



EYFS



Reception Curriculum Overview

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning. Each area of learning continues to be scaffolded as new skills, knowledge and understanding is introduced (for example we will continue to sing nursery rhymes throughout the year even if it does not mention this in every column).

Characteristics Of Effective Learning	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
Overarching Principles	Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development Children develop and learn at different rates. We must be aware of children who need greater support than others.
Play	PLAY At St. Gregory's Catholic Primary School we understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to



	develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework and children's interests Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.					
Assessment Opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term (NFER) Phonic Intervention RWI regular assessments	On-going assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments	EYFS team meetings Phase meeting and internal moderations EYFS data	Pupil progress meetings Parents evening info	Pupil progress meetings Parents evening info	EYFSP data GLD data

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predictable and Seasonal Topics/Areas of Interest NB: These themes may be adapted at various points to allow for children's interests to flow	All About Me – Transition /Starting New Class Traditional Tales The Season of Autumn	Christmas/Nativity Story Traditional Tales Hibernation The Season of Autumn Christmas traditions Winter and Christmas crafts	The Season of Winter People Who Help Us Traditional Tales	Easter Traditional Tales Recycling and Looking after the planet	The Season of Spring Traditional Tales Growing / Planting New Life Life cycles	The Season of Summer Traditional Tales School Transition Minibeasts



through the provision						
Predictable Events And Activities	Settling in Birthdays Favourite Songs	Diwali Bonfire Night Remembrance Day Christmas celebrations Nativity Black History Month	Chinese New Year Valentine's Day Internet Safety Day	Easter Shrove Tuesday Ash Wednesday Lent Mother's Day World Book Day St Patricks Day	Spring Walk St George's Day	Sports Day-Health and Well being week Father's Day Transition Visits to School
Key Texts for Predictable topics	The Colour Monster The Three Little Pigs All Are Welcome Giraffe's Can't Dance Five Minutes Peace	Pumpkin Soup Leaf Man Goldilocks and the Three Bears The Bears Book (non-fiction) Diwali (non-fiction)	Winter (non-fiction) My Book of Maps	When Will It Be Spring? Spring (non-fiction) Easter Story	Jasper's Beanstalk The Enormous Turnip Oliver's Vegetables The Tiny Seed	Summer (non-fiction) The Bad Tempered Ladybird Are you a Ladybird? (non-fiction) Mad About Minibeasts The Crunching Munching Caterpillar



Communication and Language Talk to parents about what language they speak at home, try and learn a few keywords and celebrate multilingualism in our setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, stories, singing and role play					
	Listening, Attention And Understanding Understand how to listen carefully and why Listening is important. Understand a question or instruction that has two parts, such as: “Get	Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding. Speaking Describe events in increasing detail. Connect one idea to another using a range of connectives.	Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Speaking Listen to and talk about selected fiction	Listening, Attention and Understanding With adult support, use talk to work out problems together and to come up with ideas of how to solve. 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.	Listening, Attention and Understanding Use talk to work out problems together and to come up with ideas of how to solve. 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.



	your coat and wait at the door” Speaking Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	and some in their own words. To talk about the plot and main events in the story Ask questions to find out more and to check they understand what has been said to them.	Articulate ideas and thoughts in well-formed sentences.	and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Speaking 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.	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 Speaking 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
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					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.	of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Communication and Language Early Learning Goal	ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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. ELG: Speaking Children at the expected level of development will: - 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.					
Personal Social and Emotional Development	Seeks out companionship with adults and other children, sharing	Shows increasing consideration of other people's needs and gradually more impulse control in.	Enjoys playing alone, alongside and with others, inviting others to play and	Seeks out companionship with adults and other children, sharing	Shows increasing consideration of other people's needs and gradually more impulse control.	Enjoys playing alone, alongside and with others, inviting others to play and



	experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Expresses some feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. Recognises that they belong to different	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others'. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Enjoys a sense of belonging through being involved in daily tasks. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Talks about how others might be	attempting to join others' play. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Shows their confidence and self-esteem through being outgoing towards people. Taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. Shows confidence in speaking to others about their own needs, wants, interests and	experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways. Identifies themselves in relation to social groups and to their peers. Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others'. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Enjoys a sense of belonging through being involved in daily tasks. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Talks about how others might be	attempting to join others' play. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.
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	communities and social groups and communicates freely about own home and community.	feeling and responds according to their his understanding of the other person's needs and wants.	opinions in familiar group. Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and others' feelings and behaviour and its consequences.	excitement and anxiety, guilt and self-doubt. Recognises that they belong to different communities and social groups and communicates freely about own home and community.	feeling and responds according to their his understanding of the other person's needs and wants.	Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and others' feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.
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	Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. Building Relationships Play with one or more other children, extending and elaborating play ideas.	Self-Regulation Identify and moderate their own feelings socially and emotionally. Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others.	Self-Regulation Talk with others to solve conflicts. Managing Self See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed). Building Relationships Help to find solutions to conflicts and rivalries.	Self-Regulation Show resilience and perseverance in the face of challenge. Managing Self Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. Building Relationships Build constructive and respectful relationships.	Self-Regulation 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. Managing Self Be confident to try new activities and	Self-Regulation 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. Managing Self Be confident to try new activities and
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					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 Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	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 Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers
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					Show sensitivity to their own and to others' needs.	Show sensitivity to their own and to others' needs.
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JIGSAW SCHEME (PSHE)	<u>Being Me In My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special To know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be kind friend To know which words to use to stand up for myself when someone says or does something unkind	I understand what a challenge means. I can keep trying until I can do something I can set a goal and work towards it I know some kind words to encourage people with I can start to think about the jobs I might like to do when I'm older I can feel proud when I achieve a goal I can work hard to achieve my own dreams and goals	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception



				especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me		
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Personal, Social and Emotional Development	ELG: Self-Regulation Children at the expected level of development will: - 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. ELG: Managing Self Children at the expected level of development will: - 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. ELG: Building Relationships Children at the expected level of development will: - 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.
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Gross Motor	Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene.	Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing.	Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Confidently negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically and with skill, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.	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,	Use a comfortable grip with good control when holding pens and pencils.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.



		scissors, knives, forks and spoons.			Begin to show accuracy and care when drawing.	Begin to show accuracy and care when drawing.
Physical Development Early Learning Goal	<u>ELG: Gross Motor Skills</u> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>ELG: Fine Motor Skills</u> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					

LITERACY	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Word reading	Word reading	Word reading	Word reading	Word reading	Word reading
	Understand the five key	Develop			Say a sound for	



	concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Comprehension Ask questions about books. Make comments and share their own ideas . Develop play around favourite stories using props. Writing Write some or all of their name. Write some letters accurately.	phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. Comprehension Engage in extended conversations about stories, learning new vocabulary Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.	Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment. Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Writing Spell words by identifying the sounds and then writing the sound with letter/s	Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	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. Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words	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. Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives
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				Re-read what they have written to check that it makes sense.	and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems Writing 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.	using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play independently. Writing 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.
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					Begin to write simple phrases and sentences that can be read by others	Write simple phrases and sentences that can be read by others
Phonics	Read Write Inc. learning flashcard pictures and letter sounds. In the Spring/Summer terms, as well as continuing with Phase 1 phonics, nursery children will be introduced to graphemes using Read, Write Inc. The children will be learning to recognise individual letter sounds and will practise pronouncing their phonemes.					
	Phonic Sounds: RWI Set 1 whole class Read single-letter Set 1 sounds (first 16) Reading: Initial sounds, oral blending, CVC sounds. Children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their	Phonic Sounds: RWI Differentiated groups Read all Set 1 singleletter sounds. Blend sounds into words orally Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.	Phonic Sounds: RWI Differentiated groups / Ditties Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.	Phonic Sounds: RWI Differentiated groups Read Red Storybooks. Read 4 double consonants Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.	Phonic Sounds: RWI Differentiated groups: Read Green Storybooks Reading: Non-fiction texts, Internal blending. Read words consistent with their phonic knowledge by sound blending.	Phonic Sounds: RWI Differentiated groups Read Green or Purple Storybooks Read first 6 Set 2 sounds Reading: Reading simple sentences consistent with their phonic knowledge.



	developing phonic knowledge.					
Read to Write	The Something A losing story Animal information	Star in a Jar Finding story Poster	Little Red Traditional Tale Instructions	Juniper Jupiter Superhero story Letter	The Storm Whale A friendship story Poetry	The Extraordinary Gardener A transformation story Instructions
Literacy Early Learning Goal	ELG: Comprehension Children at the expected level of development will: - 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. ELG: Word Reading Children at the expected level of development will: - 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. ELG: Writing Children at the expected level of development will: - -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.					
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In					



	addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.		
Mathematics- White Rose /Master the curriculum	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills



	number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round.	cardinality and ordinality through the 'staircase' pattern. • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10. Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.	including when using a rekenrek
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	Describe sequence of events (real or fictional) using words such as first, then, next.				
	ELG: Number Children at the expected level of development will: - 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. ELG: Numerical Patterns Children at the expected level of development will: - 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.				
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.				
	Past and Present	Past and Present Begin to make sense of their own life story	Past and Present	Past and Present	Past and Present



	Begin to make sense of their own life story and family's history. Comment on images of familiar situations in the past. People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk	and family's history. Comment on images of familiar situations in the past. People Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways. The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	Compare and contrast characters from stories including figures from the past. People, Culture and Communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map. The Natural World Recognise some environments that are different to the one in which they live. Understand the	Compare and contrast characters from stories including figures from the past. People Culture and Communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Talk	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. People, Culture and Communities Describe their immediate environment using	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. People Culture and Communities Describe their immediate environment using
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	about the differences they have experienced or seen in photos.		effects of the changing seasons on the natural world around them.	about what they see, using a wide range of vocabulary. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries. The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Plant seeds and care for growing plants. Understand the key features of the life	knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries.. The Natural World 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.
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					cycle of a plant and an animal. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
R.E (Come and See)	Topic 1-Myself Topic 2- Welcome	Topic 2- Welcome Topic 3-Birthday (Advent /Christmas) Other Faith Week	Topic 4-Celebrating Topic 5- Gathering	Topic 6- Growing Topic 7- Good News Other Faith Week	Topic 7-Good News Topic 8- Friends	Topic 9- Our World Other Faith Week
Moral & Spiritual	Strategies for coping with frustration and making mistakes. Knowing that they are valued as part of the class.	Strategies for coping with frustration and making mistakes. Knowledge of Christmas story. Knowledge that Diwali is a Hindu celebration.	Understand the difference between fair and unfair through discussion and modelling. Discussing the wonder and beauty of the natural world – different animals.	Understanding of the difference between right and wrong. Knowing that their rights will be respected but that others also have a right to be respected.	Understanding that people have different needs. The wonder and beauty of the outdoors, new life and growth.	Considering the consequences of words and actions for self and others. Understanding of what makes them special and unique.



				Understanding that people have different needs.		
Understanding the World Early Learning Goal	ELG: Past and Present Children at the expected level of development will: - 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. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. ELG: The Natural World Children at the expected level of development will: - 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.					
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					



	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop own ideas and decide which materials to use to express them.	Create collaboratively sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Show different emotions in their drawings.	Use drawing to represent ideas like movement or loud noises.	Join different materials and explore different textures.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Share their creations, explaining the process they have used	Share their creations, explaining the process they have used
	Explore colour and colour mixing.		Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Develop storylines in their pretend play.	Make use of props and materials when role playing characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive
	Listen with increased attention to sounds.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Create their own songs or improvise a song around one they know.	Play instruments with increasing control to express their feelings and ideas.	Invent, adapt and recount narratives and stories with peers and their teacher.	Invent, adapt and recount narratives and stories with peers and their teacher.
	Respond to what they have heard, expressing their thoughts and feelings.	Sing the pitch of a tone sung by another person 'pitch match'.	Watch and talk about dance and performance art,	Listen attentively, move to and talk about		
	Remember and sing entire songs.	Sing the melodic shape (moving melody, such as up				



		and down, down and up) of familiar song.	expressing their feelings and responses.	music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	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.	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.
Expressive Art and Design Early Learning Goals	ELG: Creating with Materials Children at the expected level of development will: - 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.					



ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.						
British Values: • Democracy • Rule of Law • Liberty • Respect • Tolerance	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
	Class rules – rule of law Books to show positive images of gender, abilities and cultures.	5th November - Gunpowder Plot Encourage group choice and discussion about	Look at art, dance, music and how it forms part of everyday lives of people in the world.	St George's Day – story of George and the Dragon	Celebrate our natural world and how we can look after it.	Learning about different countries, foods and languages – mutual respect & tolerance



	Different books in different languages. Familiar books such as the Gruffalo that children can recognise even if in another language. Traditional stories from around the world. Ensure all children have a voice to be heard all year Looking at different homes	choices and maybe voting on things. Understand manners and politeness and how to be fair. Remembrance Sunday – how soldiers died for our way of life, peace & democracy Multi-cultural items to be added to the role play different ways of eating, dressing Advent & Christmas – Christian tradition Tasting foods from around the world. Hanukkah – Jewish festival Diwali - celebrating Diwali as a Hindu festival; trying different foods.	St David and St Patrick – celebrating different traditions within UK family Work on emotions, turn, taking Chinese New Year – celebrating different cultures	Where do our food and clothes come from? How to support other countries (we all need each other) democracy & rule of law Celebrate uniqueness – talk about differences Easter-Christian Traditions From traditional tales the children will be learning about safety and excellent moral values that arise from the tales, such as not talking to strangers, not going into stranger's homes and not taking other people's belongings.	Be part of the wider community fund raiser for charities.	Talking about special places of worship and how they are different to different people
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