

St Francis Catholic Primary School
Early Years Foundation Stage Curriculum Map

Early Years Foundation Stage - Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children’s interests</i>	I wonder What Makes Me so Special and unique!	How does the world around us change, and how do we celebrate? Seasons and Celebrations	Once Upon a time	I Wonder What Lives in the Garden? All creatures great and small	Superheroes I Wonder Which Special People Help Us? I Wonder What It Is Like on the farm?	I Wonder What It Is Like Under the Sea?
RE	Creation and Covenant Creation story (7days) Our family and the family of the Church Baptism	Prophecy and Promise The Annunciation The journey to Bethlehem Jesus is born The Shepherd’s visit Advent Christmas around the world	Galilee to Jerusalem The Wise Men visit Jesus The journey they made The gifts they gave Jesus and the children The feeding of the five thousand	Desert to Garden Lent Ash Wednesday Jesus in the desert The Good Samaritan	To the ends of the Earth The Ascension Pentecost The fruits of the Holy Spirit	Dialogue and Encounter Saint Peter Saint Paul Being a friend of Jesus The Catholic Church in Ethiopia Other world Religions
RSE - TenTen	<u>Created and Loved by God</u> Developing an understanding of valuing themselves		<u>Created to love others</u> Relationships with family and friends Online safety		<u>Created to live in community</u> Service in the wider community Goals and ambitions for life	
	We use the Ten Ten <i>Life to the Full Plus</i> curriculum to support teaching & learning of PSED. It covers the full scope of the PSED programme of study as outlined in the statutory EYFS framework, but with a faith-based and PSHE-integrated approach					

High quality Texts Wow' moments / Enrichment Online safety & Oral Health	What Makes me a Me? As We Grow So much The Colour Monster Colour monster goes to school. Harry and the Dinosaurs go to School The Invisible String Lost and found A quiet night in You Choose Jesus storybook bible When God made the world God's very good idea Long Walk to Freedom- Nelson Mandela	Percy the Park Keeper (series) We're Going on a Bear Hunt Funny Bones Kipper's Birthday Stickman The Christmas Story Jesus' Christmas Party The Christmas promise Mary's little donkey Song of the stars The littlest watchman The longest wait Joy to the world It's A No-Money Day	Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Little Red Hen Little Red Riding Hood The story of the three wise kings Never too little How can I pray? The boy who shared his sandwich The big umbrella Maddi's fridge	The Very Hungry Caterpillar The Angry Ladybird Superworm Yucky Worms Aargh Spider! The Amazing Life Cycle of Plants Non-fiction books on mini beasts The donkey that no one could ride A very happy Easter The Easter fix Be kind Mama Panya's pancakes Delphine Denise and the Mardi Gras Prize	Supertato (series) Real Superheroes Zog Zog and the Flying Doctors Oliver's vegetables When I grow Up The little red hen Farmer Duck Duck in the truck What the ladybird heard The scarecrows wedding God the Father and the best day ever The day when God made church My best friend the Holy Spirit Gently Bentley Joy This is the Church Father Ben gets ready for Mass Maybe something beautiful	Tiddler Sharing a Shell Commotion in the ocean The night pirates The pirate who said please Pirates in the supermarket Notes from Jesus If Jesus came to visit me The prisoners, the earthquake and the midnight song Paul writes a letter The friend who forgives A handful of buttons
	Autumn Oracy Walk Harvest Festival Black History Month Visit to church- Baptism Visit from a grandparent	Winter Oracy Walk St Francis Feast Day Diwali Bonfire Night Remembrance Day Anti- Bullying Week Pantomime Nativity Production	Spring Oracy Walk Making porridge Building and testing houses/bridges Chinese New Year Growing a beanstalk Safer Internet Day	Spring Oracy Walk Mother's Day World Book Day Ramadan Easter Bonnet Easter Egg hunt Making bread/biscuits Caterpillars and butterflies Chicks in an incubator Planting sunflower seeds	Summer Oracy Walk Fire engine visit Doctor/nurse visit Dentist visit Police visit School trip	Summer Oracy Walk Father's Day World's Ocean Day Pirate Day Year 1 transition
	Chicken Clicking	Healthy Food & Cinderella's smile	The Selfish Crocodile	Digiduck	Dentist role play area Visit from the dentist.	Smartie The Penguin

COEL Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
	Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.
Over Arching Principles 	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. <i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i>

British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values Our World- RE topic;
	Children develop an understanding of respect, cooperation and community through sharing the outdoor learning environment, including toys, bikes and trikes, and by following school rules and expectations. They learn about different cultures and beliefs	Children develop mutual tolerance and respect through events such as Anti-Bullying Week and celebrations from a range of cultures and traditions. We promote an inclusive environment where everyone is valued and different cultures, faiths,	Children develop an understanding of the rule of law through clear school and class rules, cooperative learning and opportunities to work together across both Reception classes. They learn about keeping safe through topics such as People Who Help Us or stranger danger and develop teamwork skills	Children develop an understanding of individual liberty through opportunities to express their own ideas, make choices, and celebrate what makes each person unique. Through learning in RE, Journey in Love and discussions about diversity and differences, children explore their	Children develop an understanding of democracy through daily opportunities to share their views, listen to others and make choices. This is encouraged through activities such as voting for the Book of the Day, participating in collective worship,	

	through visits from members of the wider community, such as Hindu and Sikh visitors and by exploring festivals and celebrations including Diwali, Chinese New Year and Black History Month. Children are encouraged to support charitable causes and develop empathy for others. Daily opportunities for partner work, discussion and collaborative activities help children to listen carefully to the views of others and contribute confidently during class conversations.	beliefs and opinions are respected. Children are encouraged to listen to the feelings and views of others, show empathy and kindness, and learn about people whose experiences may be different from their own. Through this, they develop an understanding of both our similarities and differences and recognise their place within family, school, local and wider communities.	through PE and outdoor games. We help children understand that rules are important so that everyone can feel safe, happy and able to learn. They learn the difference between right and wrong, know who to talk to if they feel unsafe and begin to recognise that their choices and actions have consequences. Children are encouraged to take responsibility for their behaviour and learn from mistakes in a supportive environment.	own identity while learning to respect and value others. We encourage children to share their opinions and know that their voices are important and will be heard. They are supported to develop confidence, try new activities and recognise their own talents and strengths, as well as those of their peers. Through everyday experiences, children learn to become increasingly independent and take pride in their achievements.	circle times, talk partner discussions and group work. We teach children that everyone has the right to be listened to and that all ideas and opinions should be respected. Children learn that voting is a fair way to make decisions and that, whilst the outcome may not always be their preferred choice, the majority decision should be respected. Through play and collaborative activities, they learn to share, take turns, work together and make independent choices with growing confidence.	
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Diversity Texts to be read throughout the year during story time session					
BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families	
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes Love makes a family We are family More people to love me Our class is a family Love makes a family	

Prime Area – Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED Self-Regulation Managing Self Building Relationships Children develop their personal, social and emotional skills throughout the year through by listening and discussing stories, circle time and high-quality interactions.	Being Me in My World Learning about myself and similarities and differences with others. ALL ABOUT ME SHEET - show and tell celebrating what makes me special. Learning about my new school/class and my place in the world. Self-Regulation Children will be able to follow one step instructions and follow our daily routine using our visual timetable. Children will recognise different emotions through stories, songs and circle times. They will talk about their family and starting school. Children will focus during short whole class activities during carpet time and when working with an adult during baseline activities.	Celebrating difference Learning how different families celebrate different festivals at this time. Self-Regulation Children will talk about how they are feeling and to consider others feelings when discussing how different families celebrate and their customs. Managing Self Children will understand the need to have rules when taking part in weekly hymn practise/celebration assembly and discussing the school’s rules and values. Celebration collective worship celebrates those trying hard and highlights the importance of following the rules. Building Relationships	Healthy Me Learning about how to keep ourselves healthy using traditional tales to explore different foods. Learning about Oral health with the very selfish crocodile and free flow and carpet activities to support. Learning about good and bad choices and the consequences of our choices on others. Self-Regulation Children will be able to focus during longer whole class lessons using a range of strategies and with support from staff. Managing Self Children will begin to show resilience and perseverance in the face of a challenge as the directed tasks during the day increase and	Dreams and goals Learning to talk about what I would like to be when I grow up through our superheroes and people who help us learning, talking about real life heroes and the different jobs that people do. Self-Regulation Children will identify and moderate their own feelings socially and emotionally as they gain more independence dealing with friendships. Managing Self Children will develop independence when dressing and undressing to prepare for PE in Year 1. Building Relationships Children will listen to the ideas of other children and agree on a solution and	Relationships As the children move through the summer term they will begin to learn how to cooperate with each other and solve problems with less adult support. This is modelled throughout the year, with children initially working with their talk partner before gradually progressing to small group work as their confidence and communication skills develop. They will begin to build more relationships with others around school as they take part in more whole school activities, including with their Year 5 buddies and start to take part in transition activities to prepare them for Year 1 and meeting their new teacher and LSA. Self-Regulation Children will be able to control their emotions using a range of techniques. Children will be able to follow instructions of three steps or more as they adapt to the changes in timetable in summer term and prepare for Year 1. Managing Self Children will manage their own basic needs independently. Children will show a ‘can do’ attitude towards their learning and their friends.	

	Managing Self Children will learn to wash their hands and access the toilets and snack area independently as part of our daily routine and supported by adults when needed. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults throughout free flow learning and through ‘getting to know you’ circle times and carpet activities.	Children will begin to develop friendships through free flow play and with the introduction of more small group, collaborative work, alongside an adult.	children are set daily challenges during their independent learning. Building Relationships Children will be able to use taught strategies to support in turn taking and in dealing with friendship issues by using different strategies to help (e.g find a friend or peer mediator, ask an adult, using phrases to communicate wants ‘Please stop, I don’t like that’.	compromise. This will be modelled by our peer mediators and staff at first to build confidence and then independence.	Children will learn to dress themselves independently and how to look after themselves in the hot weather, e.g. wearing a sunhat and suncream. Building Relationships Children will learn to work as a group. Children will have the confidence to communicate with adults around the school.
Intent	Build secure relationships with adults and peers; learn routines and expectations; recognise and talk about emotions; begin turn-taking and sharing. Mange own hygiene and ask for help when needed.		Show confidence in trying new challenges; resolve minor conflicts; show empathy; take responsibility for small tasks. Know and talk about the different factors that support their overall health and wellbeing:		Show resilience and perseverance; work collaboratively;
Implementation	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year and children’s next steps The EEF evidence informed approaches and practices to support PSED are embedded in our curriculum. • Teaching awareness of emotions and feelings. • Teaching and modelling managing emotions and feelings. • Teaching and modeling social communication • Teaching relationship skills • Teaching how to sustain positive relationships • Promoting self-care				

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Early learning Goals

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 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 sensitivity to their own and to others' needs.

Prime Area – Communication and Language

	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling 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.						
Listening, Attention and Understanding Speaking Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and oracy walks		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Develop listening and attention skills; follow simple instructions; use talk to organise play and express needs; build vocabulary through routines and familiar contexts.		Extend vocabulary linked to stories and topics; retell stories; ask questions to find out more; use talk to explain ideas and events.		Use full sentences to express thoughts clearly; connect ideas using conjunctions; participate in discussions; perform stories or poems confidently.	
	Implementation	The EEF evidence informed approaches and practices to support communication and language development in the early years are the bedrock of our curriculum and implemented throughout the year. • Teaching and Modelling Vocabulary and language using the Shrec approach to quality interactions. • Daily interactive reading from high quality texts, rhymes or poems • Teaching through collaborative talk • Modelling social communication skills. • Half termly oracy walks All children screened using Wellcomm language intervention – understanding, expressive language, speech sounds and social use of language.					
		Listening and attentions activities and games	Discuss stories Retelling with sequencing cards Encourage storytelling and news sharing Use sentence stems and prompts	Multi-step instructions in play- Action songs and chants Model extended sentences Use of story maps and oral rehearsal	Role play and small world storytelling Questioning games Partner talk	Use of non-fiction texts Reflective circle time. Scaffolded problem-solving tasks Encourage verbal reasoning during play	

		Listening, Attention and Understanding Children will be able to understand how to listen carefully and demonstrate 'good listening' during carpet time. Speaking Children will talk in front of small groups and their teacher offering their own ideas, when the topic of discussion interests them.	Listening, Attention and Understanding Children will begin to understand how and why questions and be able to answer them with support when with familiar adults and their peers. Speaking Children will begin to be aware of new vocabulary learnt during topic lessons and begin to use it independently.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a familiar story using some vocabulary from the story and be able to follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how and be able to demonstrate that understanding in their answer, or actions. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events and be able to respond to what their peers say with comments or questions of their own during carpet discussions and circle time.
Impact	Early learning Goals Listening, Attention and understanding: 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 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 of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

Prime Area – 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.					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills Fine Motor Skills	Intent Implementation	The EEF evidence informed approaches and practices to support physical development in the early years are embedded in our curriculum. - Promoting physical development - Teaching the skills needed for handling and movement - Teaching the skills needed for mark making and letter formation					
		Gross motor skills Children in Reception benefit from daily access to a well-resourced outdoor area, which plays a vital role in supporting their physical development. Through active exploration, climbing, balancing, running, and using equipment such as bikes, balls, and hoops, they strengthen their gross motor skills and coordination. These experiences also help them develop fundamental movement skills like jumping, throwing, catching, and spatial awareness and develop the skills needed for mark making. Children will take part in regular activities to develop their core muscles and shoulder stability.					
		Fine motor skills Children improve their fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. We also practise different self-help skills that require fine motor skills such as doing up a zip or opening and closing buttons.					
		PE We use Get Set for PE to support our Physical development curriculum. The children take part in two lessons per week. The lessons are designed to build core movement skills gradually, supporting gross motor development and preparing children for KS1 PE.					

		Gross Motor Children will learn to move safely in a space around their new playground with their peers. Fine Motor Children will begin to use a tripod grip when using mark making tools. Developed through a range of fine motor activities such as threading and play dough.	Gross Motor Children will explore different ways to travel using our playground bikes and scooters. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures during free flow choosing and as part of adult led activities.	Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately as they begin to build independence with cutting their own food at lunchtime.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination by taking part in team building games and preparing for sports day races. Fine Motor Children will form letters correctly using a tripod grip.
	Get set for PE	Get Set For PE: Fundamentals 1 Get Set For PE: Introduction to PE	Get Set For PE: Dance Unit 1 Get Set For PE: Gymnastics: Unit 1	Get Set For PE: Fundamentals 2 Get Set For PE: Introduction to PE 2	Get Set For PE: Gym Get Set For PE: Dance	Get Set For PE: Games 1 Get Set For PE: Ball Skills 1	Get Set For PE: Games 2 Get Set For PE: Ball Skills 2
Impact	Early learning Goals Gross Motor Skills: 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. Fine Motor Skills: 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.						

Specific Area – 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)						
Comprehension Daily stories High quality interactions Word Reading Daily phonics lessons Daily reading challenges Writing Daily writing in Phonics, Fine motor activities daily, handwriting and dictation sessions, markmaking /writing station, roleplay, letters to Santa, thank you letters, shopping lists, name writing. Writing challenges related to topic.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent and implementation	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters.	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs, Writing Children will write labels/phrases representing the sounds with a letter/letters.	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words which are spelt phonetically.	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
		Phonics: RWI Children are taught whole class for the first half term and then assessed and grouped for small group sessions following RWI plans.					
		The EEF evidence informed approaches and practices to support literacy in the early years are embedded in our curriculum. • Interactive reading – Daily reading high quality texts, rhymes and poems • Systematic, synthetic phonics – Read Write Inc • Teaching mark making and letter formation – Daily physical development activities to prepare to write and daily letter formation practise. • Interactive writing – Daily modelled writing by adult					
Impact	Early learning Goals Comprehension: 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.						

	Word Reading 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. 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. • Write simple phrases and sentences that can be read by others.
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Specific Area – Maths

Daily maths lessons delivered using White Rose Maths Early Years scheme. Daily maths includes an input on the carpet, adult-led group work and access to mathematic equipment in continuous provision.

Continuous provision will be enhanced to create opportunities for children to apply knowledge and skills taught. Quality interactions with adult will model and promote accurate use of vocabulary, knowledge and skills to move children forward with their learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Numerical Patterns	Match pictures and objects Identify a set Sort objects Explore sorting techniques Create sorting rules Compare Amounts Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns Find 1, 2 and 3 Subitise 1, 3 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3	Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 More 1 Less Composition of 4 and 5 Composition of 1 – 5 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Introducing Zero Find 0 – 5 Subitise 0 – 5 Represent 0 - 5 1 more 1 less Composition 1 - 5 Conceptual subitising to 5 Compare Mass Find a balance Explore capacity Compare capacity Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	Explore length Compare length Explore height Compare height Talk about time Order and sequence time Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3-D Shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes	Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take Away How many did I take away? Spatial Reasoning Compose and Decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements	Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations

				Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	
Early Learning Goals: Number: 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. Numerical Patterns: 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 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.

The curriculum has been strategically planned to ensure that *Understanding the World* (UTW) is taught progressively across the year. While the prime areas of learning: Communication and Language, Personal, Social and Emotional Development, and Physical Development are prioritised during the Autumn term to establish strong foundations, UTW teaching becomes more prominent in the Spring and Summer terms. This approach allows children to build the attention, language, and social skills needed to engage meaningfully with scientific and cultural concepts.

To support the teaching of Understanding the World, our EYFS setting uses the Kapow Primary curriculum as a high-quality resource to enrich children's learning experiences. Kapow provides engaging, knowledge-rich units that help children develop their understanding of the past and present, people, culture and communities, and the natural world. Through carefully sequenced lessons, practical investigations, stories, discussions, and exploration, children are encouraged to make connections between their own experiences and the wider world. Kapow resources complement our topic-based learning and provide opportunities for developing vocabulary, curiosity, enquiry skills, and a deeper understanding of the diverse communities and environments around them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Spaced retrieval practice takes place once a month across the year. The children take part in a walk of the school and revisit the same points of interest along the way, taking photographs and noting the changes, the similarities. What do they remember seeing before, what can they see now. What is happening at this point of the year. Why do these changes happen?					
People, Culture & Communities.	History: What can I do now I am 4? Learning about personal History. Sharing our ALL ABOUT ME sheets, showing things that are important to us. Can you guess who? Us now and in the past. 'My Life timeline' Linked with Year 1 My family history - what was lifelike when our grandparents were children? Geography: Where we live. What rooms are inside our houses? Who do we live	History: Learning stories from the past. The Christmas story. What would it have been like for Mary and Joseph to make a journey to Bethlehem in the past vs what does Bethlehem look like now? Changes in seasons over time. The history of Guy Fawkes and bonfire night. Linked with Year 1 My family history - what was life like when our grandparents were children?	History: Understanding that stories can come from the past and are told and retold over time, making them sometimes different and well known around the world. Understanding the importance of kings and Queens and that they rule over others. Kings and Queen's over time and from stories. Linked with Year 1 The greatest explorers - who are the greatest explorers?	History: Sequencing events. What happened first, next, through stories and through our focus on growing and changing. Looking at changes over time with our lifecycles investigation. Linked with Year 1 The greatest explorers - who are the greatest explorers? Geography: Learning about the job of a farmer how food is grown and where our favourite foods come from around the world.	History: Transport through time. Fire engines/police cars then and now. Farms Then and Now - Compare a farm from the past with a modern farm. Horses used for ploughing fields in the past vs tractors today. Linked with Year 1 Great inventions - transport. How did the first flight change the world? Geography: Where do animals live and investigating new	History: Learning about moving to year 1 and thinking again about changes over time and what is coming next. What can you do now that you couldn't before? Learning about the history of pirates through our stories. Linked with Year 1 Great inventions - transport. How did the first flight change the world? Geography: Exploring the world across the oceans and looking at
The Natural World						

	with? Finding our houses on google earth and using describing words for our houses. Exploring maps of the school and our local community. Identifying features on the map. Linked with Year 1 Our local area - what is it like where we live? Science: Understanding the link between adult and baby animals. Understanding how we grow and change over time. Linked with Year 1 Types of animals	Geography: What do different celebrations look like around the world. Finding out about the North Pole and watching the journey that Father Christmas would make across the world. Creating maps for different journeys from different stories. Linked with Year 1 Our local area - what is it like where we live? Science: Looking at the features of Autumn and Winter and the changes as we move from one season to another – making observations about changes over time. Linked with Year 1 Changing seasons	Geography: Understanding what the different countries in our stories about Jesus look like, to help us understand the story better. What did they look like in the past, compared to now? Linked with Year 1 People and their communities - where in the world do these people live? Science: Learning about what a beanstalk needs in order to grow. Making predictions and carrying out experiments to test our predictions. What do we think will happen when..? Linked with Year 1 Plants	Linked with Year 1 People and their communities - where in the world do these people live? Science: Lifecycles of animals: Butterflies, chicks. Linked with Year 1 Parts of animals	animals around the world at spring time. Linked with Year 1 Animals and their habitats - where do our favourite animals live? Science: Using different materials to make our own Supertato puppets. What materials will we need to make him? Which materials are best? Linked with Year 1 Comparing materials	what lives beneath the sea. Linked with Year 1 Animals and their habitats - where do our favourite animals live? Science: Creating our own pirate boats out of different materials. How can we make a boat that floats, what will make it sink? Linked with Year 1 Identifying materials
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Early Learning Goals:

People. Culture & Communities: 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, nonfiction texts and (when appropriate) maps.

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, 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

Specific Area – 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with materials Being imaginative and Expressive	Music: Being Imaginative Children will sing and perform nursery rhymes. Art: Drawing: marvellous marks Exploring different ways of mark making and with different utensils. Crayons, felt tips, chalk, pencils. Drawing our self-portraits and using observational skills to identify and draw the details in our faces. Artist Study – Allina Ndebele: explore and appraise Linked with Year 1 Drawing - make your mark. Painting - colour splash.	Music: Being Imaginative Children will experiment with different instruments and their sounds. DT: Cooking Designing and creating gingerbread biscuits. Using collage materials to create our Christmas cards. Using different painting techniques to create firework pictures (focus on Jackson Polluck and his splatter paintings). Linked with Year 1 Food - fruit and vegetables	Music: Being Imaginative Children will create narratives based around stories. Art: Sculpture and 3D creation station Designing and creating our own sculptures using playdough and clay. Using natural resources to create 3D pictures. Building houses for the 3 pigs using a range of different materials and joining techniques. Threading baskets for Little Red Riding Hood. Designing, building and testing our own boats, to float across the river to save the Gingerbread Man. Linked with Year 1 Sculpture and 3D - paper play	Music: Being Imaginative Children will move in time to the music. Explore traditional Kenyan dance – learn to follow the pulse and copy simple dance moves in time to the music Artist Study: Vincent van Gogh explore and appraise Compare paintings by different artists: Vincent van Gogh’s <i>Almond Blossom</i> and Damien Hirst’s <i>Cherry Blossom</i> - Butterfly art Being Imaginative and Expressive Musical Appreciation – Roger Cichy – Army Ants	Music: Being Imaginative Children will play an instrument following a musical pattern. Artist study: Marc Chagall and Lucy Kemp-Welch Art: Craft and design: Let’s get crafty Exploring cutting skills and threading with a range of different resources. Learning how to adapt and change our models to make them different, or even better. Exploring joining techniques. Using paper craft to create animals. Linked with Year 1 Craft and design – embellishments	Music: Being Imaginative Children will invent their own narratives, stories and poems. Artist Study:-Guy Harvey - explore and appraise DT: Junk Modelling Using different resources and different joining techniques to create our under the sea creatures and boats. Linked with Year 1 Structures - constructing windmills Making own aquarium scenes Create starfish sculptures: pipe cleaners and silver foil, clay

				Learn to move in time to the music - Roger Cichy – <i>Army Ants</i> <u>DT: Textiles</u> Nature's Weavers Explore how: Spiders spin silk to make webs. Caterpillars spin silk to form cocoons. Humans use fibres and threads to weave and make textiles. Children create either a woven web or a fabric butterfly. Linked with Year 1 Textiles – puppets Folding paper to make flowers – Mother's Day cards		Being Imaginative and Expressive Perform a poem in a group (Commotion in the action) Camille Saint-Saëns – Carnival of the Animals - <i>Aquarium</i> Under the sea dance – move in time to the music with movements inspired by underwater creatures
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Early Learning Goals:

Creating with Materials:

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.

Being Imaginative and Expressive

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.