do?</p> <ul style="list-style-type: none"> Cars take families places. Buses carry lots of people. Trains go fast on tracks. Planes fly in the sky. Boats float on water. 	<p>What is Transport?</p> <ul style="list-style-type: none"> Transport is how people and goods move from one place to another. <p>Different Types of Transport</p> <ul style="list-style-type: none"> Road – cars, buses, bikes, lorries, motorbikes Rail – trains, trams Air – airplanes, helicopters Water – boats, ships, ferries Other – emergency vehicles, construction vehicles <p>How Do They Work?</p> <ul style="list-style-type: none"> Some transport has wheels, some float, some fly. Vehicles can be fast or slow, big or small, noisy or quiet. Some need petrol or electricity to move. <p>Who Uses Transport?</p> <ul style="list-style-type: none"> Families, workers, emergency helpers, and travellers. Some people drive vehicles, others ride inside. <p>Where Do We See Transport?</p> <ul style="list-style-type: none"> On roads, in the sky, on tracks, and on water. At airports, stations, and car parks. 	<p>What is Transport?</p> <ul style="list-style-type: none"> Transport is how people and goods move from one place to another using different types of vehicles. <p>Types of Transport</p> <ul style="list-style-type: none"> Land transport – cars, buses, bikes, trains, trams, motorbikes, lorries Air transport – airplanes, helicopters Water transport – boats, ships, ferries Special vehicles – fire engines, ambulances, diggers, tractors <p>How Do Vehicles Work?</p> <ul style="list-style-type: none"> Vehicles can have wheels, sails, wings, or tracks. Some run on petrol, diesel, or electricity. Drivers or pilots control how they move. <p>Why Do We Use Transport?</p> <ul style="list-style-type: none"> To get to school, work, or shops. To carry goods and help people (like emergency services). To go on holiday or explore new places. <p>Where Do We See Transport?</p> <ul style="list-style-type: none"> On roads, railways, airports, harbours, and in the sky. Children may notice signs, traffic lights, and crossings 	<p>Understanding Transport</p> <ul style="list-style-type: none"> Know that transport helps people and goods move from place to place. Understand that different vehicles are used for land, air, and water travel. Begin to group transport by type (e.g. land: car, train, bike; air: plane, helicopter; water: boat, ferry). Recognise that some transport is for people and some for deliveries or jobs (e.g. ambulance, lorry, fire engine). <p>Transport Over Time</p> <ul style="list-style-type: none"> Know that transport today looks different from the past (e.g. horses, steam trains, sailing ships). Identify some old and new forms of transport in pictures or stories. Understand that technology has changed how fast and far we can travel. <p>Transport Around the World</p> <ul style="list-style-type: none"> Notice that people around the world use different transport depending on where they live. Recognise that some people walk or ride animals because there are no roads or vehicles. Begin to understand that weather, roads, and places (e.g. mountains, islands) affect how people travel. <p>Safety and Community</p> <ul style="list-style-type: none"> Know that we must stay safe when using transport—seatbelts, helmets, crossing roads carefully. Begin to understand traffic signs and simple road safety rules. Recognise vehicles that help our community, like police cars, buses, fire engines, and ambulances.
<p>Key Vocab</p>	<p>Types of transport: car, bus, train, bike, scooter, boat, plane, helicopter, tram, ferry, lorry, motorbike, van, Features of transport: wheels, engine, driver, pilot, tracks, road, rails, sails, wings, seatbelt, helmet, Where: land, road, track, air, sky, water, sea, river, station, airport, garage, stop, Action words: drive, ride, fly, sail, travel, stop, go, wait, cross, park, steer, move, Describing words: fast, slow, big, small, noisy, quiet, old, new, safe, busy, heavy, light, Peoples roles: driver, passenger, pilot, conductor, cyclist, walker, mechanic, firefighter, postman</p>			

<p>Term</p>	<p style="text-align: center;">Spring 2</p>
<p>Theme</p>	<p>Dinosaurs - In this exciting topic, children will discover a variety of dinosaurs—big and small, fast and slow, plant-eaters and meat-eaters. They will learn about the special features that made dinosaurs unique, such as long necks, sharp teeth, and protective plates. Children will explore where dinosaurs lived, from lush forests to volcanic lands, and imagine how these amazing creatures moved, sounded, and lived together.</p>



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	Stage 1	Stage 2	Stage 3	Stage 4
Knowledge	<p>What Are Dinosaurs?</p> <ul style="list-style-type: none"> Dinosaurs are big animals that lived a long time ago Dinosaurs are not alive today Some dinosaurs were big, some were small Some dinosaurs had long necks, sharp teeth, or spikes <p>What Dinosaurs Looked Like</p> <ul style="list-style-type: none"> Dinosaurs had: <ul style="list-style-type: none"> Tails, legs, and sometimes claws or horns Scales, feathers, or rough skin <p>Sounds and Movement</p> <ul style="list-style-type: none"> Dinosaurs may have made loud roars Dinosaurs could walk, run, or stomp <p>Recognising and Naming Dinosaurs</p> <ul style="list-style-type: none"> Learning names of a few popular dinosaurs: <ul style="list-style-type: none"> Tyrannosaurus Rex (T-Rex) – big teeth Velociraptor – fast and small Triceratops – three horns Stegosaurus – plates on its back 	<p>What Are Dinosaurs?</p> <ul style="list-style-type: none"> Dinosaurs were real animals that lived a very long time ago Dinosaurs are extinct (they're not alive anymore) Dinosaurs lived before people were on Earth <p>Types and Features of Dinosaurs</p> <ul style="list-style-type: none"> Learning names and features of well-known dinosaurs: <ul style="list-style-type: none"> Tyrannosaurus Rex – big teeth, meat-eater Triceratops – three horns Stegosaurus – plates on its back Brachiosaurus – long neck, plant-eater Velociraptor – small, fast <p>What Dinosaurs Looked Like</p> <ul style="list-style-type: none"> Dinosaurs had tails, scales, claws, and sometimes feathers They came in many sizes – some were huge, some were small Some dinosaurs walked on two legs, some on four <p>Where Dinosaurs Lived</p> <ul style="list-style-type: none"> Dinosaurs lived outside, in places with: <ul style="list-style-type: none"> Trees, volcanoes, mountains, and rivers They lived a long, long time ago, before people <p>What Dinosaurs Ate</p> <ul style="list-style-type: none"> Some dinosaurs ate plants (herbivores) Others ate meat (carnivores) <p>Sounds and Movement</p> <ul style="list-style-type: none"> Dinosaurs might have made: <ul style="list-style-type: none"> Loud roars (T-Rex: ROAR!) Growling or chirping (small dinosaurs) Stomping or thudding as they moved 	<p>What Were Dinosaurs?</p> <ul style="list-style-type: none"> Dinosaurs lived a long time ago, before people. They are now extinct (no dinosaurs are alive today). Dinosaurs were reptiles and lived on land. <p>Different Types of Dinosaurs</p> <ul style="list-style-type: none"> Some dinosaurs were plant-eaters (herbivores) like Brachiosaurus. Some were meat-eaters (carnivores) like Tyrannosaurus Rex. Dinosaurs came in all shapes and sizes—big, small, long-necked, horned, or spiky. <p>Dinosaurs Looked Like</p> <ul style="list-style-type: none"> Dinosaurs had claws, tails, scales, and sometimes feathers. Some walked on two legs, others on four. <p>Where Dinosaurs Lived</p> <ul style="list-style-type: none"> Dinosaurs lived outdoors in jungles, forests, near water, and by volcanoes. The world looked very different when dinosaurs were alive. <p>Sounds and Movements</p> <ul style="list-style-type: none"> Dinosaurs may have roared, growled, or chirped. They could stomp, run, or move quietly 	<p>What Happened to the Dinosaurs?</p> <ul style="list-style-type: none"> Dinosaurs became extinct, likely because of big change on Earth (e.g., an asteroid or volcanic activity). Scientists study fossils to learn about dinosaurs. <p>Dinosaur Features and Differences</p> <ul style="list-style-type: none"> Dinosaurs are grouped by how they moved and what they ate. Some had special features to protect themselves: horns, plates, or speed. Some laid eggs in nests. <p>Famous Dinosaurs and Their Traits</p> <ul style="list-style-type: none"> Tyrannosaurus Rex – strong jaws, sharp teeth, carnivore. Triceratops – three horns, large frill, herbivore. Stegosaurus – spiked tail, back plates, herbivore. Brachiosaurus – long neck, gentle giant, herbivore. Velociraptor – small, smart, fast, carnivore. <p>Dinosaurs and the Earth Long Ago</p> <ul style="list-style-type: none"> The world was full of volcanoes, swamps, and forests. Some dinosaurs lived in groups or herds. Different types of dinosaurs lived in different places. <p>How We Learn About Dinosaurs</p> <ul style="list-style-type: none"> Fossils are bones and footprints left behind. Paleontologists are scientists who dig up fossils and study them. Museums show dinosaur skeletons to help us learn.
Key Vocab	<p>Types of Dinosaurs: Tyrannosaurus Rex, Triceratops, Stegosaurus, Brachiosaurus, Velociraptor, dinosaur Body parts and features: tail, claws, teeth, horns, plates, neck, scales, feathers, legs, eggs, bones Actions and Sounds: roar, stomp, growl, chirp, run, walk, eat, hunt, hide, Size: big, huge, small, tall, long, sharp, heavy, strong, slow, fast Habitats: volcano, forest, mountain, jungle, river, swamp, sky, land Other words: extinct, fossil, egg, nest, carnivore, herbivore, palaeontologist, skeleton, prehistoric, Earth</p>			

Term	Summer 1
Theme	<p>Growth and Change - In this topic, pupils will explore the concept of <i>growth and change</i>. They will learn how people, animals, and plants grow and change over time, noticing how their own bodies and abilities have changed as they've grown. Pupils will discover the life cycles of living things, observe seasonal changes in nature, and begin to understand the passage of time through routines, birthdays, and family milestones. Pupils will investigate how seeds grow into plants, how baby animals grow into adults, and how their feelings and emotions can change too. They'll build vocabulary to describe growth, identify patterns in nature, and talk about how they are becoming more independent and capable every day.</p>



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This topic also supports children's understanding of healthy habits, self-awareness, and emotional development, helping them build confidence in who they are and who they are becoming.

	Stage 1	Stage 2	Stage 3	Stage 4
Knowledge	<p>I Grow!</p> <ul style="list-style-type: none"> I was a baby, I am not a baby any more. Now I'm bigger! I can walk, run, and jump! <p>My Body Changes</p> <ul style="list-style-type: none"> My hair gets longer. My teeth grow. My clothes get too small — I need bigger ones! <p>Animals Grow Too!</p> <ul style="list-style-type: none"> A baby dog is called a puppy. A baby cat is called a kitten. Animals get bigger, just like me! <p>Plants Grow</p> <ul style="list-style-type: none"> A seed goes in the dirt. It gets water and sun. It grows into a plant or flower! <p>Things Change</p> <ul style="list-style-type: none"> The weather changes: rain, sun, snow! The day changes to night. I change clothes for warm or cold days. <p>Feelings Can Change</p> <ul style="list-style-type: none"> I feel happy. Sometimes I feel sad or mad. Feelings come and go — that's okay! 	<p>I Am Growing!</p> <ul style="list-style-type: none"> I was a baby, then a toddler I can do more things like ride a bike, use the toilet, and help clean up. I get taller and stronger every day <p>My Body is Changing</p> <ul style="list-style-type: none"> My hair and nails grow. I lose baby teeth when I get older. I need new shoes when my feet grow! <p>Animals Grow and Change</p> <ul style="list-style-type: none"> A caterpillar changes into a butterfly. A tadpole grows into a frog. Just like me, baby animals grow and learn. <p>Plants Grow From Seeds</p> <ul style="list-style-type: none"> First, we plant a seed. Then it needs water, sunlight, and time. It grows roots, stems, leaves — and sometimes flowers or fruit! <p>The World Around Us Changes</p> <ul style="list-style-type: none"> Leaves change color in autumn. Snow falls in winter. Flowers bloom in spring. Time passes — days turn into weeks and seasons change. <p>My Feelings and Thoughts Change</p> <ul style="list-style-type: none"> I can feel happy, angry, sad, or excited. Talking, drawing, or taking a deep breath can help. I'm learning how to name and talk about my feelings. 	<p>I Am Growing and Learning</p> <ul style="list-style-type: none"> I can do more things by myself like getting dressed, helping others. I grow taller, my muscles get stronger, and my brain learns new things every day. <p>How My Body Changes</p> <ul style="list-style-type: none"> I need healthy food, sleep, and exercise to grow. I might start to lose baby teeth and grow adult teeth. I notice how I've changed from when I was smaller — I can look at old photos and see! <p>Animals Grow in Stages</p> <ul style="list-style-type: none"> A butterfly starts as an egg, then becomes a caterpillar, chrysalis, and butterfly. A chicken starts as an egg, then hatches into a chick, and grows into a hen or rooster. Every living thing has a life cycle — that means it changes and grows in steps. <p>Plants Grow and Change Too</p> <ul style="list-style-type: none"> Plants start from seeds. They grow roots, stems, and leaves. Some make flowers, fruit, or vegetables we can eat! <p>Changes in Nature</p> <ul style="list-style-type: none"> There are 4 seasons: spring, summer, autumn, and winter. In spring, things grow. In autumn, leaves change colour. In winter, it gets cold and snowy. The sky changes too — day turns into night. <p>Feelings and Changes Inside Me</p> <ul style="list-style-type: none"> Feelings can come and go, just like the weather. I can feel more than one feeling at a time. I'm learning how to calm down, use words, and be kind when things change or feel hard. 	<p>My Body and Brain are Changing</p> <ul style="list-style-type: none"> I grow taller and stronger each year. I need healthy food, good sleep, and exercise to stay strong. My brain grows when I ask questions, try new things, and keep going even when it's hard. <p>Life Cycles Help Us Understand Change</p> <ul style="list-style-type: none"> People, animals, and plants grow in life cycles. A frog: egg → tadpole → froglet → adult frog. A sunflower: seed → sprout → plant → flower → seeds again! Life goes in stages — growing, changing, and sometimes starting over. <p>The World Changes Around Us</p> <ul style="list-style-type: none"> Seasons change: spring, summer, autumn, winter. We wear different clothes and see different weather in each season. Time changes too — we grow older every year and celebrate birthdays! I notice and ask about change. I can observe how things grow or move (like shadows or plants). I can ask, "Why does this happen?" and try to find the answer. I'm learning to record, draw, or talk about what I see. <p>I'm Learning to Understand My Feelings</p> <ul style="list-style-type: none"> Change can feel exciting, scary, or fun. I can use words like: nervous, brave, confused, or proud. I can talk to someone I trust when I feel a big feeling — and that helps me feel better.
Key Vocab	<p>People: baby, toddler, child, adult, person, boy, girl, friend, family, grown-up, teacher, doctor Plants & Nature: seed, sprout, plant, tree, flower, leaf, root, stem, fruit, garden, soil, sunlight, water Animals & Life Cycles: puppy, kitten, chick, egg, frog, tadpole, caterpillar, butterfly, animal, pet, grow, hatch Feelings & Emotions: happy, sad, mad, calm, excited, scared, brave, proud, nervous, confused, feeling Seasons & Weather: spring, summer, fall, winter, sun, rain, snow, wind, hot, cold, cloudy, day, night Describing Words: big, small, tall, short, strong, fast, slow, old, new, soft, loud, quiet, healthy Action Words: grow, change, move, learn, build, talk, play, help, try, think, feel, sleep, eat Science & Thinking Words: observe, record, notice, question, cycle, stage, compare, discover, life cycle, pattern, time</p>			



Cambridge Park Academy

Character - Preparation - Achievement

Theme	Castles and Knights - In this magical topic, children will step back in time to explore the world of castles, kings, queens, and brave knights. They will learn what castles are, what they were used for, and who lived inside them. Through stories, role play, construction, and imaginative activities, children will discover what life was like long ago. They will explore the roles of different people in a castle, learn about armour, flags, and feasts, and begin to understand how castles were built to protect people.			
	Stage 1	Stage 2	Stage 3	Stage 4
Knowledge	<p>What is a Castle?</p> <ul style="list-style-type: none"> A castle is a big, strong building. Castles have towers, walls, and sometimes a moat (a river around it). <p>Who Lived in Castles?</p> <ul style="list-style-type: none"> Kings and queens lived in castles. Knights lived there to help protect them. <p>What is a Knight?</p> <ul style="list-style-type: none"> A knight is a brave person who wears armour. Knights ride horses and help keep people safe. <p>What Did Castles Look Like?</p> <ul style="list-style-type: none"> Castles are made of stone. They have big doors called gates and windows called arrow slits. Some castles have flags flying on top. <p>What Did Knights Wear?</p> <ul style="list-style-type: none"> Knights wore shiny armour. They had helmets, shields, and swords. <p>Castle Life</p> <ul style="list-style-type: none"> People ate, slept, and worked in the castle. There were cooks, servants, and guards. 	<p>What is a Castle?</p> <ul style="list-style-type: none"> A castle is a big, strong building made of stone. Castles were built a long time ago to keep people safe. Castles often have towers, high walls, gates, and moats (water around them). <p>Who Lived in Castles?</p> <ul style="list-style-type: none"> Kings, queens, princes, and princesses lived in castles. Knights, servants, cooks, and guards also lived or worked there. <p>What is a Knight?</p> <ul style="list-style-type: none"> A knight is a brave person who protects the king or queen. Knights wore metal armour to keep them safe. Knights used swords and shields and often rode horses. <p>What Did Castles Look Like?</p> <ul style="list-style-type: none"> Castles had big wooden doors and tall towers. Some castles had drawbridges over a moat. Castles sometimes flew a flag to show who lived there. <p>What Did People Do in a Castle?</p> <ul style="list-style-type: none"> Kings and queens ruled from the castle. Knights trained to protect the castle. People cooked, cleaned, and worked in the castle every day. 	<p>What is a Castle?</p> <ul style="list-style-type: none"> A castle is a large, strong building built long ago to protect people. Castles were often built on hills or near water to stay safe from enemies. Castles had thick stone walls, tall towers, and sometimes a moat with a drawbridge. <p>Who Lived and Worked in a Castle?</p> <ul style="list-style-type: none"> Kings and queens ruled from the castle. Knights protected the castle and the people. Servants, cooks, cleaners, and guards worked inside. Sometimes there were jesters (funny entertainers) too. <p>What is a Knight?</p> <ul style="list-style-type: none"> A knight was a trained soldier who wore heavy armour. Knights followed rules called "chivalry"—they were brave, kind, and protected others. Knights rode horses, carried shields, and used swords or lances. <p>What Did Life in a Castle Look Like?</p> <ul style="list-style-type: none"> Castles had great halls for feasts and meetings. People slept in cold stone rooms with big fireplaces. There were kitchens, courtyards, and sometimes dungeons. <p>Castle Features to Know</p> <ul style="list-style-type: none"> Tower – tall part used for watching far away Moat – a ditch of water around the castle Drawbridge – a bridge that could go up or down Battlements – the top of the walls used for defence Gatehouse – where the main gate is protected 	<p>What Were Castles Used For?</p> <ul style="list-style-type: none"> Castles were not just homes—they were strongholds for protection and power. Lords and nobles used castles to control land and keep people safe during battles. People sometimes took shelter in castles during attacks. <p>Who Lived and Worked There – In More Detail</p> <ul style="list-style-type: none"> Lords and Ladies owned the castle and looked after the land and people nearby. Pages and squires were young boys training to become knights. Large castles had blacksmiths, bakers, and stable workers. Some castles had chapels with priests for worship and weddings. <p>How Knights Lived and Trained</p> <ul style="list-style-type: none"> Knights trained from a young age They practised jousting, sword fighting, and horse riding. Knights had to swear an oath of loyalty to their lord or king. <p>What Was Life Like Inside?</p> <ul style="list-style-type: none"> People gathered in the great hall to eat, celebrate, or hear important news. The castle had rooms for sleeping, cooking, and storing food, but not many luxuries. Castles were dark—people used candles and torches for light.
Key Vocab	Place & Structure: castle, tower, wall, gate, drawbridge, moat, dungeon, courtyard, hall, throne, People: king, queen, knight, prince, princess, guard, servant, cook, jester, dragon Objects & Armor: sword, shield, helmet, crown, armour, cloak, horse, flag, lance, torch Describing words: brave, strong, shiny, heavy, tall, grand, dark, cold, old, loud Action Words: protect, ride, build, fight, guard, feast, serve, bow, cheer, march Story Telling Words: kingdom, castle, battle, rescue, hero, dragon, quest, magic, honour			

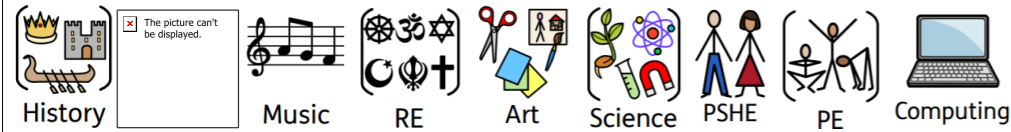
Foundation Disciplinary Skills

Subject Links Key:





Cambridge Park Academy

Character - Preparation - Achievement



Understanding the world








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. (Development Matters)

Stage 1 (2-3 years) NC: Pre Nursery	Stage 2 (3-4 years) NC: FS1	Stage 3 (4-5 years) NC: FS2	Stage 4 (5-6 years) NC: Bridge to Year 1
Repeat actions that have an effect.	Use all their senses in hands-on exploration of natural materials.	Talk about members of their immediate family and community.	<p>Past and Present (History foundations)</p>  <ul style="list-style-type: none"> • Talks about special times and events in their own life and their family. • Shows interest in photos or stories from the past. • Can use words like "when I was little" or "a long time ago" in conversation. • Notices differences between things from now and the past (e.g., old and new toys, homes, transport). • Listens to and remembers simple stories about people from the past. <p>People, Culture and Communities (Geography foundations)</p>  <ul style="list-style-type: none"> • Can talk about places they have been, like the park, shops, or seaside. • Begins to describe features of their local environment (e.g., "There's a hill," or "We walk past the post box"). • Notices differences between where they live and other places in books, photos, or videos. • Talks about celebrations or traditions that are special to them or their family. • Shows interest in how other people live or celebrate around the world.
Explore materials with different properties.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Name and describe people who are familiar to them.	
Explore natural materials, indoors and outside	Begin to make sense of their own life-story and family's history	Comment on images of familiar situations in the past.	
Explore and respond to different natural phenomena in their setting and on trips.	Show interest in different occupations.	Compare and contrast characters from stories, including figures from the past	
Make connections between the features of their family and other families.	Explore how things work	Draw information from a simple map.	
Notice differences between people	Plant seeds and care for growing plants.	Understand that some places are special to members of their community.	
	Understand the key features of the life cycle of a plant and an animal.	Recognise that people have different beliefs and celebrate special times in different ways.	



Cambridge Park Academy

Character - Preparation - Achievement

<p>Begin to understand the need to respect and care for the natural environment and all living things</p>		<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>The Natural World (Science foundations)</p>  <ul style="list-style-type: none"> • Talks about what they see in the natural world, like trees, animals, weather, or changes in seasons. • Can name and describe some common animals and plants. • Explores natural objects using their senses (e.g., "It's rough," "It smells sweet"). • Begins to notice and talk about changes (e.g., melting ice, growing seeds, rain turning to puddles). • Understands simple features of the weather and seasons. • Knows that some things are living and some are not
<p>Explore and talk about different forces they can feel.</p>		<p>Explore the natural world around them</p>	<ul style="list-style-type: none"> • Understands simple features of the weather and seasons. • Knows that some things are living and some are not
<p>Talk about the differences between materials and changes they notice.</p>		<p>Describe what they see, hear and feel whilst outside.</p>	<ul style="list-style-type: none"> • Knows that some things are living and some are not
<p>Continue developing positive attitudes about the differences between people.</p>		<p>Recognise some environments that are different from the one in which they live.</p>	<p>Understanding Ourselves and Others</p> 
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p>Understand the effect of changing seasons on the natural world around them.</p>	<ul style="list-style-type: none"> • Begin to talk about their own feelings, likes, and dislikes, and recognise that others may feel differently. • Show increasing awareness of how actions affect others, • Begin to understand the importance of kindness, sharing. • Describe special times, people, and celebrations in their own lives. • Begin to show curiosity about the beliefs and traditions of others. • Begin to understand that people belong to different families, cultures, and faith groups, • Begin to value differences in beliefs, appearances, and ways of life. • Recognise some religious and cultural symbols (e.g. a cross, a mosque, candles) • Begin to talk about why symbols are important to some people. • Children can name people in their lives who help them stay safe and healthy • Begin to understand the need for personal hygiene, good eating habits, and rest. • Begin to talk about things that cause worry • Know how to make simple safe choices at home and school.

Exploring and Using Technology



Computing



Cambridge Park Academy

Character - Preparation - Achievement

Stage 1	Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> Shows curiosity about technology they see in everyday life (e.g. phones, remotes, buttons). Imitates adult actions with pretend or real technology (e.g. pressing buttons, swiping screens). Begins to understand that pressing buttons or touching a screen causes something to happen. Uses simple electronic toys (e.g. pop-up toys, cause-and-effect apps) with support. 	<ul style="list-style-type: none"> Recognises and names everyday technology (e.g. tablet, phone, computer, camera). Operates simple programs or apps with adult help (e.g. dragging, tapping, swiping). Understands that technology can be used to play, find things out, or communicate. Begins to make choices when using digital devices (e.g. selecting a game or picture). 	<ul style="list-style-type: none"> Uses simple programs or apps to complete tasks (e.g. matching games, drawing tools). Talks about how they use technology at home and in school (e.g. "I use the iPad to draw"). Begins to understand that digital devices can store information (e.g. pictures, games). Follows simple instructions to use digital tools for a purpose (e.g. taking a photo, recording sound). Begins to show awareness of how to use digital tools safely with adult guidance. 	<ul style="list-style-type: none"> Uses a range of technology with confidence to explore, create, and communicate ideas. Understands basic rules for staying safe online (e.g. ask an adult, don't share names or pictures). Uses age-appropriate apps or software to create digital work (e.g. draw, record, type, photograph). Understands that information can be found online and begins to ask questions to find things out. Begins to understand how devices are used to connect with others (e.g. video calls, messages). Uses simple input devices (e.g. mouse, keyboard, touchscreen) with developing control. Can explain what they are doing when using a digital device (e.g. "I'm making a picture", "I'm listening to music").

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.

Stage 1	Stage 2	Stage 3	Stage 4
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Cambridge Park Academy

Character - Preparation - Achievement

<p>Show attention to sounds and music.</p>  <p>Music</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>  <p>PSHE</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>  <p>Art and Design</p>  <p>PSHE</p>	<p>Creating with Materials (Art and Design Foundations)</p>  <p>Art and Design</p> <ul style="list-style-type: none"> • Chooses and uses a variety of tools, colours, and materials with increasing control. • Talks about what they are making and why. • Joins materials together using glue, tape, or simple folding. • Explores different textures, shapes, and colours in their artwork. • Notices and talks about patterns and designs in the environment. • Begins to plan what they want to make and adapts it as they go. • Explores how materials can be changed (e.g., mixing paint, scrunching paper). • Enjoys building and constructing for a purpose, such as making a model or home.
<p>Respond emotionally and physically to music when it changes.</p>  <p>Music</p>  <p>PSHE</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>  <p>PSHE</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>  <p>PSHE</p>	
<p>Move and dance to music.</p>  <p>Music</p>  <p>PE</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>  <p>Art and Design</p>  <p>PSHE</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>  <p>Science</p>  <p>Art and Design</p>  <p>PSHE</p>	
<p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'</p>  <p>Music</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>  <p>Science</p>  <p>Art and Design</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>  <p>Music</p>	
<p>Explore their voices and enjoy making sounds.</p>  <p>Music</p>  <p>PSHE</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>  <p>Science</p>  <p>Art and Design</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>  <p>Music</p>	
<p>Join in with songs and rhymes, making some sounds.</p>  <p>PSHE</p>  <p>Music</p>	<p>Join different materials and explore different textures.</p>  <p>Science</p>  <p>Art and Design</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>  <p>Music</p>	
<p>Make rhythmical and repetitive sounds.</p>  <p>Music</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>  <p>Art and Design</p>	<p>Develop storylines in their pretend play.</p>  <p>PSHE</p>	
<p>Explore a range of soundmakers and instruments and play them in different ways.</p>  <p>Music</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>  <p>Art and Design</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>  <p>Music</p>  <p>PSHE</p>	
<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>  <p>PSHE</p>  <p>Art and Design</p>	<p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>  <p>Art and Design</p>  <p>Science</p>  <p>PSHE</p>		
<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>  <p>Art and Design</p>	<p>Explore colour and colour mixing.</p>  <p>Art and Design</p>		
 <p>PSHE</p>  <p>Art and Design</p>	<p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>  <p>Art and Design</p>  <p>PSHE</p>		













Being Imaginative and Expressive Foundations

- Uses role play, music, movement, and storytelling to express their ideas.
- Sings songs and rhymes from memory and makes up their own tunes or words.
- Explores different instruments and the sounds they make.
- Uses movement and sound to show feelings, actions, or characters.
- Makes up stories during imaginative play, sometimes involving others.
- Enjoys performing or showing others what they have made or done.
- Talks about their creations and how they made them.
- Shows interest in art, music, or dance they see in books, performances, or displays.



Cambridge Park Academy

Character - Preparation - Achievement

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.			
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'	 Music	Listen with increased attention to sounds.	 PSHE Music
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	 PSHE	Respond to what they have heard, expressing their thoughts and feelings	 Music PSHE
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	 Science Art and Design	Remember and sing entire songs.	 Music
Use their imagination as they consider what they can do with different materials.	 Science Art and Design	Sing the pitch of a tone sung by another person ('pitch match').	 Music
Make simple models which express their ideas	 Art and Design	Sing the melodic shape (moving melody, such as up and down and up) of familiar songs.	 Music
		Create their own songs or improvise a song around one they know	 Music
		Play instruments with increasing control to express their feelings and ideas.	 Music