

I can do all things through Christ who strengthens me



EYFS

Curriculum

Offer



I can do all things through Christ who strengthens me



Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

Compassion, Respect and Resilience.

Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

Our EYFS curriculum is designed to provide a rich, nurturing, and stimulating environment where every child can thrive. We aim to lay strong foundations for lifelong learning by fostering curiosity, creativity, and independence. Rooted in the principles of the Early Years Framework, our curriculum supports the development of the whole child — intellectually, emotionally, socially, and physically. We celebrate each child's uniqueness and strive to ensure they feel safe, valued, and inspired to explore the world around them.

"Early childhood is an explosion of experience."
Jennie Lindon

From this, we teach to the Arches Principles –

Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success

Ambitious

We believe that young children are naturally curious and capable, and we aim to cultivate their drive to explore, create, and achieve. Through a rich, play-based environment, we encourage children to ask questions, take risks, and pursue their ideas with confidence.

Resilience

We believe that resilience begins in the early years, where children learn to manage emotions, overcome setbacks, and develop a positive sense of self. Through a safe, supportive, and stimulating environment, we encourage children to take risks, embrace mistakes as learning opportunities, and build the foundations for lifelong wellbeing and success.

Christ at the Heart

Our EYFS curriculum is grounded in a Christ-centred vision that places love, compassion, and spiritual growth at the heart of early learning. We believe every child is a unique creation of God, deeply loved and full of potential. Our aim is to nurture the whole child — spiritually, emotionally, socially, and academically — in an environment where Christian values are lived and celebrated.

Health and Wellbeing

We believe that emotional security, positive relationships, and a sense of belonging are the foundations for all learning. In these vital early years, we aim to create a safe, loving, and inclusive environment where children feel seen, heard, and valued. Our goal is to help children develop the emotional literacy, resilience, and confidence they need to flourish — both now and in the future.

Excellence

Excellence begins with high expectations, a nurturing environment, and a belief in each child's unique potential. Through rich, engaging experiences, we encourage children to be curious, confident, and motivated — developing the attitudes and skills needed to strive for their best in all they do.

Success

Our EYFS curriculum is designed to help every child achieve success by nurturing their unique strengths, interests, and potential. We believe that success in the early years is about more than academic achievement — it's about developing confident, curious, and capable learners who feel valued and inspired.

Our Arches Principles - Rationale for our EYFS Curriculum



Through our '**ambitious**' curriculum driver we are creating children who are independent, not only in their organisational skills but also in their learning, is a high priority for us. We believe that our children are capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners.



Through the '**resilience**' curriculum driver, we promote optimism and determination. We teach children to understand mistakes are valuable learning experiences. Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Resilience and perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help.



As a Catholic school, we place **Christ at the heart** of all that we do. We encourage our children to open their hearts and minds to learning about things in the past and how these people or events have impacted on our world today. With **Christ at the heart**, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.



At St Mary's Catholic Infant and Junior Academies, we understand that happiness is linked to personal growth, **health** and development. We ensure our children are happy, healthy individuals. With '**wellbeing**' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core. All staff deeply care about the children in our school. We treat all children as individuals and promote positive relationships and secure bonds. We make it a priority to form close relationships with families and the wider community to promote the best outcomes for all children and develop their wellbeing. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel emotionally and physically safe.



Through the '**excellence**' curriculum driver, we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. We strive to provide our children with opportunities and experiences that are new to them and will enrich their knowledge. We guide the development of children's capabilities with a view to ensuring that all children are ready to benefit fully from the opportunities ahead of them and are able to fully exploit all learning opportunities.



Through the '**success**' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. Excitement and motivation for learning is developed through planning fun, engaging and challenging lessons based on the needs for the children. As well as teaching skills through quality texts we follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations.

Implementation

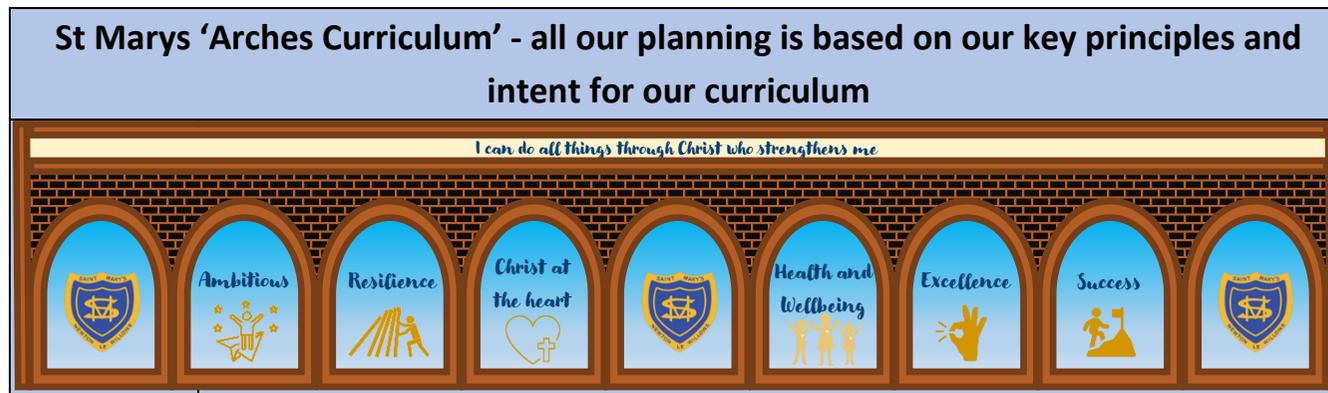
The curriculum is based on the Early Years Foundation Stage Profile (EYFS). There are seven '**Areas of Learning and Development**' which consist of three prime areas and four specific areas. The prime areas:

- Communication and Language – Speaking and Listening, Attention and Understanding
- Physical Development –Gross motor skills / Fine Motor Skills Personal
- Social and Emotional Development – Self Regulation/ Managing Self/ Building Relationships
- The Specific Areas:
 - Literacy – Comprehension/ Word Reading/Writing
 - Mathematics – Numbers/Numerical Patterns
 - Understanding the World – Past and Present/ People, Culture and Communities/ The Natural World
 - Expressive Arts and Design – Creating with Materials/Being Imaginative and Expressive

The four guiding principles that shape our practice are:

- unique child
- positive relationships
- enabling environment
- children develop and learn in different ways and at different rates.

EYFS Long-Term Plan



Nursery Long Term Plan

<p>Over Arching Principles</p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					
<p>Characteristics of Learning</p>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Themes (UTW, EAD)</p> <p><i>NB: These</i></p>	<p>Autumn 1</p> <p>Marvellous Me! Myself, My Home, My School environment (Geography link)</p>	<p>Autumn 2</p> <p>Changes Seasonal Change Autumn to Winter (Geography and Science link)</p>	<p>Spring 1</p> <p>How Things Work Materials (Science link)</p>	<p>Spring 2</p> <p>Let's Grow! Things Change Seasonal Change Spring to Summer</p>	<p>Summer 1</p> <p>Heroes and helpers How can we be helpers? Staff around school People who help us</p>	<p>Summer 2</p> <p>Wonderful World! Taking care of ourselves Healthy eating</p>

<p><i>themes may be adapted at various points to allow for children's interests.</i></p>		<p>Let's Celebrate! Bonfire Night Poppy Day Diwali Christmas <i>(RE, History, Art and D&T link)</i></p>	<p>Seasonal Change - Winter – cold, ice melting</p> <p>Let's celebrate! Chinese New Year Valentine's Day Pancake Day <i>(Geography Link)</i></p>	<p><i>(Geography and Science link)</i></p> <p>How have we changed? How we have grown and changed/ baby pictures/ grandparents pictures <i>(History Link)</i></p> <p>Let's celebrate! St. George's Day Easter <i>(History and RE link)</i></p>		<p>Oral Health <i>(Science link)</i></p> <p>Online safety <i>(Computing link)</i></p>
<p>'Wow' Moments</p>	<p>Harvest – gathering vegetables Planting bulbs</p>	<p>EYFS Nativity Christmas Play/ Nativity Library Visit</p>	<p>School Art Exhibition Chinese New Year Celebratio</p>	<p>World Book Day Visit – Animals Chicks/Ducking eggs Easter Bonnet parade</p>	<p>Visit from (Police or Fire Service) Talk from 'Someone who helps us'</p>	<p>Visit – Imagine That Sports Day Transition Days</p>
<p>Prime Areas</p>						
<p>Communication and Language</p>						
<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, Prayer and Liturgy, stories, singing, speech and language interventions.</p>	<p>Listening, attention and Understanding</p> <p>Children will begin to listen carefully and start a conversation with an adult or a friend and continue it for many turns. RWI Nursery sessions about stories and their structure. Understands questions and instructions with more than one part. Listening games – eg environmental sounds.</p> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <p>Children will begin to understand a question or instruction that has two parts, such as: 'Get your coat and wait at the door.' RWI Engages with Storytime, Phase 1(if appropriate).</p> <p>Speaking</p> <p>Children will begin to sing a large repertoire of songs, including Nativity/ Christmas songs. Use new</p>	<p>Listening, Attention and Understanding</p> <p>Children will enjoy listening to longer stories and remember much of what happens, engaging with storytime and discussing events in the tale. Phase 1(if appropriate).</p> <p>Speaking</p> <p>Children will develop their communication skills and develop their</p>	<p>Listening, Attention and Understanding</p> <p>Children will enjoy listening to longer stories and begin to answer simple questions about the story. Listens to and engages in a variety of fiction and nonfiction texts. Phase 1(if appropriate).</p> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand how to listen carefully and know why it is important. Understand questions and instructions with more than one part. Understands 'why' questions. Phase 1(if appropriate).</p> <p>Speaking</p> <p>Children will begin to talk in front of small groups and</p>	<p>Listening, Attention and Understanding</p> <p>Children will begin to understand why questions. Listens to and joins in with class discussions on stories and nonfiction books. Phase 1(if appropriate).</p> <p>Speaking</p> <p>Children will begin to use new vocabulary throughout the day</p>

	<p>Children will talk in short sentences about something that interests them.</p> <p>Engage in Storytime, expresses their point of view.</p> <p>Use their words well to get their point across.</p> <p>Use long sentences.</p>	<p>and wide range of vocabulary. Can hold a conversation with peers and adults. Use talk to organise their thoughts.</p>	<p>pronunciation of multisyllabic words. Use new vocabulary. Use set 1 and set 2 sounds consistently. Ask appropriate questions. Express ideas in a way that others can understand.</p>	<p>Children will know many rhymes and be able to talk about familiar books and be able to tell a longer story. Children will use talk to organise themselves and their play; 'Let's go on a bus, I'll be the driver.' Uses new and a wider range of vocabulary. Continues to use set 1 and set 2 sounds. Holds a conversation with peers and adults. Uses talk to organise thinking.</p>	<p>their teacher and start to express their point of view and offer their own ideas. Can hold a conversation with peers and adults. Use longer sentences of four to six words. Use new vocabulary. Can connect ideas in a cohesive way and use talk to organise their thoughts.</p>	<p>and be able to express a point of view and to debate when they disagree with an adult or a friend, using words and actions. Children can sing along to songs they have learnt. Can join in with rhymes and poems. Uses new vocabulary. Connects ideas in a cohesive way.</p>
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Personal, Social and Emotional Development

<p>Self-Regulation, Managing Self Building Relationships (These have been split for extra focus but will be ongoing)</p>	<p>Self- Regulation Children will begin to follow one step instructions. Discuss school rules. Create and discuss class rules.</p>	<p>Self – Regulation Children will understand gradually how others might be feeling. Children will begin to focus during whole class activities.</p>	<p>Self-Regulation Children will be able to focus during short whole class activities. Develop suitable play behaviours.</p>	<p>Self-Regulation Children will begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Self-Regulation Children will begin to control their emotions using a range of techniques supported by an adult. Revisit rules and why we have them. Discuss how to solve conflicts. Share resources effectively.</p>	<p>Self-Regulation Children will begin to follow instructions of two steps or more.</p>
	<p>Children will talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'</p> <p>Children will begin to show more confidence in new social situations. Model play behaviour.</p> <p>Managing Self Children will learn to wash their hands with support</p> <p>Building Relationships Children will begin to seek support from adults and gain confidence to speak to</p>	<p>Continue to develop confidence in accessing provision and getting to know staff. Children will express their feelings well using appropriate vocabulary.</p> <p>Managing Self Children will increasingly follow rules, understanding why they are important, revisit rules and discuss. Develop responsibility for their own belongings.</p>	<p>Managing Self Children will select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Children can share resources and solve problems. To say what they think. To recognise the joy of being a special person in my family (RSE).</p>	<p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Develop responsibility for taking care of their own things. Understand the importance of healthy eating,</p>	<p>Managing Self Children will begin to manage their own basic needs with support. Children will begin to learn to dress themselves independently.</p> <p>Building Relationships Children will begin to learn to work as a group</p>	<p>Managing Self Children will begin to show a 'can do' attitude. Children will begin to understand the importance of healthy food choices and looking after ourselves. E.g. cleaning teeth and washing hands. Share responsibilities within the class and take pride in them. Celebrate achievements.</p>

	peers and adults. Develop friendships. To say what they think.	Develop suitable play behaviours. To understand that it is ok to like different things. Building Relationships Children will become more outgoing with unfamiliar people in the safe context of their setting. Celebrate achievements. Support those in need.	Building Relationships Children will remember rules without needing an adult to remind them. Children will begin to develop friendships extending and elaborating play ideas, taking into account the feelings of others.	hygiene and brushing their teeth. Building Relationships Children will begin to listen to the ideas of other children and agree on a solution or compromise. Share resources effectively. To understand that all families are different.	and develop turn taking skills. Develop confidence in role play situations. Continue to develop special friendships. To widen their friendship group.	To have suitable and appropriate play behaviours. Building Relationships Children will start to develop the confidence to communicate with adults around the school and develop their sense of responsibility and membership of a community. Develop confidence in any situation. Recap rules and discuss their importance. Solve conflicts independently. Sustain special friendships. Support those in need.
Physical Development						
Gross and Fine Motor Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Motor Movers and Squiggle While You Wiggle. Use one handed tools. Cut and snips paper, learning to open and close the scissors.	Gross and fine Motor Children will begin to learn to move safely in a space and use large-muscle movements to wave flags and streamers, paint and make marks. Explore different ways to travel. Children will begin to experiment with different mark making tools. Develop dressing skills. Use one handed tools. Cut and snips paper, learning to open and close the scissors. Develop pencil grip.	Gross and fine Motor Children will begin to develop skipping, hopping and balancing skills. To use equipment provided to improve balance. To explore different ways to travel. The children will be increasingly independent in meeting their own care needs. Show a preference for a dominant hand. Use one handed tools. Cut straight lines. Develop pencil grip.	Gross and fine Motor Children will begin to control a ball in different ways and start taking part in some group activities which they make up for themselves, or in teams. Children will begin to balance on a variety of equipment and develop climbing skills. Explore different ways to travel. Use equipment to improve balance and control. Children will use one-	Gross and fine Motor Children will increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Children will go up steps and stairs, or climb up apparatus, using alternate feet, exploring ways to travel. Use one handed	Gross and fine Motor Explore ways to travel. Use equipment provided to improve balance and control. Children will jump and land safely from a height and begin to match their developing physical skills to tasks and activities in the setting. Children will collaborate with others to manage moving larger pieces of equipment. Children will hold scissors correctly and begin to cut straight lines accurately. Develop pencil grip.	Gross and fine Motor Explore different ways to travel. Use equipment provided to improve balance and control. Children will be increasingly independent as they get dressed and undressed. Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use a comfortable grip

<p>Develop pencil grip. Explore different ways to travel.</p>			<p>handed tools and equipment, for example, making snips in paper with scissors. Cut straight lines. Develop pencil grip. Gain strength in hand.</p>	<p>tools. Children will start eating independently and learning how to use a knife and fork. Develop pencil grip. Gain strength in hand.</p>	<p>Gain strength in hand.</p>	<p>with good control when holding pens and pencil.</p>
<p>PE</p>	<p>Introduction to PE To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.</p>	<p>Fundamentals To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.</p>	<p>Gymnastics To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling.</p>	<p>Dance To use counts of 8 to know when to change action. To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. levels. To copy and repeat actions. To copy and create short sequences linking actions together.</p>	<p>Ball Skills To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target To develop bouncing and catching a ball To develop dribbling a ball with your feet. To develop kicking a ball.</p>	<p>Games To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.</p>

Specific Areas

Literacy

<p>Comprehension, Word Reading and Writing</p>	<p>Uses pictures to convey messages. Makes marks a page. Children will enjoy drawing freely. Know that we read from left to right and that pages have sequences. Children will enjoy sharing books with an adult and develop play around favourite stories using props. Children will pay attention to stories and respond to the pictures with a familiar adult. Letter-join activities. .</p>	<p>Children seek out their favourite stories to share with an adult, with another child, or to look at alone. They will be able to repeat words and phrases from familiar stories. Know that we read form left to right and that pages have sequences. Children will pay attention to stories and respond to the pictures or the words. Children will be able to make marks on their picture to stand for their name. Letter-join activities.</p>	<p>Children will be able to ask questions about the book. Make comments and shares their own ideas. Children will begin to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Children will be able to add some marks to their drawings, which they give meaning to. For example: "That says mummy." Begin to write some letters correctly – RWI Rehearse set 1 sounds, begin set 2 sounds. Letter-join activities.</p>	<p>Children will be able to engage in extended conversations about stories, learning new vocabulary. Children will begin to develop their phonological awareness, clap syllables in words. Children will be able to add some marks to their drawings, which they give meaning to. For example: "That says mummy." Begin to use scribble going from left to right. Use random letters and symbols to convey meaning. Write own name and some recognisable letters. Can spot and suggest rhymes. Uses reading books without words. Discuss the evens in a story. Letter-join activities.</p>	<p>Children will be able to identify that text has meaning and that we read from left to right and top to bottom. Children will continue to develop their phonological awareness and begin to spot and suggest rhymes in stories. Children will be able to Use some of their print and letter knowledge in their early writing. Begin to use scribble writing going from left to right. Starting to write own name and some recognisable letters. Understand that print has a meaning. Has an awareness of rhyme. Enjoys non word reading books. Letter-join activities.</p>	<p>Children will be able to identify the different parts of a book page and answer questions about what has happened. Children will continue to develop their phonological awareness and begin to recognise words with the same initial sound, such as money and mother. Children will be able to write some letters and their name accurately. Children will be able to give meaning to marks they make. To write their own name. To enjoy non word reading books and discuss the story. Letter-join activities.</p>
<p>Literacy Focus Texts</p>	<p>Fiction: Goldilocks and The Three Bears We're Going on a Bear Hunt Marvellous Me : Inside and Out Non-Fiction Text : My Body</p>	<p>Fiction: Little Red Hen Elf on the Shelf The Jolly Christmas Postman Non-Fiction Text: Recipe for making bread</p>	<p>Fiction: The Three Little Pigs The Three Billy Goat's Gruff Non-Fiction: Materials (vocab book) Rivers</p>	<p>Fiction: Jack and the Beanstalk Jaspers Beanstalk The Hungry Caterpillar Non-Fiction: Plants</p>	<p>Fiction: Cinderella The Princess and the Pea Non-Fiction: People Who Help Us – (a book about our school staff- created by the children)</p>	<p>Fiction: The Tiger Who Came To Tea Oliver's Vegetables Starting School Non-Fiction: Instructions 'How to clean your teeth'/ Healthy Body Book</p>

High Quality Texts and Brilliant Reads	The Gruffalo Stick Man Peace at Last The Leaf Thief Elmer	We're Going on a Sleigh Ride The Snowman The Gruffalo's Child Kipper's Christmas Eve Little Owl and the Christmas Star The Jolly Christmas Postman	Snow is my Favourite and my best Snow Bears Lost and Found One Snowy Night The Snow Thief	I will never ever eat a Tomato Oi Frog! One Springy Day	The Princess and the Peas The Runaway Pea The Jolly Postman Duck in a truck Hairy McClary Hugless Douglas The Rainbow Fish	How to catch a star Please, Mr. Panda The Storm Whale Kipper's Year Bear One Day on our Blue Planet
Mathematics						
Maths	Children will learn about colours- red, blue, yellow, green, purple, grey, black, white. Matching and sorting- buttons, objects, towers, shoes, number shapes, pattern handprints, big and small, size, shape, colour, what do you notice?	Children will learn about the number 1 and number 2; be introduced to subitizing; learn how to spot and make patterns and apply their new learning in Winter themed mathematics activities. Numerals, counting, dice patterns, Colour patterns, outdoor patterns.	Children will learn about number 3 and practice subitizing; 3 Little Pigs, 1:1 counting, numerals, triangles, squares and rectangles, pentagons composition of numbers(4,5)	Children will learn about number 6; about height, length, mass and capacity. 10 frame Tall and Short Long and short, tall, long and short, Balancing scales, lighter, heavier, full/empty, nearly full/ nearly empty Comparing containers.	Children will learn about sequencing, positional language, more than/fewer than, 2D shapes and 3D shapes. Nursery rhymes – counting theme Daily routines On and under, In and Out, more than fewer than, comparing groups, 2D shapes, 3D shapes, patterns	Children will learn about number composition1-5 What comes after? What comes before? And numbers to 5. Consolidation
Understanding the World						
Past and Present, People, Culture and Communities & The Natural World	HISTORY: Past and Present Can talk about myself and members of my family. Can talk about their pets. Can talk about who they are and who they live with. Children will begin to talk about how they have changed. GEOGRAPHY: Exploring Maps People, culture and communities Children will explore their surroundings and	HISTORY: Changes in my Lifetime, my parents lifetime – cars, bikes, jobs, toys Past and Present Children will begin to distinguish between events that have happened in the past and the present. To learn about people from the past. To comment on historical figures or events. Christmas, Diwali, Remembrance Day, Bonfire Night	HISTORY: Past and Present Children will begin to talk about people around them. Know the occupations for family members. Compare and contrast characters from stories, sharing similarities and differences. Easter GEOGRAPHY: Outdoor Adventures People, culture and	HISTORY: Past and Present King Charles Children will begin to look at images and distinguish which are from the past. Sequence family members and explain who they are. Comment on historical figures or objects in non-fiction texts. GEOGRAPHY: People, culture and communities	HISTORY: Past and Present Children will begin to ask questions about their own life story and family history. Recognise people in their family. GEOGRAPHY: People, culture and communities Children will know that people in other countries can look different and they may speak different languages.	HISTORY: Tim Peakes Past and Present Children will begin to make sense of their own life-story and family's history. GEOGRAPHY: Around the World People, culture and communities Children will continue developing positive attitudes about the differences between people and talk about

	<p>develop a sense of community and belonging.</p> <p>SCIENCE: The Natural World Children will begin to Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Can share their likes and their dislikes.</p>	<p>GEOGRAPHY: People, culture and communities Children will begin to explore and respond to different natural phenomena, e.g. weather. Identify features of a simple map. Can explain features of other homes. Explain how life maybe different for other children.</p> <p>SCIENCE: The Natural World Children will talk about the differences between materials and changes they notice. Talk about the weather and changes outside.</p>	<p>communities Children will know about people who help us within the community and their occupations. Can we identify enmergency situations and know who to call.</p> <p>SCIENCE: The Natural World Children will begin to understand the need to respect and care for the natural environment and all living things. Talk about similarities and differences between objects.</p>	<p>Children will begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>SCIENCE: The Natural World Children will plant seeds, care for growing plants. Children will begin to understand the key features of the life cycle of a plant and an animal. Look at the seasons and their characteristics</p>	<p>What is our school like? Find out about Newton Le Willows – our local area.</p> <p>SCIENCE: The Natural World Children will explore and talk about different forces they can feel.</p>	<p>how places in the world look different. The difference between human and physical features. Use maps to locate objects. Identify features on a simple map. Similarities and differences between homes and other countries.</p> <p>SCIENCE: The Natural World Children will explore how things work and talk about what they see, using a wide vocabulary.</p>
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Expressive Art and Design

<p>Creating with Materials Being Imaginative and expressive</p> <p><i>(These have been split for extra focus but will be ongoing)</i></p>	<p>Music: Being Imaginative Children will listen with increased attention to sounds. Learning new rhymes, developing listening skills.</p> <p>Role play: Home Role Play area</p> <p>Art & Design: Giving Meaning to our Marks Creating with Materials Children will begin to explore different materials freely, in order to develop their ideas</p>	<p>Music: Being Imaginative Learning new rhymes, being imaginative. Children will experiment with different instruments and their sounds showing increasing control. Children will respond to what they have heard, expressing their thoughts and feelings. Nativity songs, Nativity performance.</p> <p>Role Play : Post Office Santa’s Workshop</p>	<p>Music : Identifying sounds around us and learning new songs.</p> <p>Role Play: Supermarket BeingImaginative Children will begin to take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Art & Design: Explore with Colour Creating with Materials Children will begin to</p>	<p>Music : Identifying sounds around us and learning new songs.</p> <p>Role Play: Garden Centre Being Imaginative Children will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Art & Design: Creating with Materials- collage. Children will begin to show different emotions</p>	<p>Music : Exploring different and new musical instruments.</p> <p>Role Play: Vets/Pet Shop Being Imaginative Children will make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Art & Design: Add Materials to our Drawing Creating with Materials</p>	<p>Music: Being Imaginative Children will begin to sing and perform entire nursery rhymes or songs. Exploring different and new musical instruments.</p> <p>Role Play Beach cafe</p> <p>Art & Design: Creating with Materials Children will begin to draw with increasing complexity and detail, such as representing a</p>
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	about how to use them and what to make Painting – mixing and control Self portraits Home role play area	Art & Design: Creating with Materials Children will join different materials and explore different textures- collage D&T : Junk Modelling	explore colour and colour mixing. Become more independent	in their drawings and paintings. D&T : Cooking and Nutrition, Kitchen Disco	Children will create closed shapes with continuous lines and begin to use these shapes to represent objects. They will begin to use drawing to represent ideas like movement or loud noises. Introduction to sculpture.	face with a circle and including details. D&T : Mechanisms, Rainmakers and Shakers
RE	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue and Encounter
RSHE	Super Me	Being Safe	Me and My World	Look What I can Do	Positive Relationships	Reach for the Stars
Equality and Diversity	Equality Objective: Introduce the concept of equality and fairness.	Celebrating Differences Objective: Celebrate and appreciate differences among people.	Respect and Inclusion Objective: Teach respect and inclusion in everyday interactions.	Understanding Fairness Objective: Help children understand the concept of fairness.	Empathy and Understanding Objective: Develop empathy and understanding towards others.	Building a Community Objective: Foster a sense of community and belonging.
Equality and Diversity Texts To be read throughout the year at story time	Kindness: Dogger Room on the broom The Giving Tree Lost and Found	Cooperation: A house in the woods That fruit is mine After the rain The best ever book worm book	Determination: Peace at last After the Storm Peter and the wolf Kevin the Cat with the Magic Hat Up and Down Monkey Puzzle The Way Back Home	Honesty: Do unto otters The Empty pot Harriet and the Garden David gets in trouble Ruthie and the not so teeny tiny lie	Inclusion: All are welcome Incredible you It's okay to be different Pink is for boys	Respect: Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk
Computing	Following Instructions		Following Instructions 2		How Computers Help Us Outside School	

Reception Long Term Plan

Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Pupils flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Pupils and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Pupils learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Pupils develop and learn at different rates (not in different ways as it stated 2017). We must be aware of pupils who need greater support than others.</p>					
Characteristics of Learning	<p>Playing and exploring: - Pupils investigate and experience things, and ‘have a go’. Pupils who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Pupils concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For pupils to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Pupils develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes (UTW, EAD) <i>NB: These themes may be adapted at various points to allow for pupils’s interests.</i>	<p>Who am I and where do I live? Myself My School Newton Neighbourhood Transport – Journey <i>(History and Science link)</i></p>	<p>Why does my world look different? Seasonal Change How the change affects us and how it is different. Hibernation. <i>(Geography and Science link)</i></p>	<p>How do things work? Exploring materials and Structures <i>(Science and DT links)</i></p>	<p>How do things grow? How the change affects us New plants, new life, life cycles, keeping safe <i>(Science link)</i></p>	<p>Who Helps Us? Police and NHS (Doctors and nurses)</p>	<p>How can we help take care of our world? Taking care of our local environment and beyond <i>(Geography and Science link)</i> Online safety <i>(Computing link)</i></p>
	<p>Let’s Celebrate! Diwali <i>(History, RE, Art and Design links)</i></p>	<p>Let’s Celebrate! Bonfire Night Poppy Day Christmas <i>(History, RE, Art and Design links)</i></p>	<p>Let’s celebrate! Chinese New Year <i>(Geography, Art and Design links)</i></p>	<p>Let’s celebrate! St. George’s Day Easter <i>(History, RE, Art and Design links)</i></p>	<p>Let’s Celebrate! Real Heroes <i>(History, Geography links)</i></p>	<p>Let’s Celebrate! The World Cup! <i>(Geography, PE links)</i></p>
‘Wow’ Moments	Starting School Local Walk	EYFS Nativity	School Art Exhibition Chinese New Year	World Book Day Easter Bonnet parade Chicks/Duckings eggs	Visit from Police or Doctor Animal Visit	Trip to Imagine That Sports Day Wonder Dome

Prime Areas							
Communication and Language							
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. <i>(These have been split for extra focus but will be ongoing)</i>	Listening, Attention and Understanding Pupils will be able to understand how to listen carefully and know why it is important.	Listening, Attention and Understanding Pupils will begin to understand how and why questions.	Listening, Attention and Understanding Pupils will learn to ask questions to find out more.	Listening, Attention and Understanding Pupils will retell a story and follow a story without pictures or props.	Listening, Attention and Understanding Pupils will be able to understand a question such as who, what, where, when, why and how.	Listening, Attention and Understanding Pupils will be able to have conversations with adults and peers with back-and-forth exchanges.	
	Speaking Pupils will talk in front of their peers and teacher offering their own ideas.	Speaking Pupils will use new vocabulary throughout the day.	Speaking Pupils will talk in sentences using conjunctions, e.g. and, because.	Speaking Pupils will engage in non-fiction books and to use new vocabulary in different contexts	Speaking Pupils will use talk to organise, sequence and clarify thinking, ideas, feelings and events	Speaking Pupils will use talk in sentences using a range of tenses	
	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.						
Personal. Social and Emotional Development							
Self-Regulation, Managing Self Building Relationships Pupils develop their personal, social and emotional skills throughout the year through mindfulness sessions, circle times, social stories. <i>(These have been split for extra focus but will be ongoing)</i>	Self-Regulation Show understanding of own feelings and those of others; begin to regulate behaviour and take turns.	Self-Regulation Begin to wait for what they want; show resilience in challenges.	Self-Regulation Identify and moderate feelings socially and emotionally.	Self-Regulation Control emotions using a range of techniques.	Self-Regulation Follow instructions of three steps or more; manage impulses.	Self-Regulation Demonstrate independence in new situations; regulate behaviour accordingly.	
	Managing Self Manage basic hygiene independently; explain reasons for simple rules.	Managing Self Dress and undress independently; manage own basic needs.	Managing Self Demonstrate independence and perseverance in tasks.	Managing Self Explain reasons for rules; show a 'can do' attitude.	Managing Self Understand importance of healthy food choices; manage hygiene confidently.	Managing Self Show independence and resilience in unfamiliar environments.	
	Building Relationships Form positive attachments; begin to work and play cooperatively.	Building Relationships Listen to others' ideas; agree on solutions and compromise.	Building Relationships Show sensitivity to others' needs; develop friendships.	Building Relationships Work and play cooperatively; take turns without adult support.	Building Relationships Show empathy and understanding; communicate confidently with adults.	Building Relationships Explain similarities and differences between life in this country and others; show inclusion and respect.	
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.

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.

Physical Development

Gross and Fine Motor Pupils improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing	Gross Motor Pupils will learn to move safely in a space.	Gross Motor Pupils will explore different ways to travel using equipment.	Gross Motor Pupils will be able to control a ball in different ways. Pupils will balance on a variety of equipment and climb.	Gross Motor Pupils will jump and land safely from a height.	Gross Motor Pupils will move safely with confidence and imagination, communicating ideas through movement.	Gross Motor Pupils will be able to play by the rules and develop coordination.
	Fine Motor Pupils will begin to use a tripod grip when using mark making tools. Letter-join	Fine Motor Pupils will accurately draw lines, circles and shapes to draw pictures. Letter-join	Fine Motor Pupils will handle scissors, pencil and glue effectively. Letter-join	Fine Motor Pupils will use cutlery appropriately. Letter-join.	Fine Motor Pupils will hold scissors correctly and cut out small shapes. Letter-join	Fine Motor Pupils will form letters correctly using a tripod Grip. Letter-join

Gross Motor: 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: 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.

PE Introduction to PE
 To move around safely in space. To follow instructions and stop safely.

Fundamentals
 To develop balancing. To develop running and stopping.

Games
 To develop accuracy when throwing and practise keeping score.

Dance
 To use counting to help to stay in time with the music when copying and creating actions.

Gymnastics
 To create short sequences using shapes, balances and travelling actions.

Ball Skills
 To develop rolling and tracking a ball.

PE	Introduction to PE To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions	Fundamentals To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different	Games To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against an opponent.	Dance To use counting to help to stay in time with the music when copying and creating actions. To be able to move	Gymnastics To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using	Ball Skills To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner.
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	and play safely as a group. To follow a path and take turns. To work co-operatively with a partner	ways to travel using equipment.	To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team.	safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and co-ordination. To move with control and coordination, expressing ideas through movement. To move with control and coordination, copying, linking and repeating actions. To remember and repeat actions, exploring pathways and shapes.	apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.	To develop dribbling a ball with your feet. To develop kicking a ball to a target.
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Specific Areas

Literacy

Comprehension, Word Reading and Writing	Comprehension Pupils will independently look at a book, hold it the correct way and turn pages.	Comprehension Pupils will engage and enjoy an increasing range of books.	Comprehension Pupils will act out stories using recently introduced vocabulary.	Comprehension Pupils will be able to talk about the characters in the books they are reading.	Comprehension Pupils will retell a story using vocabulary influenced by their book.	Comprehension Pupils will be able to answer questions about what they have read.
	Word Reading Pupils will segment and blend sounds together to read words.	Word Reading Pupils will begin to read captions and sentences.	Word Reading Pupils will recognise taught digraphs in words and blend the sounds together.	Word Reading Pupils will read words containing tricky words and digraphs	Word Reading Pupils will read longer sentences containing phase 4 words and tricky words.	Word Reading Pupils will read books matched to their phonics ability.
	Writing Pupils will give meanings to the marks they make.	Writing Pupils will form letters correctly.	Writing Pupils will write words representing the sounds with a letter/letters	Writing Pupils will write labels/[phrases representing the sounds with a letter/letters.	Writing Pupils will write words which are spelt phonetically	Writing Pupils will write simple phrases and sentences using recognisable letters and sounds
	<p>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.</p> <p>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.</p>					

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.

Phonics

Reception pupils follow the Read, Write, Inc phonics scheme.

**Literacy
Focus Texts**

How to get your teacher ready for school



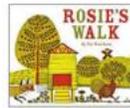
The Rainbow Fish



We're Going on a Bear Hunt



Rosie's Walk



All Aboard the London Bus



Poppies



Meet The Weather



On Sudden Hill



I Wanna Iguana



Lost and Found



National Geographic Kids - Penguins



Pigs Might Fly



How to Count to One



The Tiny Seed



Jack and the Jellybean Stalk



Chocolate Cake



The Giant Jam Sandwich



Bugs



Model inspired by this book.

Handa's Surprise



How To Catch A Star



Perfectly Norman



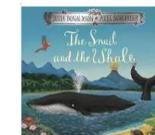
Space Tortoise



Sam and Dave Dig A Hole



Ruby's Worry



The Proudest Blue



				<p style="text-align: center;">Katie and The Sunflowers</p> 		
<p>High Quality Texts and Brilliant Reads</p>	<p>I Love my Teacher Don't eat the teacher Starting School The Colour Monster Silly Billy The Large Family The Barefoot Book of Pupils We Are Family Peace at Last The Gruffalos Child Leaf Man Autumn Leaves Seasons Come Seasons Go Tap the Magic Tree Wide Awake Hedgehog Don't Hog the Hedge Stick Man Not a Stick</p>	<p>Room on the Broom Meg and Mog Funnybones Skeleton School Room on a Broom Winnie the Witch Pumpkin Soup Owl babies The Owl Who Was Afraid Of The Dark WOW! Sparks in the Sky Hurray for Diwali Rama and Sita The Nativity Story The Story of Baby Jesus Christmas Around the World Mog's Christmas Dear Santa The Dinosaur That Pooped Christmas A Festive Feast A Letter To Santa</p>	<p>The Jolly Christmas Postman One Snowy Night The Bear and the Starry Night Snow Bear Jack Frost Foxes in the Snow Friends in the Snow The Old Toy Room Lanterns and Fire Crackers Dragon Dance The Magic Paintbrush Dragons in the City Cops and Robbers</p>	<p>The Runaway Pancake Mr. Wolfs Pancakes The Healthy Wolf The Gingerbread Man Catch Me if you Can The Healthy Wolf Oliver's Fruit Salad The Tiny Seed Oliver's Vegetable's The Enormous Turnip Goldilocks Eat Your Greens Goldilocks The Little Red Hen It's Easter Easter Story</p>	<p>The Tiger who came to tea What the Ladybird Heard Handa's Hen Oi Frog The Tadpoles Promise Rosie's Walk Vet Vicky the Vet Formidable Sid Zookeeper Meerkat Mail Zoo Vet Dinosaurs</p>	<p>Tiddler The Snail and the Whale The Messy Magpie Clean Up! Blue Planet David Attenborough Little People Big Dreams Sharing a Shell A home for a Pirate Pirates/Seaside Recycling Recycling Rubbish What a Waste! The Singing Mermaid The Scarecrows Wedding The Royal Baby</p>
Mathematics						
<p>Maths</p>	<p>Getting to know You Pupils will develop an understanding of their age, birthdays, favourite animals.</p> <p>Match, Sort and Compare Match objects, match pictures and objects, identify a set, sort objects to a type, explore sorting techniques, create sorting rules, compare amounts.</p>	<p>It's Me 1,2,3 Find, subitise and represent 1,2,3. 1 more, 1 less, composition of 1,2,3.</p> <p>Circles and triangles Identify and name circles and triangles, compare circles and triangles, shapes in the environment, and describe position.</p> <p>1,2,3,4,5</p>	<p>Alive in 5 Introduce 0, find, subitise and represent 0-5, 1 more, 1 less, composition, conceptual subitising to 5</p> <p>Mass and capacity Compare mass, find a balance, explore capacity, compare capacity.</p> <p>Growing 6,7,8</p>	<p>Building 9 and 10 Find compare and 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, make a double), explore even and odd.</p>	<p>To 20 and beyond Build numbers beyond 10 (10-13), continue patterns beyond 10 (10-13), build numbers beyond 10 (10-14), verbal counting beyond 20, verbal counting patterns.</p> <p>How many now? Add more, how many did I add? Take away,</p>	<p>Sharing and grouping Explore sharing, explore grouping, even and odd sharing, playing with and build doubles.</p> <p>Visualise, build and map Identify units of repeating patterns, create and explore own pattern rules, replicate and build scenes and constructions, visualise from different positions, describe different positions, give instructions to build, explore mapping, represent maps with models, create own maps from</p>

	<p>Talk about Measure and Patterns</p> <p>Compare size, compare capacity, compare mass, explore simple patterns, copy and continue simple patterns, create simple patterns.</p>	<p>Find, subitise and represent 4 and 5, 1 more, 1 less, composition of 4 and 4, composition of 1-5.</p> <p>Shapes with 4 sides Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, day and night.</p>	<p>Find and represent 6,7,8, 1 more, 1 less, composition of 6,7,8, make pairs odd and even, find a double, double to 8, combine 2 groups, conceptual subitising.</p> <p>Length, height and time Explore and Compare Length, explore and compare height, talk about time, order and sequence.</p>	<p>Exploring 3D shapes Recognise and name 3D shapes, find 2 D shapes within 3D shapes, use 3D shapes for a task, 3D shapes in the environment, identify more complex patterns, copy and continue patterns, and patterns in the environment.</p>	<p>how many did I take away?</p> <p>Manipulate, compose, decompose Select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, copy 2D shape pictures, find 2D shapes within 3D shapes.</p>	<p>familiar places, create own maps and plan from story situations.</p> <p>Make Connections Deepen Understanding, patterns and relationships.</p>
Understanding the World						
Past and Present, People, Culture and Communities & The Natural World	<p>Geography: Exploring Maps Exploring maps through discussion, story-telling, games and creative activity.</p>	<p>History: Transport, Old and New Pupils explore how transport has changed over time, comparing old and new vehicles, and understanding why these changes happened. They develop vocabulary and sequencing skills through sorting activities, role play, and creative tasks.</p>	<p>Geography: Outdoor Adventures Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.</p>	<p>History: The Monarchy, Royal Family, Family Tree. Pupils discover the Royal Family and create simple family trees, comparing their own families to the royal family. They learn about roles, traditions, and similarities and differences between families</p>	<p>Geography: Around the World Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.</p>	<p>History: Neil Armstrong and the Moon Landing. Pupils learn about Neil Armstrong as a significant historical figure and the first moon landing. They explore space travel, compare past and present rockets, and imagine future journeys through creative play</p>
	<p>Science: The Senses Encourage pupils to engage with the senses.</p>	<p>Science: Weather and Seasons Pupils will learn about the different season in the UK and the weather that comes from them.</p>	<p>Science: Forces and Machines Pupils will look at basic forces and machines that are all around us.</p>	<p>Science: Plants Pupils begin to explore plants, they learn about how plants are made and where they come from and how to look after them.</p>	<p>Science: Space Pupils will make observations about plants discussing similarities and differences.</p>	<p>Science: The Natural World Pupils will know some important processes and changes in the natural world, including states of Matter.</p>

	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and 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, non-fiction texts and (when appropriate) maps.</p> <p>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.</p>					
	Expressive Art and Design					
<p>Creating with Materials</p> <p>Being Imaginative and expressive</p> <p><i>(These have been split for extra focus but will be ongoing)</i></p>	<p>Music: Me Explore: growing, homes, colour, toys, how I look. Listening and responding to different styles of music. Learning to sing along with nursery rhymes and action songs.</p>		<p>Music: Our World Explore: Animals Jungle, Mini Beasts, Night and Day, Seasons. Listening and responding to different styles of music. Singing and learning to play instruments in a song.</p>		<p>Music: Big Funk Bear Big Bear Funk is a transition unit that prepares pupils for their musical learning in year 1. Listening and appraising Funk music, learning to sing Big Bear Funk and revisiting other Nursery Rhymes and action songs.</p>	
	<p>Art & Design: Marvellous Marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Pupils will experiment mixing with colours.</p>	<p>Design Technology: Junk Modelling Pupils will explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p>Art & Design: Paint My World Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child led exploration of mixed media, making collages and transient art.</p>	<p>Design Technology: Cooking and Nutrition: Soup Pupils will explore the differences between fruits and vegetables using their senses. They will listen to the story The Best Pumpkin Soup and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p>Art & Design: Let's Get Crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>Design Technology: Bookmarks Pupils develop and practice threading and weaving techniques using various materials and objects. They will look at the history of the bookmark and Victorian times v's modern-day styles. The pupils apply their own knowledge and skills to design and sew their own bookmarks.</p>
	<p>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.</p> <p>Being Imaginative: 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.</p>					
RE	Branch 1 Creation and covenant	Branch 2 Prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden	Branch 5 To the ends of the Earth	Branch 6 Dialogue and encounter
RSHE	Super Me	Being Safe	Me and My World	Look What I can Do	Positive Relationships	Reach For the Stars
Equality and Diversity	<p>Equality Unit 1: Introduction to Equality Objective: Introduce the concept of equality and fairness.</p>	<p>Celebrating Differences Objective: Celebrate and appreciate differences among people.</p>	<p>Respect and Inclusion Objective: Teach respect and inclusion in everyday interactions.</p>	<p>Understanding Fairness Objective: Help pupils understand the concept of fairness.</p>	<p>Empathy and Understanding Objective: Develop empathy and understanding towards others.</p>	<p>Building a Community Objective: Foster a sense of community and belonging.</p>

Equality and Diversity Texts To be read throughout the year at story time sessions	BAME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families	
	So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full, full of love 15 things not to do with a puppy Jabari jumps Izzy Gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski, I think I have the wiggle fidgets Because What makes me a me? The unbudgeable curmudgeon	It's 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	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Computing	Programming1 : All about Instructions Receive and give instructions and understand the importance of precise instructions.		Programming 2: Beebots Pupils learn about directions. Experiment with programming a Beebot and tinker with hardware.		Computing systems and networks 1: Using a Computer. The main parts of a computer, how to use a keyboard and mouse and logging in and out.	Computer systems and networks 2: Exploring hardware. Tinkering, exploring and learning to operate a camera on an iPad.

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

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.

	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Confidence	Children to have confidence to speak with others in the class asking questions.	Children to have confidence to put hand up during class discussion.	Children to put hand up and answer challenging questions during carpet time.	Select and use activities and resources with help when needed.	Able to make a comment during circle time. E.g what is your favourite food. Answer in context.	Able to put hand up and answer a question confidently during carpet time.
Responsibility	Children to be responsible for their environment. Children to decide what to put out in provision.	Children to have responsibilities in the class. E.g. line leader, giving out milk and snack.	Children to be aware that they are responsible for their own actions.	Ensure children know that they are responsible for looking after their own coat and bag etc.	Give children jobs to do in the classroom. “Put all the empty milk cartons in the bin.”	
Rules	Children to think of the rules that we need to follow and write them as a class in Reception.	Children to remind other children of the rules if they are seen to not be following them.	Children to decide what will happen if a child doesn’t follow the rules. E.g. having to sit with the timer.	Children to know why we have rules.	Children to think of the rules that we need to follow and write them as a class in Nursery.	
Conflicts	Children to be able to solve conflicts. Listen to their peer	When children are reading stories, children to comment on what they would	Children to explain to others how they thought about a problem or an	Children to know to say sorry when they have not followed the rules to the adult and the child if needed.	Children to know to ask for help if they need an adult to help them with their problem.	

	and agree a compromise.	do to make the situation better.	emotion and how they dealt with it.		
Sharing	If another child asks for a turn of a resource, child to say yes in 5 minutes if they are not ready straight away to hand their activity over.	Children to problem solve and talk about how they are going to come to a solution if lots of children want to play with the same thing.	Children to deal with their own problems before asking an adult for help.	Children to say yes when another child asks if they can have a turn of an activity.	Children to be able to ask if they would like a turn of a resource.
Feelings	Encourage children to express their feeling if they feel hurt or upset using descriptive vocabulary.	Children to openly talk about their feelings and opinions.	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better?	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better?	Children to talk about how they are feeling daily using happy and sad. Children to talk about how characters are feeling in books using word such as happy and sad.
Relationships	Children to gain friendships with children and adults in other year groups. E.g. at dinner time, after school club etc.	Children to gain good relationships with all of the children in the class and the adults in the setting.	Children to gain special friendships with children in the setting.	Children to have 2 or 3 special friend in the class that they choose to play with.	Children to have one special friend in the class that they choose to play with. Children to gain good relationships with adults in the class.
Achievements	Children to show off their achievements to their peers that they have accomplished at home or at school.	Children to reflect and self-evaluate their work. e.g. What do you like about your painting? What would you change?	Help children to set own goals and to achieve them.	Encourage children to bring in achievements And pictures from home.	Children to reflect on their work. e.g when they have built a model, what is their favourite thing about it?
Needs	Children to remind others in the class they need to get a tissue or wash hands.	Children to eat all the vegetables at lunch time. Children to know that sometimes they must eat things that they don't like as much as other things.	Children to know to wash hands when they have been outside to play or if they are dirty.	Children to blow nose independently and know to get a tissue if they need one.	Children to try all of the vegetables at lunch time. Able to use the toilet and wash hands confidently.

Playing	Children to play in a group listening to other children's ideas and using them in their play.	Children to play in a large group for a long period of time sustaining concentration.	Children to play in a group of up to 4 children for 10-15 minutes.	Children to play with two other children interacting with them for 5-10 minutes.	Children to play with one other child interacting with them for a short period of time.	Children to play alongside others.
Behaviour	<p>Children to follow the rules in the class.</p> <p>Children to always display positive behaviour.</p> <p>If children do not follow the rules, children to say sorry to the person they have upset.</p> <p>Children to talk about their negative behaviour and what they need to do next time.</p> <p>Children to rectify their mistakes and make it better.</p> <p>Children to have space to calm down and return to an activity.</p>					

Communication and Language Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception				Minimum Expectations for Nursery	
STORY TIME	<p>I listen to and discuss a wide range of poems, stories and non-fiction at my book band and above.</p> <p>I am becoming very familiar with key stories, fairy</p>	<p>Can engage in story times</p> <p>Understands how to listen carefully and why listening is important.</p>	<p>Can describe events in some detail.</p> <p>Uses talk to help work out problems and organise thinking and</p>	<p>Listens to and talk about stories to build familiarity and understanding.</p> <p>Retells the story, once they have developed a deep</p>	<p>Engages in non-fiction books.</p> <p>Listens to and talks about selected non-fiction to develop a</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p>	<p>Can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>

	stories and traditional tales, retelling them and considering their particular characteristics.		activities explain how things work and why they might happen.	familiarity with the text; some as exact repetition and some in their own words.	deep familiarity with new knowledge and vocabulary		
SINGING	I am learning to appreciate rhymes and poems, and to recite some by heart	Listens carefully to rhymes and songs, paying attention to how they sound.		Learn rhymes, poems and songs		Sings a large repertoire of songs.	Knows many rhymes, be able to talk about familiar books, and be able to tell a long story
VOCABULARY	I can discuss word meanings, linking new meanings to those I already know	Learns new vocabulary	Uses new vocabulary through the day	Uses new vocabulary in different contexts		Uses a wider range of vocabulary	Develops their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
PHONIC SOUNDS	Read Write Inc Set 3 sounds	Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy		Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk		<p>May have problems saying:</p> <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' <p>Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>	
QUESTIONING	<p>I am making inferences on the basis of what is being said and done</p> <p>I am predicting what might happen on the basis of what has been read so far</p>	Asks questions to find out more and to check they understand what has been said to them				Understands a question or instruction that has two parts, such as "Get your coat and wait at the door".	Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"
EXPRESSION	I can participate in discussion about what is read to me, taking turns and listening to what others say	Articulate their ideas and thoughts in well-formed sentences				Uses longer sentences of four to six words	Can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions

CONVERSTAION	I can explain clearly my understanding of what is read to me.	Can connect one idea or action to another using a range of connectives.	Can start a conversation with an adult or a friend and continue it for many turns	Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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Physical Development Progress Model for Knowledge and Skills

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.

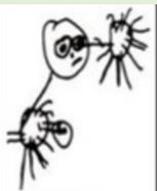
	Minimum Expectations for KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Dressing	Fasten small buttons Tie own shoelaces	Take off own coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	Put on socks and shoes correctly Fasten zip independently	Able to put hand up and answer a question confidently during carpet time.
Riding a bike	Can brake at a specific point with control Can follow at a sensible distance behind another rider Can control speed in a group Can follow a path set by another rider.	Can pedal and maintain balance while manoeuvring around obstacles	Can pedal and maintain balance for a few feet on a flat surface	Can stop a bike effectively using brakes Can pedal and maintain balance for a few feet down a slight incline	Can maintain balance while manoeuvring around corners	Can use feet to scoot a balance bike and maintain balance.	Can 'walk' a balance bike

Ball skills	Can throw with accuracy	Throw ball underhand	Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition	Hit 2ft target from 5ft away with a tennis ball using underhand toss	Children to know why we have rules.		Children to think of the rules that we need to follow and write them as a class in Nursery.
	Bounce a tennis ball on the floor and catch in one hand	Catch a tennis ball from 5 feet using only hands	Bounce and catch a large ball using 2 hands	Bounce a large ball	Catch a large ball by bringing hands in towards chest	Catch a large ball between extended arms	Catch a ball by chasing-does not necessarily respond to aerial ball
	Can use kicking in a team game	Coordinate body to meet and kick a ball that is rolled to them from a distance	Run towards and kick a ball	Walk towards and kick a ball	Direct kick to knock down a tower	Kick ball with one foot while swinging opposite arm	Use foot to tap static ball a small distance
Balance	Balance on an unstable surface with increasing control	Walk along a low narrow balance beam	Hold controlled static balance on one leg	Walk along a low, wide balance beam	Walk along chalk line	Stands on one foot for 2 seconds	Stands on tiptoes
Jumping	Skip rhythmically	Hop up to 10 times on alternate feet	Jump and turn in the air	Hop on one foot 3-5 times	Jump forward taking off and landing on 2 feet	Jump over a small stationary object	Jump off a low object with both feet off the ground
Using tools	Use scissors to cut fabric	Use scissors to cut around a shape on paper	Use scissors to cut paper in half	Use one-handed tools, for example, making snips in paper with scissors	Use one-handed tools, for example, making snips in paper with scissors	Explore a range of tools – spoons, spades, paintbrushes etc	Pour from one container to another
	Use a knife and fork independently	Cut using a knife	Spread using a knife	Use knife to cut soft food like banana and strawberry	Spoon cereal from container to dish with little spilling	Stab food using a fork	Use a spoon to pick up food and put it in mouth
Cutting tools	Cuts complex shapes, such as figures.	Cuts circle shape (a circle of 6inch in diameter, within ½ from	Cuts curved line (a 1/4inch curved line, within 1/4inch	Cuts straight line (within ½ inch from the drawn	Snips paper moving forward Uses helping hand to hold and	Opens/closes blades (not ready to use them on paper yet)	Holds scissors, often with both hands, learning

		the drawn line, improving to about ¼ inch)	from the line drawn)	line, improving in accuracy)	help to guide the paper (non-dominant hand)	Starts snipping paper (not moving forward with the scissors but making small snips)	to open and close the blades
Pencil skills	Dynamic tripod grasp 	Static tripod grasp 	4 finger grasp 		4 finger grasp 	Digital pronate grasp 	Palmer grasp 
Independence	Edit and refine movements and games	Collaborate with others to devise team games and manage resources	Start to make up their own physical games	Start to make up their own physical games	Start to make up their own physical games	Children work independently to develop basic skills	
Resources (not limited to)	Children are exposed to using different material	Socks, shoes, coats, buttons, laces, pedal bikes, balance beams, scissors, cutlery, whisks, hole punches	t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils	t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils	t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils	Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencils	

Literacy Progress Model for Knowledge and Skills

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).

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Writing		Writing Progression					
		<p>All syllables represented</p> <p><i>My fav orit dinosor is the stegosorus.</i></p> <p>A child hears beginning, middle and end sounds.</p>	<p>Initial and final sounds appear</p> <p><i>We wn to the s</i> (We went to the store.)</p> <p><i>I lk mi Bk.</i></p> <p>Beginning and ending letters are used to represent words</p>	<p>Environmental print</p> <p><i>the I is see like 12345 onb mr</i></p> <p>Awareness of print, copied from surroundings</p>	<p>Letter strings</p> <p><i>1031197A AFAFOIE AFI97A AFI119A</i></p> <p>Letter strings move from L to R and move down the page</p>	<p>Scribble writing</p> <p><i>Wavy lines</i></p> <p>Progression is from left to right</p>	<p>Pictures</p> <p></p> <p>Picture tells a story to convey message</p>
	<p>Inventive spelling</p> <p><i>To daye i won to play with the white board and the shapes and I won to play with my pen</i></p> <p>Whole sentence writing develops.</p>	<p>Vowel sounds appear</p> <p>Evidence of tricky words</p> <p><i>Thehcanr</i> (The horse can run.)</p> <p>Medial sound may initially be written</p>	<p>Beginning sounds</p> <p>Random and initial consonants</p> <p><i>I V A D A A O</i></p> <p>Beginning and ending letters are used to represent words</p>	<p>Letter groups</p> <p><i>AEB 2T WDJ I FHJZR</i></p> <p>Separated by spaces to resemble different words</p>	<p>Random letters and symbols</p> <p><i>T C A E P O H C B G M</i></p> <p>Mock letters or symbols</p>	<p>Random scribbling</p> <p></p> <p>Starting point at any point of paper</p>	

			as a consonant. Vowels begin to appear.				
	Use of Read Write Inc Sounds						
	Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk					
	Use of tricky words						
Use of Common exception words	said have like so do some some little one were there what went out	he she we me be was you are her all they me	I the to no go into				
	Elements of writing						
My writing can be read by others. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words	I am starting to use a full stop. I can reread what I have written. I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	I can write simple captions lists to match a picture I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words I can write cvc wrds using some digraphs. I am starting to write ph 3 tricky words	I am working on representing some sounds in order when I sound out. I can write initial and end sounds	I can write my name I can write some recognisable letters when I write		
	Elements of Reading						

Reading	<p>I can read accurately by blending sounds in unfamiliar words containing sounds that I have been taught</p> <p>I can read aloud accurately books in my book band.</p> <p>I can re-read books to build up my fluency and confidence.</p>	<p>Reread books to build up confidence and fluency</p> <p>Recall of more tricky words</p>	<p>Segment and blend words in reading book</p> <p>Read simple words and sentences with known letter sounds</p>	<p>Reading letter groups (Digraphs) to represent one sound. Read a few common exception words</p>	<p>Reading initial sounds individual letters</p> <p>Blending sounds into words</p> <p>Oral blending</p>	<p>Understands that print has meaning</p> <p>Knows the names of different parts of a book</p>	<p>Knows that we read from left to right and top to bottom</p> <p>Knows that pages have sequences.</p>	
	<p>I can use the sounds I know to decode words.</p>	<p>Know at least 10 digraphs</p> <p>Read aloud books containing phase 2 and 3 sounds</p>	<p>Read words containing blends</p> <p>cvcc</p> <p>ccvc</p> <p>ccvcc</p>	<p>Read words containing blends</p> <p>cvcc</p> <p>ccvc</p> <p>ccvcc</p>	<p>Can spot and suggest rhymes</p> <p>Can count or clap syllables in words</p>			
	Use and recognition of Read Write Inc Sounds							
	<p>I can recognise quickly the sounds for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Read Write Inc Set 2 sounds</p> <p>Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>	<p>Read Write Inc Set 1 sounds</p> <p>M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>	<p>Read Write Inc Set 1 sounds</p> <p>M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>				
	Use and recognition of tricky words							
<p>I can read year 1 common exception words.</p>	<p>said</p> <p>have</p> <p>like</p> <p>so</p> <p>do</p> <p>some</p> <p>some</p> <p>little</p> <p>one</p> <p>were</p> <p>there</p> <p>what</p> <p>went</p> <p>out</p>	<p>he</p> <p>she</p> <p>we</p> <p>me</p> <p>be</p> <p>was</p> <p>you</p> <p>are</p> <p>her</p> <p>all</p> <p>they</p> <p>me</p>	<p>I</p> <p>the</p> <p>to</p> <p>no</p> <p>go</p> <p>into</p>					

Mathematics Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception				Minimum Expectations for Nursery			
COUNTING	Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals Given a number, can identify 1 more and 1 less Counts in multiples of 2s, 5s and 10s	Counts objects, actions and sounds	Knows that the number does not change if simply rearranged	Links cardinal number value	Subitise up to 5 objects	Say number word in sequence	Tag each object with one number word	Knows that the last number counted gives the total so far	Subitise up to 3 objects
COMPARISON	Use language of equal to, more than, less than (fewer), most, least	Can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bigger than 2.		Knows the 'one more than/one less than' relationship between counting numbers		Can compare collections and begin to talk about which group has more things		Can identify groups with the same number of things	
COMPOSITION	Recognise, find and name a half as one of two equal	Knows that a number can be partitioned into more than 2 numbers		Can automatically recall number bonds for numbers to 10		Can physically partition a number of things into two groups, and can recognise		Can talk about the different arrangements	

	parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity					that those groups can be recombined to make the same total		they can see within the whole	
PATTERN	Explore and identify pattern within the number system	Can identify the 'unit of repeat'	Continue a pattern which ends mid-unit	Continue and create more complex patterns (ABC, ABB, ABBC)	Can record the patterns they make by symbolising the unit structure	Talk about and identify patterns in their environment	Continue an ABAB pattern	Create an ABAB pattern	Notice and correct an error in an ABAB pattern
SHAPE, SPACE AND MEASURE	Sound knowledge of 2D and 3D shapes, including rectangles (including squares) circles, triangles cuboids (including cubes), pyramids, spheres	Compose and decompose shapes, recognising that shapes can have shapes within them	Use spatial reasoning skills to create or problem solve	Name and discuss properties of basic 3D shapes	Combine shapes to make new ones	Name and discuss the properties of basic 2D shapes	Identifies similarities between shapes	Explores shapes and the attributes of particular shapes through construction play	Uses the language of position and direction. E.g. position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.
MEASURE	Use and apply in practical contexts, a range of measures, including time.	Recognise the relationship between the size and number of units	Begin to use units to compare things	Begin to use time to sequence events	Compare length, weight, time and capacity	Recognise the specific attributes of (for example) length – that a stick is long; adults are tall.	Can find something that is longer/ shorter or heavier/ lighter than a given reference item	Show an awareness of comparison in estimating and predicting	Compare objects relating to size and length

Understanding of the World Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
HISTORY LINKS	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	Can discuss similarities and differences between people in their family.	Can talk about members of immediate family in more detail.	Can talk about past and upcoming events with their immediate family	Can briefly talk about some members of their family	Can talk about any pets they might have	Able to say who they are and who they live with
		Can identify similarities and differences between jobs	Can identify emergency situations and know who to call	Is able to discuss different occupations of family members	Talk about a wider range of occupations (electrician, plumber etc)	Shows an interest in different occupations (nurses, doctor, police, fire...)	
		Sequence family members, explaining who they are and the key differences between what they can/can’t do	Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members by size and name (baby, child, adult)	

	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.	Compare and contrast characters from stories, sharing similarities and differences		Share some similarities between characters, figures or objects	Share likes and dislikes	Comments on fictional characters in stories
		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				Comments on historical figures or objects in non-fiction texts
R.E. LINKS	Describe memories that have happened in their own lives	Comments on pictures of wide range of celebrations (Diwali, Eid, Christmas)	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on recent pictures of celebrations in their own life "This was me celebrating Diwali"	Comments on recent pictures of celebrations in their own life "This was me celebrating Diwali"	Comments on recent pictures of experiences in their own life "This is me on the farm..."
	Can recognise name and describe religious places	Knows why religious venues are special and who goes there	Can name different religious venues- Church, Mosque and Gurdwara as a minimum		Can name different religious venues- Church, Mosque and Gurdwara as a minimum	
	Describe the main beliefs of a religion. Describe the main festivals of a religion.	Can articulate what others celebrate and begin to explain		Developing positive attitudes about differences between people	Developing positive attitudes about differences between people	Knows that there are differences between what people believe
GEOGRAPHY LINKS	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features	Can use maps to locate objects in 'real life'	Identifies features on a simple map (trees, house, river, mountain)	Identifies features on a simple map (trees, house, river, mountain)	Knows what a map is used for

	Uses world maps to identify countries.	Can name the 4 countries of the UK and at least 2 other countries	Knows that 4 countries make up the UK and can name at least 1 other country		Knows that there are different countries in the world	Knows that we live in Rainford which is in England	
	Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country.	Can identify similarities and differences between homes and other countries	Can identify similarities and differences between home and our country	Knows that different countries have different homes	Can explain features of other homes		Knows where they live (house, bungalow, flat)
		Make comparisons between life for children in different countries		Explains how life may be different for other children	Explains how life may be different for other children	Can articulate what daily life is like in our country	
	Observe the natural and humanly constructed world around them	Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live	Talk about local environments (their road, the park, the library, Rainford)	Talk about local environments (their road, the park, the library, Rainford)	Talk about what they see in their own environment (school/home) using a wide vocabulary	
SCIENCE LINKS	Explores the world around them, asking how and why Q's.	Explores the natural world around them	Talks about differences between materials and changes they notice		Explore collections of materials, identifying similar and different properties		Explore collections of materials
		Explain what their five senses are		Can name their five senses	Can name their five senses	Uses senses in hands on exploration	
	Notices links between cause and effect (speed, shape, direction and magnetism).	Explores non-contact forces (gravity and magnetism)		Explores and talks about forces (push and pull)	Explores and talks about forces (push and pull)	Explores how things work	
	Identify seasonal weather patterns	Understands the effect of seasons on the natural world, discussing when and how things grow		Names and orders seasons	Can identify what you need to wear d=for each season and why	Understands that the weather changes and that in different countries you have different weather	
	Observe the natural and humanly constructed world around them.	Understands the need to respect and care for the natural environment and all things	Can talk about different life cycles	Can say what plants need to survive	Can explain the life cycle of a plant and butterfly	Plant seeds and cares for growing plants with support	Understands the difference between plants and animals

COMPUTING LINKS	Uses various tools such as brush, pens, stamps, eraser and shapes.	Uses various tools such as brush, pens, stamps, erasers and shapes with support	Selects brushes, colours and rubbers when drawing on paint software	Selects brushes, colours and rubbers when drawing on paint software		
		Children can independently change games or increase levels of difficulty on games	Can play simple games on the IWB by dragging and dropping items	Can play simple games on the IWB by dragging and dropping items		
		Erases content and understands how to charge cameras	Children can edit photos	Children can record videos on the camera	Children can take photos on the camera	Children can switch a camera on and off
	Identify which things count as personal information. Asks for help when they need it.	Children know what personal information is and know that it should not be shared online	Children know to ask for help if needed.			

Expressive Arts and Design Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
	Colour matching, altering tint and shade	Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Able to mix primary colours to make secondary colours	Able to mix primary colours to make	Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours

PAINTING	Warm/Cool colours				secondary colours		
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Can use thin brushes to add detail	Can use thick brushes	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand
	Print with a variety of resources	Create patterns or meaningful pictures when printing		Print with small blocks, small sponges, fruit, shapes and other resources	Print with small blocks, small sponges, fruit, shapes and other resources	Print with large blocks and larger sponges	
DRAWING	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Draws potato people (no neck or body)	Draws potato people (no neck or body)	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.
	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children are able to draw simple things from memory	Children are able to draw simple things from memory	Children are able to draw things that they observe	
COLLAGE	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Use glue sticks and glue spatulas independently	Use glue sticks and glue spatulas independently	Use glue spatulas with support	Use glue sticks with support
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Adds other materials to develop models (tissue paper, glitter...)	Adds other materials to develop models (tissue paper, glitter...)		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Make collages and mosaics using different materials Weaves items	

SCULPTURE	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play	Builds simple models using walls, roofs and towers.	Builds simple models using walls, roofs and towers.	Builds walls to create enclosed spaces	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions	Makes something that they give meaning to	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes marks in clay	Explores clay
MUSIC	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		Talks about how music makes them feel	Talks about how music makes them feel	Responds to music	Enjoys listening to music
	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns			Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)
SINGING AND DANCING	Put a sequence of actions together	Learns longer dance routines, matching pace		Learns short routines, beginning to match pace	Learns short routines, beginning to match pace	Copies basic actions	Moves to music
	Begin to improvise independently to create a simple dance	Replicates dances and performances		Shares likes and dislikes about dances/performances	Watches dances and performances	Beginning to watch performances for short periods of time	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody	Sings in a group, trying to keep in time	Sings in a group, trying to keep in time	Sings in a small group	Knows some words when singing
	To take part in a simple role play of a known story	Uses imagination to develop own storylines	Uses experiences and learnt stories to	Uses own experiences to develop storylines	Uses own experiences to	Plays with familiar resources	

ROLE PLAY			develop storylines		develop storylines		
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	Participates in small world play related to rhymes and stories	Participates in small world play related to rhymes and stories	Simple small world (farm, cars, trains, dolls)	
INDEPENDENCE	Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay		Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child
		Returns to work on another occasion to edit and improve		Creates their own piece of art and begins to self-correct any mistakes	Creates their own piece of art and begins to self-correct any mistakes	Creates their own piece of art and gives meaning	Creates their own piece of art
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further		Works with a friend, copying ideas and developing skills together	Works with a friend, copying ideas and developing skills together	Children work independently to develop basic skills	
RESOURCES (NOT LIMITED TO)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws		Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay,	Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	

				sponges, scissors, IWB	
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Vocabulary is VITAL

Valued	We value vocabulary in every subject and it underpins everything we do.
Identified	Vocabulary is identified by the EYFS lead in consultation with subject leaders and is explicitly planned for so that it is linked to the books taught and so children are ready for the Year 1 curriculum.
Taught	Vocabulary is explicitly taught in every lesson. Our stories are used as a teaching tool for key vocabulary and the EYFS curriculum maps include additional vocabulary to be taught.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, children revisit and relearn key vocabulary.

Our staff are passionate about the Early Years Foundation Stage. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of this stage of development. Our pedagogy is firmly based upon findings from early childhood studies and neuroscience which shows that children's early experiences are important in affecting health, behaviour and developmental outcomes. We are particularly influenced by the Reggio and Bandura approaches. We encourage our children to build their own learning, and the adults help to support, not instruct. We have a focus on exploratory and child-led play to improve problem-solving skills. The adults modelling calm, respectful behaviour and emphasises the importance of displaying thinking out loud to show thought process. We provide our children with the balance of child-initiated play, adult modelling and directed teaching. focused and structured learning to ensure that they enjoy learning to read, write, use numbers, think mathematically, explore their world and make creations. Through Quality First Teaching we ensure that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before.

Lesson Structure

On-going formative assessment is at the heart of effective early years practice. Staff observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. We identify where the child may be in their own developmental pathway and consider ways to support the child to strengthen and deepen their current learning and development. We plan for areas in which to challenge and extend the child's current learning and development.

In EYFS, all knowledge and skills are taught through a quality text. The knowledge, skills and vocabulary taught in reception prepares our children for the next step in their learning. Curriculum skills and links are shared with subject leaders so that all staff are aware of where the children's learning starts. Continuous provision is carefully planned for and monitored to ensure all staff are aware of how the children progress their skills in each area.

Impact

Our well-constructed and well-taught curriculum leads to good results. Our results are a reflection of what our children have learnt and the progress they have made. We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. The quality of our children's work is of a high standard. All learning is built towards a goal and we prepare our children for the next stage. We ensure all our children read to an age-appropriate level and fluency. Reading is at the heart of our curriculum. The impact of The Federation of St Mary's bespoke curriculum is measured through the following:

- Assessment against the Early Years Foundation Stage Profile
- Vocabulary and knowledge gained
- Pupil voice and parental questionnaires
- Progress evident in children's books and record of experiences