



St Nicholas Catholic Primary School
Curriculum- EYFS



Intent Statement

At St Nicholas Catholic School, we believe in providing a secure foundation for learning and development for our children. Our intent is to deliver a broad and balanced EYFS curriculum that is ambitious, challenging and engaging. Early Learning Goals, within the Development Matters, set the expectations of what children should be able to do at the end of the Early Years Foundation Stage. However, we aspire for our children to be able to do more, experience more and contribute more. To this end, we have developed a bespoke programme of study enhanced with curriculum enrichment that is driven by our four fundamental EYFS curriculum drivers.

Our EYFS curriculum allows children to develop interpersonal skills, build resilience and become creative thinkers, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our ethos is to support children's personal, social and emotional development and have given consideration to what would be needed to add value to our children's cultural capital. This consequently encompasses the need for children to be exposed to a range of experiences that broadens their understanding and equips them with the skills needed to be successful, confident, lifelong learners whom reach their full potential.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful. It is the role of the setting to help the children experience the awe and wonder of the world through the seven areas of learning, setting ambitious expectations for all children.

We want our children to:

- Have a positive, confident attitude to learning.
- Show initiative, ask questions and are prepared to use a variety of ways to learn.
- Be curious and able to learn from their mistakes and can describe their progress
- Be prepared to persevere and stay involved in their learning, even when difficult
- Help each other and work collaboratively.

Implementation

At St Nicholas Catholic School, we look at children's starting points and experiences. The curriculum and Early Years practice have been shaped with respect to the four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum programme of study has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful links. Inviting environments and the classroom as a 'third teacher' stimulate children and ignites sparks of interest; engaging them in quality thinking and reasoning. Explicit 'thematic' weekly and medium term planning is responsive to the children's needs as well as "in the moment" planning that nurtures the spark and embellishes upon the interest. Both incorporate holistic approaches to teaching and learning.

Pupils work towards the Early Learning Goals of the Early Years Foundation Stage with the intention of being ready to move onto the National Curriculum Programmes of Study at the start of Year 1. Throughout this period and beyond children are still developing their phonic knowledge and their fluency in reading through structured teaching with fidelity to the Read, Write Inc. phonics programme.

The delivery of the curriculum uses an integrated thematic approach where the 17 areas of learning and development are integrated into a theme if appropriate but also taught discretely where this might be more suitable to the circumstances. Throughout the year we have special days or weeks which have a clear focus, for example; Science Week, World Book Day and Hero Day. These are special events that enable children to put learning into practice in a variety of other situations.

We take pride in providing a highly inclusive environment, where learners of all abilities can demonstrate high levels of enjoyment in their education and many make good progress in their learning. Children at all levels of ability are helped to achieve their potential. Through pupil progress analysis, those who learn rapidly are challenged and supported with tasks that provide opportunities to develop mastery. Those children whom are presented with a barrier to learning are provided with targeted support through modified activities and additional interventions in order to embed skills.

Impact

Our curriculum program of study will ensure that children are equipped with skill sets and prepared for KS1 and the future. During their time in EYFS they become fantastic role models and the very best of themselves. Their individuality is valued and the unique child has every opportunity to achieve and excel, based upon their own personal strengths, interest and core values whilst learning in EYFS, and in the future.

From different starting points, children progressing from their first year in Nursery to transitioning into Year 1 will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be promoted and eventually mastered to ensure children are ready and fully prepared to begin learning the National Curriculum programme of study in Year 1.

Children will;

- Be eloquent orators who have strong communication skills. They will be able to talk fluently as well as listen respectfully and with tolerance to the views of others.
- Take pride in all that they do themselves, others and their community. They will always strive for the very best.
- Demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge whilst managing risks.
- Develop a sense of self-awareness and become confident in their own abilities.
- Be kind, respectful and honest, demonstrating inclusive attitudes and have a sense of their role in wider society.

EYFS - Reception	Autumn 1 Baseline	Autumn 2 Checkpoint	Spring 1	Spring 2 Checkpoint	Summer 1	Summer 2 ELG - End of EYFS
Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Religious Education	<p>Religious Education is carefully planned throughout the year linking with the liturgical calendar and Living and growing as children of God.</p> <p>All aspects of developing spiritually are considered throughout daily classroom prayer key stage and whole school collective worship. Gospel virtues and themes of the liturgical year are threaded through all learning.</p> <p>Observations, next steps and target setting support the spiritual development of individuals, with assessed units throughout the academic year.</p>					
Living and Growing as People of God	<ul style="list-style-type: none"> • Home visits and baseline. • Creation - God's gifts. Assessed Unit 	<ul style="list-style-type: none"> • People who care for us. Assessed Unit • Advent. 	<ul style="list-style-type: none"> • Christmas. • People who help us. • Prayer. 	<ul style="list-style-type: none"> • Lent & Holy week. • Easter. Assessed Unit 	<ul style="list-style-type: none"> • Pentecost. • Baptism. 	<ul style="list-style-type: none"> • World religious fortnight. • Baptism.

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Communication and language	<p>All aspects of developing C&L are considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on C&L as well as “talking buddies” and clear classroom rules and routines. Observations, next steps and target setting support the development of individuals.</p> <p>Intervention programmes e.g. Wellcomm and nurture groups are designed to support children who are not making the expected progress throughout the year.</p>					
Development matters and ELG	<p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences that are joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</p>	<p>Understand how to listen carefully and why listening is important. Describe events in some detail.</p> <p>Develop social phrases. Engage in story time. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><u>Listening Attention and Understanding - ELG</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking - ELG</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		

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Personal, Social, Emotional Development	The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					
Development matters and ELG	<p>Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - tooth brushing - having a good sleep routine.</p>	<p>See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - being a safe pedestrian.</p>		<p><u>Self-Regulation - ELG</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self - ELG</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationship - ELG</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. 	

	parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.					
PSHE	Good to be me <ul style="list-style-type: none"> ● Marvellous Me ● Feelings ● Uncomfortable feelings ● Changes ● Things I like 	Relationships <ul style="list-style-type: none"> ● VIPs ● Family ● Friends ● Falling out ● Working together 	Being Healthy <ul style="list-style-type: none"> ● Mental Wellbeing ● Internet safety and harms ● Physical Health and fitness ● Healthy Eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid 	Going for goals <ul style="list-style-type: none"> ● Star Qualities ● Positive learners ● Bright futures ● Jobs for all ● Going for goals ● Looking forward 	Getting on and Falling out <ul style="list-style-type: none"> ● Together everyone achieves more ● Listening ● Being Kind ● Bullying & Teasing ● Brilliant brains ● Making good choices 	Changes <ul style="list-style-type: none"> ● Me, My Body, My Health ● Emotional Wellbeing ● Life cycles ● Personal relationships ● Keeping safe ● Living in the wider world

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Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Physical Development	<p>PD (gross motor) is planned through PE sessions taught weekly and enhanced through continuous provision- outdoor classroom.</p> <p>All aspects of developing PD are considered throughout daily classroom practice, continuous provision.</p> <p>Observations, next steps and target setting support the development of individuals.</p> <p>Intervention programmes are designed to support children who are not making the expected progress throughout the year.</p>					
Development matters and ELG	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross motor - ELG</u></p> <ul style="list-style-type: none"> • Negotiates space and obstacles safely, with consideration for themselves and others. • Demonstrates strength, balance and coordination when playing. • Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine motor - ELG</u></p> <ul style="list-style-type: none"> • Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Uses a range of small tools, including scissors, paintbrushes and cutlery. • Begins to show accuracy and care when drawing 		

<p>PE Focus</p>	<p><u>Introduction to PE: Unit 1</u> In this unit, children will be introduced to structured movement through the topic of 'fantasy and adventure'. Learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will develop fundamental movement skills such as running, jumping, skipping.</p>	<p><u>Introduction to PE: Unit 2</u> In this unit, children will be introduced to structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p>	<p><u>Fundamentals: Unit 1</u> In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p><u>Dance: Unit 1</u> In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They</p>	<p><u>Fundamentals: Unit 2</u> In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	<p><u>Ball skills: Unit 1</u> In this unit children will develop their ball skills through the topic of 'Minibeast'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p><u>Dance: Unit 2</u> In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance</p>	<p><u>Ball skills: Unit 2</u> In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>
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			perform to others and begin to provide simple feedback.		through the world around them. They perform to others and begin to provide simple feedback.	
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Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Maths	<p>We deliver a mastery approach to maths, supported by Power Maths and the NCETM mastering number programme. Observations, next steps and target setting support the development of individuals. Intervention programmes are designed to support children who are not making the expected progress throughout the year.</p>					
Development matters and ELG	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and Mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Subitise.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compare length, weight and capacity</p>	<p><u>Number - ELG</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns - ELG</u></p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		

	<ul style="list-style-type: none">● Unit 1: Numbers to 5● Unit 2: Comparing groups within 5● Unit 3:● Shape (2D and 3D shapes)● Unit 4: Change within 5● Unit 5: Number bonds within 5● Unit 6: Space	<ul style="list-style-type: none">● Unit 7: Numbers to 10● Unit 8: Comparing numbers within 10● Unit 9: Addition to 10● Unit 10: Measure (length, height and weight)● Unit 11: Number bonds to 10● Unit 12: Subtraction● Unit 13: Exploring patterns	<ul style="list-style-type: none">● Unit 14: Counting on and counting back● Unit 15: Number bonds to 20● Unit 16: Numerical patterns● Unit 17: Shape (Composing and decomposing shapes)● Unit 18: Measure (volume and capacity)● Unit 19: Sorting● Unit 20: Time
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Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Literacy	<p>Literacy focusses and introduced by quality texts shared with children based on their interests within an overarching theme of learning (big question/I wonder) for the half term.</p> <p>A systematic teaching of phonics is taught daily using the RWI scheme.</p> <p>Observations, next steps and target setting support the development of individuals.</p> <p>Intervention programmes are designed to support children who are not making the expected progress throughout the year.</p>					
Development matters and ELG	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><u>Comprehension -ELG</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>Word Reading - ELG</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Writing - ELG</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 		

Texts/Story	Familiar texts. Focuses upon families, friendships and new environments. Lead taken from children's interests.	Funny bones Owl Babies Leaf man The enormous turnip Jolly Christmas postman.	Lily and the snowman Little red riding hood Goldilocks and the three bears The three little pigs The Gruffalo Paddington bear tales	Dinosaur roar Bubbles Jaspers beanstalk Elliot midnight super hero You can't take an elephant on the bus	Sleeping beauty Princess and the pea Farmer duck What the ladybird heard The little red hen	Chicks Tadpoles promise The Very Hungry Caterpillar Tiddler Room on the broom
Phonics	Set 1 phonics m, a, s, d, t, i, n, p, g, o, c, k, b, u, f, e, l, h, r. Focus on sound introduction and letter formation.	Set 1 phonics sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk. Focus on sound introduction and letter formation.	Red ditty group Revisit and consolidate set 1 sounds Green ditty group Set 2 phonics ay, ee, igh, ow, oo,		Red ditty group Revisit and consolidate set 1 sounds Green ditty group Set 2 phonics ar, or, ir, ou, air, oy	
Writing opportunities	<ul style="list-style-type: none"> Name writing Initial sound writing Letter formation 	<ul style="list-style-type: none"> Labelling Describing feelings Setting description List writing Letter writing Instructions 	<ul style="list-style-type: none"> Sequencing events Recipe Information writing Poem Postcard 	<ul style="list-style-type: none"> Fact file Descriptive writing Labelling Description Directions 	<ul style="list-style-type: none"> Re tell Letter Speech bubble Poster writing Persuasive write 	<ul style="list-style-type: none"> Descriptive write Life cycle Narrative Recount- diary Recipe
English Punctuation & Grammar	Capital letter for I Capital letter for names	Count words in a sentence, order words correctly in a sentence	Capital letter at the beginning of a sentence Full stop at the end of sentence.		Discuss use of other basic punctuation for effect Edit a sentence for keywords, capital letters and full stops.	

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Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Understanding the world	<p>Aspects of History, geography and science appear within the Area of Learning Understanding the World, Children will learn through experiences that introduce the concept of time and change learning about people, places and the world around us. Each day as they learn to make sense of the world and move about within it.</p> <p>This will also link to Communication and Language (Understanding and Speaking).</p> <p>Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>To meet the Early Learning Goal children should be able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children will be able to answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children learn about their immediate locality and places around our school and grounds. They learn about familiar features such as houses, farms and shops building on their everyday experiences. They will encounter distant places through topics and stories. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us. The children also learn about the different jobs which people do in our community.</p> <p>Children will also explore and become familiar with elements of the world around us including showing care and concern for living things. Noticing patterns, similarities, differences and changes through observations and exploring our environment.</p> <p>Children will be given opportunities to explore the world through Cultural capital that is incorporated into all topics.</p> <p>Observations, next steps and target setting support the development of individuals.</p> <p>Intervention programmes are designed to support children who are not making the expected progress throughout the year.</p>					
Development matters and ELG	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary Show interest in different occupations</p> <p>Explore how things work</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Past and Present - ELG</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities - ELG</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and 		

					<p>cultural communities in this country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. <p><u>The Natural World - ELG</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
<p>Cultural celebrations</p>	<ul style="list-style-type: none"> • Roald Dahl day • Recycle week • Black history month • World space week • World mental health day 	<ul style="list-style-type: none"> • All Saints/ All Souls • Diwali • Bonfire night • World science day • Remembrance day • Road safety week • Anti-bullying week • St Andrews day • Hanukkah • Advent 	<ul style="list-style-type: none"> • Chinese new year • Rosa Parks day g garden bird watch • National story telling week • Winnie the pooh day • National handwriting day • Australia day • Safer internet day • Science week • Valentines • Lent • St Patricks • Ramadan • Earth day • World book day 	<ul style="list-style-type: none"> • Mother’s day • St Georges day • The queen’s birthday • International dance day 	<ul style="list-style-type: none"> • Summer solstice • Father’s day • David Attenborough birthday • Deaf awareness week • Walk to school week • International day of families 	<ul style="list-style-type: none"> • Eid • Child safety week • Healthy eating week • World music day • NHS’s birthday • World chocolate day • Moon landing

Activities	Role-play – home Dress up areas Family Show care and concern for living things and the environment. Continuous provision: Construction equipment Computers	Role-play Post Office Christmas shop Nativity story Christmas activities Family and celebrations Caring for animals in winter Making parachutes Use blu-bots to create a route for the Gruffalo Make vegetable soup Continuous provision: Investigate magnets Construction equipment Computers Science investigation Writing equipment Measuring equipment	Floating and sinking Nocturnal animals Label features of owls Make bird feeders Make a snow globe weather/season observations Look closely at similarities, differences, patterns and change.		Find similarities and differences in relation to places, objects, materials and living things. Make observations of animals and plants and explain why some things occur, and talk about changes.	
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Across the year Celebration/ themed days will also support links of understanding the world and out learning into context through real life examples.

Possible celebration/ theme days	Home visits and settling in. Bring a toy to your new school day.	Road safety dress up day. St. Nicholas Red day.	Science week - scientist dress up day. World book day.	DT careers day?	Walk to school week.	
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EYFS - Reception	Autumn 1 Baseline	Autumn 2 Checkpoint	Spring 1	Spring 2 Checkpoint	Summer 1	Summer 2 ELG - End of EYFS
Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Expressive Art and Design	<p>Throughout the expressive art and design curriculum children will be given the opportunity to be imaginative and expressive by exploring materials, tools and techniques. Linking to topics children will be able to create individual and group pieces of artwork. Painting, collaging, designing, making sketching and other skills will be developed through exploring linked topics and exploring famous artists and designers through our cultural capital sessions.</p> <p>Children will also explore ways of being expressive and imaginative through singing, dancing and responding to rhythms. Nursery rhymes, poems and story retelling will offer opportunities for children to be confident in linking to expressive art with their developing communication and language skills.</p> <p>Observations, next steps and target setting support the development of individuals.</p> <p>Intervention programmes are designed to support children who are not making the expected progress throughout the year.</p>					
Development matters and ELG	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><u>Creating with Materials -ELG</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive - ELG</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 		

Activities	Self-portraits Colour mixing Mark making Large scale painting Junk modelling Sketching Rhymes about ourselves I'm a little teapot Twinkle twinkle	X-ray artwork Making owls Printing with tools Natural art work using leaves Autumn artwork – found objects Vegetable printing Collage Story retelling through songs	Paper folding Printing Collage with a range of materials	fossil making bubble painting planting of beanstalks animal art sketching	natural art work painting collage sketching	sewing modelling animals making butterflies making chicks
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EYFS - Reception	Autumn 1 Baseline	Autumn 2 Checkpoint	Spring 1	Spring 2 Checkpoint	Summer 1	Summer 2 ELG - End of EYFS
Theme	Who am I?	What can you see?	Who will we meet?	Where could we go?	How can we help?	What happens next?
Computing	<p>In the EYFS computing is not taught as a standalone subject as just like pens and pencils it should just form part of the overall education in EYFS. Using cameras, Sound/ voice recorders, iPad, computers and programs on the IWB should encourage children to be aware that technology is part of the world they live in. Screen-based technology is used in more active, creative, and collaborative ways that encourage communication. Children work together to tell a story or recount an event using the interactive whiteboard software or an iPad. These tools allow children to combine text, sounds and images in their own ways to express their ideas. Cameras can allow children to create an image of a moment and to express an idea long before they can read or write. Sound recording devices are used to capture ideas or concepts.</p>					
Music	<p>Who shall I be today? Singing, playing, listening, responding, moving to music. Children dress up and engage in imaginative play, acting out hopes and dreams..</p>	<p>Our growing world? Singing, playing, listening, responding, moving to music. Children engage with the natural world and the creativity it inspires.</p>	<p>Amazing African Animals Singing, playing, listening, responding, moving to music. Children learn about the diverse continent of Africa and meet some of its most loved inhabitants.</p>	<p>Under the Sea Singing, playing, listening, responding, moving to music. Children dive into a watery world, full of mysterious and exciting marine life.</p>	<p>Busy City Singing, playing, listening, responding, moving to music. Children explore and compare urban and rural environments.</p>	<p>Let's Go Green Singing, playing, listening, responding, moving to music. Children think of Imaginative ways to reuse and recycle.</p>

EYFS - Reception	Autumn Module 1 – Created and Loved by God	Spring Module 2 – Created to Love Others	Summer Module 3 – Created to Live in Community
RSHE	<p>Unit 1 – Religious Understanding</p> <ul style="list-style-type: none"> - Handmade with Love <p>Unit 2 – Me, My Body, My Health</p> <ul style="list-style-type: none"> - I am me - Heads, Shoulders, Knees and Toes - Ready Teddy? <p>Unit 3 – Emotional Well-Being</p> <ul style="list-style-type: none"> - I Like, You Like, We All Like! - All the Feelings! - Let's Get Real <p>Unit 4 – Life Cycles</p> <ul style="list-style-type: none"> - Growing Up 	<p>Unit 1 – Religious Understanding</p> <ul style="list-style-type: none"> - Role Model <p>Unit 2 – Personal Relationships</p> <ul style="list-style-type: none"> - Who's Who? - You've Got a Friend in Me - Forever Friends <p>Unit 3 – Keeping Safe</p> <ul style="list-style-type: none"> - Safe Inside and Out - My Body, My Rules - Feeling Poorly - People Who Help Us 	<p>Unit 1 – Religious Understanding</p> <ul style="list-style-type: none"> - God is Love - Loving God, Loving Others <p>Unit 2 – Living in the Wider World</p> <ul style="list-style-type: none"> - Me, You, Us