Reception curriculum

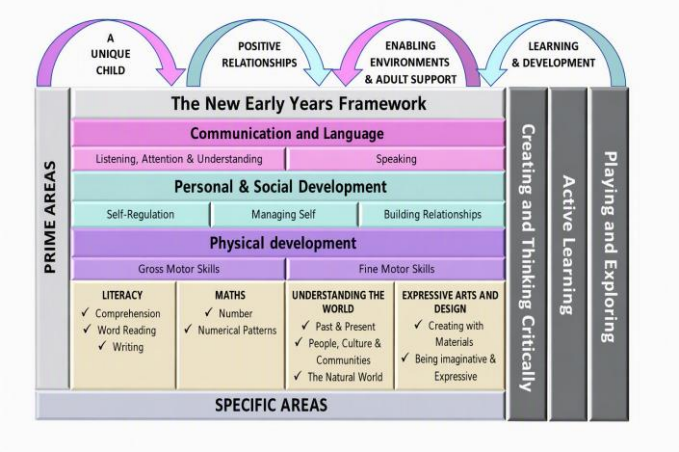
Our EYFS curriculum is designed as a **progressive journey from Babies through to Reception**, with each stage building upon children's previous learning, experiences and development.

These documents should be read together:
EYFS Curriculum Aspirations sets out our shared ambitions for children as they move through our EYFS. It identifies the knowledge, skills, attitudes and dispositions we want children to develop and the increasingly confident, curious, resilient and independent learners we want them to become.
EYFS Vocabulary Progression identifies how children's understanding and use of language develops from Babies through to Reception. Vocabulary becomes increasingly rich and sophisticated as children encounter, revisit and use language through interactions, play, stories and purposeful learning experiences.
Our Curriculums set out the knowledge, skills and experiences we provide at each stage. In Reception, learning is carefully sequenced across the year so that children revisit prior learning, make connections and develop increasing knowledge, vocabulary, skills and independence.

Together, these documents show **where our children are going, how their learning and language develop over time, and how our curriculum supports them to get there**.

Our curriculum remains responsive to the individual child. Through high-quality interactions, purposeful play, explicit teaching, first-hand experiences and carefully planned provision, practitioners build on what children already know and can do while identifying and supporting their next steps.

Our overarching aim is for every child to have their "best day every day" and to leave our EYFS as a confident, capable learner with a strong sense of self and belonging.



Reception curriculum

At Chapel End we aim for our children leave us as healthy, happy, well rounded individuals who:

- have respect for the world and understand their responsibilities as a global citizen in ensuring that it is conserved for future generations
- are aware of their place in society and their responsibility to contribute positively to it
- are polite, helpful and have respect and tolerance for others and their beliefs and cultures and possess the skills and knowledge that they will require to enable them to continue their learning and reach their full potential.

Our curriculum is carefully sequenced across the year. Children revisit and build on prior learning, developing increasing knowledge, vocabulary, skills and independence. The six themes provide meaningful contexts for learning, while the progression within each curriculum area identifies the knowledge and skills children are expected to develop over time. Learning is enriched through high-quality texts, first-hand experiences, purposeful play, adult interaction and opportunities to revisit and apply learning across the curriculum.

Schemes and programmes

Published schemes and programmes support the delivery of our curriculum but do not define it. Practitioners use these resources alongside their knowledge of the children, ongoing assessment and professional judgement to ensure that learning builds progressively from what children already know and can do. Teaching is adapted where necessary to provide appropriate support, consolidation and challenge, while maintaining our intended curriculum progression.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: *These themes may be adapted at various points to allow for children's interests*	**All About me!** Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at?	**Lets celebrate!** Bonfire night celebrations Little Red Hen – Harvest The Nativity Christmas Lists Letters to Father Christmas	**Take one picture!** Arts & Design focus A Starry Night Van Gogh Night time adventures Chinese New Year	**Growing!** Where do I live? The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Make a sculpture Reduce, Reuse & Recycle Fun Science / Materials	**Amazing animals!** What lives in our pond? Life cycles Farm animals/trip	**Our Wonderful world!** Where in the world would I like to go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials
Big idea	Myself, my relationships and my community	Celebrations, traditions and belonging	Art, creativity, culture and imagination	Growth, change and caring for our environment	Animals, habitats and life cycles	Our wider world, environments, history and responsibility
Curriculum intentions & key knowledge	• Develop a positive sense of self and belonging. • Understand families, relationships and differences. • Recognise and talk about feelings. • Develop independence and understand how to keep ourselves healthy and safe. • Know about people who help us and our local community.	• Know that people celebrate different special times and events. • Understand that families and communities have different traditions. • Develop respect for different beliefs and cultures. • Explore how celebrations have changed and are remembered. • Develop vocabulary to talk about celebrations, traditions and experiences.	• Explore art, artists and different ways of expressing ideas. • Know that people, places and cultures can be different. • Develop curiosity about different cultures and ways of life. • Explore colour, pattern, sound and creative expression. • Develop vocabulary to describe what we see, hear, create and notice.	• Know that living things grow and change over time. • Understand what plants need to grow. • Explore seasonal change and changes in the natural world. • Develop care and responsibility for living things and our environment. • Explore materials and how they can be used, combined and changed.	• Know that animals live in different habitats. • Understand that animals grow and change through life cycles. • Recognise similarities and differences between animals. • Develop care and respect for living things. • Use vocabulary to describe animals, habitats and life cycles.	• Develop knowledge of our local area and the wider world. • Recognise similarities and differences between places and environments. • Know that people and places change over time. • Develop curiosity about the natural world and the past. • Understand that we can care for and protect our environment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts and reading experiences	Traditional tale: Goldilocks and the Three Bears Additional texts may include: The Gruffalo The day the crayons quit Room on the broom Guess how much I love you Plus other texts from our EYFS brilliant books, diversity collections, No outsiders book, school theme of kindness or the children's interests.	Traditional tale: The Gingerbread man Additional texts may include: Peace at last Can't you sleep, little bear? Shark in the park Stickman Plus other texts from our EYFS brilliant books, diversity collections, No outsiders book, school theme of honesty or the children's interests.	Traditional tale: The Three Little Pigs Additional texts may include: One snowy night The tiger who came to tea Where the wild things are Owl babies Plus other texts from our EYFS brilliant books, diversity collections, No outsiders book, school theme of resilience or the children's interests.	Traditional tale: Jack and the Beanstalk Additional texts may include: The very hungry caterpillar Monkey puzzle The enormous turnip The invisible Plus other texts from our EYFS brilliant books, diversity collections, No outsiders book, school theme of love or the children's interests.	Traditional tale: The Three Billy Goats Gruff Additional texts may include: Chicken Licken Little red hen magic porridge pot Plus other texts from our EYFS brilliant books, diversity collections, No outsiders book, school theme of hope or the children's interests.	Traditional tale: Little Red Riding Hood Additional texts may include: Rosies farm Farmer duck Rainbow fish Handas surprise What the ladybird heard Plus other texts from our EYFS brilliant books, diversity collections, No outsiders book, school theme of tolerance or the children's interests.
Enrichment & first-hand experiences	What jobs do our parents do? School walk	Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Baking bread Christmas Time / Nativity/Santa	Valentine's day Chinese New Year – food tasting National Storytelling week	Butterfly hatching Weather experiments Mother's Day World Book Day Easter bonnet parade/egg rolling/decorating	Frogspawn in setting Pond dipping	Father's Day Summer fun day Transition to year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Characteristics of Effective Learning	**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over- Arching Principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. *PLAY: At Chapel End, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'.* ***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
British Values	Kindness We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	Honesty We know right from wrong. We recognise that we are accountable for our actions.	Resilience We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We must work together as a team when it is necessary. Class rules	Love We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Hope We are all unique. We all have the right to have our own views. We listen with intrigue and value and respect the opinions of others.	Tolerance We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.
Assessment opportunities	In-house - Baseline data on entry National Baseline data by end of term EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term judgements Phonics assessments Harder to read & spell word assessments	Ongoing assessments GLD Projections for EOY LA moderation EYFS team meetings In house moderations	Ongoing assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Harder to read & spell word assessments	Ongoing assessments LA moderation EYFS team meetings	Ongoing assessments Pupil progress meetings Reports Phonics assessments Harder to read & spell word assessments EYFS team meetings EOY data
Parental Involvement	Stay and plays Dojo involvement Phonics parents meeting Autumn disco	Dojo involvement Nativity Parent's Evening Christmas Fair	Dojo involvement	Dojo involvement Easter bonnet parade Parent's Evening	Dojo involvement	Dojo involvement Summer song Reports to parents Pack pick up day Setting visits Summer Fun Day

Diversity Texts to be read throughout the year during story time sessions

Different families, **Cultural diversity**, **Neurodiversity**, **Physical disabilities**, **Diversity**, **BAME main characters**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My two Grandads My two Grannys The girl with two dads The big book of families Our class is a family So much	Different is not bad Shine The Invisible Lulu's first day The proudest blue Incredible you	The unbudgable curmudgeon Just ask When Charlie met Emma Only one you Izzy Gizmo Hats of faith Astro Girl	Happy to be me Susan laughs I see things differently Baby goes to market Pink is for boys Perfectly Norman	Love makes a family Its ok to be different Golden domes and silver lanterns Maisie's scrapbook We're all wonders Jabari jumps Don't call me special	Full, full full of love We belong together What makes me a me? What happened to you The Jasmine sneeze More people to love me
Think Equal books					
Marvellous me These feelings The weather inside Ted the tiger tamer Anonymouse	Curly the chameleon Ahmed's journey Faisal's not himself Biyu the brave pea	Thabo and the trees Passing clouds Yoshi is different Nisha and the tiger	Francisco's family Zelda goes on holiday Monster in the smoke Nothando's journey	Reha to the rescue A tiny seed Our home Gokul's game	My dream in the drawer Sydney the seahorse Deji and Nnedi and the very large cushion
No Outsiders books – to promote inclusive thinking					
Strictly no elephants	Odd Dog out	The boy with flowers in his hair	Kind	The same but different too	We are all neighbours

Brilliant Books to be read throughout the year during story time sessions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Colour Monster Colour Monster goes to school My Grandpa is amazing My Grandma is wonderful Goldilocks and the three bears The day the crayons quit The Gruffalo Room on the broom Funnybones We're going on a bear Hunt Guess how much I love you	Where the poppies grow The Gingerbread Man Happy birthday Bear Kippers birthday The Scarecrows' Wedding The Gruffalo's Child Stickman Christmas story Peace at last Shark in the park Open very carefully Can't you sleep Little Bear?	One snowy night The Tiger who came to tea Where the wild things are The three little pigs Kitchen disco Owl Babies Red rockets rainbow jelly Supertato Tabby McTat Oi Dog A squash and a squeeze How to grow a dinosaur	The very hungry caterpillar The invisible Monkey puzzle The enormous turnip Jack and the beanstalk Whatever Next! Where's my teddy? You choose Stomp chomp here come the dinosaurs Don't look in this book Dinosaurs love underpants	Snail and the whale Chicken Licken Duck in the truck The three billy goats gruff The little red hen The magic porridge pot Giraffes can't dance Elmer Five minutes peace	Little red riding hood Click clack moo Rosies walk Farmer duck The rainbow fish Tiddler Handa's surprise Somebody swallowed Stanley Bumble buzz to the rescue The Bumble Bear What the ladybird heard

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in setting. Communication and Language is developed throughout the day through high-quality interactions, intentional vocabulary teaching, stories, rhymes, songs, role play, discussion and storytelling. The progression below identifies the increasing complexity of children's listening, understanding, speaking and use of vocabulary.					
Throughout the year	Daily story time; rhymes, songs and poems; words and signs of the week; high-quality adult-child interactions; SHREC approach, vocabulary teaching; ELS phonics; Tales Toolkit; role play; discussion; opportunities for sustained shared thinking; speech and language support where required.					
Communication and Language progression	• Listen carefully and respond to what they hear. • Follow simple instructions and routines. • Talk about familiar experiences, people and events. • Ask and answer simple questions. • Begin to use new vocabulary in conversation and play. • Introduce storytelling through Tales Toolkit.	• Listen attentively and respond appropriately. • Follow instructions involving more than one idea or action. • Ask questions to find out more. • Connect ideas and describe experiences in more detail. • Retell familiar stories using key vocabulary. • Develop vocabulary linked to celebrations, traditions and experiences.	• Listen and respond to stories, discussions and others' ideas. • Ask and answer how and why questions. • Describe events and experiences in increasing detail. • Retell stories, remembering key events. • Use recently introduced vocabulary in conversation and role play. • Begin to invent and develop own stories.	• Listen to and discuss fiction and selected non-fiction. • Talk about ideas and thoughts using well-formed sentences. • Ask questions to find out how things work and solve problems. • Describe processes and events in sequence. • Use new vocabulary to explain learning, e.g. growth and life cycles. • Develop and record simple stories using Tales Toolkit.	• Listen and talk about non-fiction, developing deeper familiarity with topics. • Ask questions to organise thinking and find out more. • Describe events and experiences in detail. • Retell stories in their own words. • Use increasingly precise vocabulary to describe animals, habitats and life cycles. • Create and develop own stories and endings.	• Listen attentively and sustain conversations with others. • Express ideas and thoughts clearly using well-formed sentences. • Ask questions to clarify, investigate and solve problems. • Talk confidently about experiences, past and present. • Use and understand a wide range of recently introduced vocabulary. • Create, retell and develop stories with increasing detail.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Wonderful world!
Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** Physical Development is developed throughout the day through daily movement, planned PE, Brains & Bodies, fine motor opportunities and opportunities to develop independence and self-care. The progression below identifies the increasing control, coordination, strength, balance and precision children develop across the year.					
Throughout the year	Brains & Bodies daily; weekly PE; Edstart; Funky Fingers; threading, cutting, weaving and playdough; opportunities for climbing, balancing, running, jumping and moving in different ways; developing independence in dressing, eating and personal care; ongoing support for pencil grip and letter formation.					
Physical development progression	• Develop core strength, coordination and spatial awareness. • Move safely and confidently in different ways. • Develop control when using small tools and manipulating objects. • Begin to develop an increasingly controlled pencil grip. • Develop independence with dressing, cutlery and personal care.	• Develop fundamental movement skills including running, jumping and changing direction. • Improve balance and coordination when moving and playing. • Develop hand and finger strength through fine motor activities. • Use pencils and paintbrushes with increasing control. • Begin to show a consistent hand preference.	• Develop object-control skills through throwing, catching and other ball skills. • Develop increasing control and accuracy when using tools. • Begin to form letters correctly. • Use a range of tools with increasing precision. • Develop independence with buttons, zips and other fastenings.	• Develop strength, balance and coordination through gymnastics and movement. • Combine movements with increasing control. • Use pencils and other tools with increasing precision. • Develop a comfortable and effective pencil grip. • Cut with scissors with increasing control.	• Apply fundamental movement skills with increasing control and confidence. • Develop accuracy when throwing, catching and moving with objects. • Hold a pencil effectively and use it with increasing control to form recognisable letters. • Cut along straight and curved lines with increasing accuracy. • Use one hand consistently for fine motor tasks.	• Move confidently and safely, applying skills in games and physical challenges. • Demonstrate increasing strength, balance, coordination and agility. • Use a range of small tools accurately and confidently. • Use a comfortable and effective pencil grip with increasing fluency, control and precision • Form recognisable letters with increasing consistency. • Develop fluency, control and efficiency in physical and fine motor tasks.
Edstart PE focus	Movement to music	Fundamental movement skills (FMS) – locomotor skills	FMS object control	Gymnastics	Sports Day events	Introduction to games (competing tab)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Throughout the year	Warm, positive relationships; daily opportunities to talk about feelings and experiences; modelling and supporting self-regulation; developing independence and self-care; cooperative play; sharing, turn-taking and resolving conflicts; opportunities to persevere and solve problems; promoting healthy choices and physical wellbeing.					
Personal, Social and Emotional Development progression - increasing independence, self-regulation and positive relationships	• Develop a positive sense of self and belonging. • Talk about feelings and begin to recognise strategies for managing them. • Develop confidence in routines and increasing independence. • Build friendships and learn to play cooperatively. • Understand and follow simple behavioural expectations	• Recognise and value similarities and differences between people. • Understand what it means to treat others with respect. • Express feelings and begin to consider the feelings of others. • Develop independence with personal care and dressing. • Develop positive relationships through cooperation and kindness	• Understand how to keep safe indoors, outdoors and online. • Follow safety rules and know when and how to seek help. • Develop awareness of sensible screen use and online safety. • Make healthy choices and develop personal hygiene. • Become increasingly confident in the local community.	• Understand that people grow and change over time. • Talk about healthy choices and why they are important. • Follow rules with increasing independence. • Consider other people's perspectives when playing and working together. • Develop kindness and care towards people and living things.	• Develop resilience and perseverance when facing challenges. • Talk about ways to overcome difficulties and keep trying. • Develop a positive "can do" attitude. • Set and work towards simple goals. • Develop care and responsibility for living things.	• Understand how to care for people and contribute to a caring community. • Develop an understanding of money and how to look after it. • Show increasing independence and readiness for transition to Year 1. • Work cooperatively, showing respect for others' needs and ideas. • Reflect on achievements and recognise personal strengths.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
SCARF SCARF is used as a supporting programme to help deliver aspects of our planned PSED curriculum. It complements our PSED progression alongside daily interactions, routines, relationships, play, stories and responsive teaching. **Managing self** **Self regulation** **Making relationships**	• SCARF: Me and My Relationships • Talk about self, families and people that help us. Name and recognise feelings and learn some strategies to handle big feelings • Manage self care needs with independence or independently e,g, going to the toilet, washing hands • Time will be spent introducing/re introducing the routines within the setting e.g. morning routines, snack routines etc • Behavioural expectations will be continually modelled. We will spend time getting to know one and other and making friends. • Oral hygiene: teeth cleaning linked to the dental nurse	• SCARF: Valuing Difference • Talk about differences in ourselves and families • Know what it means to be respectful and to be treated with respect • See themselves and others as valuable • Express own feelings and consider other peoples' feelings • Independence: putting own socks and shoes on	• *SCARF: Keeping myself safe* • Know how to keep themselves safe indoors outdoors and online • Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc. And knowing how to cross the road safely • Internet safety week & sensible screen time • Personal hygiene • SMART rules	• SCARF: Growing and changing • Discuss what happens to us as we grow up and changes that happen in our bodies • Enjoy going out into the local area to explore or community e.g. to post a letter, buy healthy snack etc. • Increasingly follow rules without reminders • Talk about making healthy choices and why it is important to be healthy • We will explore how to play fairly in a group so that everybody is happy. We will encourage the children to consider other children's perspective. • We will talk about the importance of being kind to all living things around including our friends and animals etc	• SCARF: Being my best • Talk about how to overcome challenges and keep trying our best • Talk about and encourage a can do attitude within the setting where the children are encouraged to rise to the challenge of meeting goals set by a teacher or by setting and working towards their own goals. • Importance of exercise • Being kind to living creatures • Taking care of animals (frogs/butterflies)	• SCARF: Rights and respect • Learn how to look after people special to them and what makes a caring classroom • Learn about money and how to look after it and save it • Transition into Year 1 • Show increasing independence and confidence in preparation for transition to Year 1.
PSED progression	• recognise and name feelings • begin to use strategies to manage emotions • develop independence in routines • build relationships	• recognise feelings in themselves and others • show respect for differences • cooperate and take turns • manage personal care with increasing independence	• make safe choices • follow safety rules • recognise when they need help • explain simple ways to keep themselves safe	• follow rules with fewer reminders • make healthy choices and explain why • consider another person's perspective • resolve simple disagreements with support	• persevere when things are difficult • set simple goals • adapt strategies when something doesn't work • recognise and talk about their achievements	• regulate emotions and behaviour with increasing independence • cooperate and negotiate with others • take responsibility for themselves and others • Demonstrate increasing independence and confidence in preparation for Year 1.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Literacy	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Throughout the year	Daily story time and shared reading; access to a wide range of high-quality fiction, non-fiction, poetry and rhymes; daily ELS phonics; regular opportunities to reread familiar texts; Tales Toolkit and Talk for Writing; vocabulary development; purposeful writing in play and adult-led experiences; regular opportunities to write for real purposes and respond to children's interests.					
Reading & Comprehension progression	• Develop enjoyment of books, stories and rhymes. • Handle books correctly and understand how print works. • Talk about favourite stories, characters and events. • Join in with familiar rhymes and repeated phrases.	• Talk about characters and events in stories. • Answer simple questions about what they have heard or read. • Retell familiar stories using key vocabulary. • Begin to anticipate what might happen next.	• Answer questions and use information from the text to support ideas. • Retell stories, remembering key events. • Use recently introduced vocabulary when discussing texts. • Begin to notice when a text does not make sense.	• Talk about fiction and selected non-fiction. • Use what they already know to help understand texts. • Anticipate key events and discuss possible outcomes. • Retell stories using increasing detail.	• Demonstrate understanding when talking about what they have read. • Use vocabulary from books in conversation and role play. • Re-read familiar books to develop accuracy and confidence. • Make simple links between texts, experiences and prior knowledge.	• Talk confidently about and respond to stories, non-fiction, rhymes and poems. • Recall key events and important information. • Anticipate and discuss what might happen next. • Re-read familiar texts with increasing accuracy, fluency and expression.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
ELS progression	**Phonic: ELS** **Phase 2** • Handle books correctly and follow print left to right, top to bottom using fingers to track the text. • Read individual graphemes and say the sound for each phase 2 sound. • Segment and blend words orally and blend to read short words. • Recognise some words that rhyme	**Phonic: ELS** **Phase 2/3** Assessments • Use phonic knowledge to help decode unfamiliar words • Track text when reading in a group. • Read some letter groups that represent one sound • Recognise some harder to read and spell words	**Phonic: ELS** **Phase 3** • Read simple phrases and captions using known letter-sound correspondences • Recognise more harder to read and spell words • Re-read books to build fluency and confidence	**Phonic: ELS** **Phase 4** Assessments • Read simple sentences using known letter-sound correspondences and some harder to read and spell words • Recognise more harder to read and spell words • Re-read books to build fluency and confidence	**Phonic: ELS** **Phase 5** • Say a sound for each letter of the alphabet and at least 10 digraphs (ELG) • Read words consistent with my phonic knowledge by sound blending (ELG) • Re-read books showing increased accuracy and fluency	**Phonic: ELS** Consolidation & End of term assessments • Say a sound for each grapheme and at least 10 digraphs • Read aloud simple sentences containing adjacent consonants and an increasing range harder to read and spell words • Transition work with Year 1 staff
Writing progression	• Tales toolkit to introduce storytelling • Give meaning to marks and talk about what they represent. • Develop name writing. • Write initial sounds and simple labels. • Write for a purpose in role play. • Begin to use phonics to represent sounds.	• Tales toolkit to develop storytelling • Write names and labels independently. • Begin to write simple captions using known sounds. • Use writing to retell stories and communicate ideas. • Write for different purposes, e.g. lists and letters. • Begin to spell some common harder-to-read-and-spell words.	• Tales toolkit to map storytelling • Write words by segmenting them into sounds. • Write captions and simple sentences using known phonics. • Use writing for different purposes, including instructions, lists and recipes. • Develop story scribing and retelling. • Begin to use phonically plausible spelling more consistently.	• Tales toolkit to plan storytelling • Create simple story maps and use them to support writing. • Write captions and simple sentences. • Form lower-case and capital letters correctly. • Use full stops. • Write labels and descriptions linked to learning.	• Tales toolkit to record simple stories • Write for a range of purposes in play and real-life contexts. • Write phonetically plausible words and increasingly accurate spellings. • Begin to use finger spaces. • Re-read writing to check that it makes sense. • Write simple recounts and stories.	• Tales toolkit to record more detail in stories • Write sentences using known phonics and an increasing range of common words. • Use capital letters, finger spaces and full stops with increasing consistency. • Write simple narratives and non-fiction. • Adapt familiar stories and develop own ideas. • Re-read and make changes to improve meaning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Throughout the year	Texts provide a stimulus for purposeful writing across the curriculum. Writing opportunities are linked to core texts, children's interests, experiences and current learning. Children write for real purposes and in a range of genres, including stories, lists, labels, captions, instructions, recounts and non-fiction.					
Writing in context & purpose	• Mark making and giving meaning to marks; name writing; shopping lists using initial sounds and simple labels; writing for a purpose in role play	• Name writing, labelling,, story scribing. Retelling stories, letter writing (Stick Man, to Santa) • Writing labels and simple captions using CVC words and some harder to read and spell words: to, the, I	• Name writing, labelling, story scribing. Retelling stories, instructions, captions • Spell words by stretching the word, robot talking and writing the letter sounds. • Writing recipes, lists. • and acrostic poems	• . Creating own story maps and writing captions and simple sentences. • Form lower-case and capital letters correctly and using full stops. • Labels and captions – life cycles & character descriptions.	• . Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Rhyming words. • Re-reading writing to check it makes sense • Recount – A trip to the farm	• Non-fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. • Re-reading writing to check it makes sense • Using familiar texts as a model for writing own stories and changing the ending.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Maths	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.					
Throughout the year	Mathematics is taught through White Rose Maths, with concepts introduced progressively and revisited regularly to develop fluency, consolidation and deeper understanding. Children have frequent opportunities to explore and apply mathematical ideas through practical experiences, manipulatives, discussion, play and problem solving. Assessment and observation inform opportunities for additional practice, consolidation and challenge. **Progression and revisiting** Key mathematical concepts are revisited throughout the year, allowing children to consolidate previous learning, make connections and apply their understanding in increasingly challenging contexts. Teaching is responsive to assessment, with additional opportunities provided where children need further consolidation or challenge.					
White Rose Maths progression	• Baseline • Shape and pattern • Subitising matching • Sorting • Comparing amounts and Subitising • Compare size & capacity • Composition of 3 and pattern • Subitising, representing and comparing 1,2,3 • Composition of 1,2,3 counting and 1:1 correspondence.	• Composition of 2 3 4 & positional language • Circles and triangles & Spatial awareness • The number 4/ The number 5 and making sets. • Composition of 4, 5 & One more one less • Comparing shapes –rotations and manipulate • Night and day (routines/time) • Size mass capacity • Patterns	• Zero and subtracting numbers to 5 • Adding and composition of 4 and 5 • Measuring mass and capacity • Learning about 6,7 and 8 • Pairs and combining groups to 10 • Measuring length and height	• Ordering to 10 • Subtraction and making groups • Number bonds to 10 • 3D shape • Consolidation (respond to what they need more support with)	• Building numbers and making patterns to 20 • Missing numbers to 20 • Shape patterns and tangrams – compose and decompose shapes • Adding and number tracks • Subtracting and number tracks • Spatial reasoning	• Doubles • Sharing and grouping • Odd and Even • Problem solving • Patterns and relationships – continue copy and repeat • Spatial reasoning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
Understanding the world	Understanding the World involves guiding children to make sense of their physical world and their community. Children develop knowledge through first-hand experiences, observation, discussion, stories, non-fiction and exploration. Learning builds progressively as children develop understanding of people, places, cultures, communities, the past and present, living things and the natural world.					
Throughout the year	Children develop knowledge and understanding of their community, the wider world and the natural environment through first-hand experiences, stories, non-fiction, exploration, observation and discussion. Learning is revisited and extended as children make connections between people, places, cultures, past and present, living things, materials and the natural world.					
Past & present progression	• Talk about events and people in their own lives and those of their family.	• Recognise that special events and traditions can be remembered and celebrated in different ways.	• Compare photographs, objects and experiences from the past and present; learn about significant people.	• Talk about how people, animals and environments change over time.	• Use stories, photographs and artefacts to compare aspects of the past and present.	• Explain some similarities and differences between life in the past and present, using the seaside as a context.
People & communities progression	• Talk about family, familiar people, occupations and the local community. Recognise similarities and differences between families.	• Recognise that people have different beliefs and celebrate special times in different ways	• Explore China and other cultures; notice similarities and differences between places and people.	• Describe their local environment and use simple maps to represent familiar places.	• Compare life in different environments and communities.	• Compare places and environments, including life in other countries. Use maps and digital resources to explore the wider world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our Wonderful world!
The Natural World progression	• Notice and talk about seasonal changes. • Observe plants, animals and the natural environment. • Explore natural materials using their senses.	• Observe changes in the natural world. • Explore materials and describe their properties. • Talk about how we can care for our environment.	• Notice seasonal changes and weather patterns. • Explore living things and their environments. • Explore and describe materials and how they behave.	• Understand what plants need to grow. • Observe and describe growth and change. • Explore materials through practical investigation. • Begin to explain observations.	• Recognise different habitats and the animals that live there. • Describe animal life cycles. • Compare animals and their environments. • Develop care and responsibility for living things.	• Explore and compare different environments. • Understand how living things change over time. • Develop knowledge of the natural world and our responsibility to care for it. • Explain observations using increasingly precise vocabulary.
RE – Throughout the year	Our RE curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. Children begin to understand and value the differences between individuals and groups within their own community and develop their emerging moral and cultural awareness. Children revisit ideas of belonging, difference, belief, celebration, special places and awe and wonder throughout the year, developing from recognising and talking about their own experiences towards recognising, respecting and discussing the beliefs and practices of others.					
RE Jigsaw progression Supporting our Understanding the World Curriculum	**Being special: where do we belong?** Belonging to their family Being part of the Chapel End family and their house (colour) **Which stories are special and why?** Diwali	**What times/ stories are special and why?** Christmas	**What times are special and why?** Chinese new year	**What times/ stories are special and why? What places are special and why?** Easter Church at Easter	**What is special about our world?** Awe and wonder: growth and change of animals	**What is special about our world?** Summer Solstice
Computing- Throughout the year	Children will understand how to use technology responsibly and safely, recognising potential risks online and knowing when and how to seek help. They will develop logical thinking, problem-solving and debugging skills, becoming increasingly confident in exploring, creating, testing and improving their ideas. They will understand how technology can support communication, problem-solving and creativity, while developing the skills to make the most of opportunities in an ever-changing digital world.					
Teach Computing progression	• Recognise everyday technology and talk about how it is used. • Use familiar digital devices safely.	• Use technology to create digital images. • Explore how images can be created and changed digitally.	• Follow and create simple algorithms. • Explore sequencing and instructions using digital devices	• Use technology to record and represent information. • Begin to collect and present simple data.	• Use digital technology to create and communicate ideas. • Create simple digital stories, videos or maps.	• Use programmable toys to follow and create simple programmes. • Predict, test and debug simple instructions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Wonderful world!
Expressive Arts and Design	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Throughout the year	Children have regular opportunities to explore and combine materials, tools and techniques; develop ideas through drawing, painting, modelling, collage, construction and sculpture; revisit and refine creations; talk about and explain their work; and use props, materials and role play to represent ideas and stories.					
Creating with materials progression	• Select from a range of materials, tools and textures. • Experiment with colour and different ways of applying materials. • Develop representations of people and familiar objects with increasing detail. • Build and construct using a range of resources. • Talk about and explain what they have created.	• Mix colours and explore different ways to apply paint. • Explore joining and combining materials. • Create decorations and artwork linked to experiences. • Use props and materials in role play. • Begin to develop and refine ideas.	• Explore colour, pattern, texture and form. • Use an artist's work as inspiration. • Experiment with different techniques and materials. • Create artwork linked to Chinese New Year and different cultures. • Return to creations to develop ideas further.	• Explore natural and recycled materials. • Combine media to create pictures and models. • Develop observational drawing. • Design and create sculptures inspired by the natural world. • Explain choices of materials and techniques.	• Create artwork linked to animals, habitats and life cycles. • Explore texture, pattern and colour using different media. • Use natural materials creatively. • Develop and refine models and constructions. • Talk about the process used to create work.	• Select materials and techniques for a purpose. • Combine media to create increasingly detailed artwork. • Develop observational drawing and representation. • Create artwork inspired by the seaside and wider world. • Explain, evaluate and adapt their creations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Wonderful world!
Throughout the year	Children experience and respond to a wide range of music, songs, dance, drama and stories. They have opportunities to sing, perform, move expressively, explore rhythm and instruments, develop role play and invent, adapt and retell narratives. Children are encouraged to perform, express ideas creatively and respond to the ideas and performances of others. Drawing Club provides regular opportunities to combine storytelling, drawing, imagination, vocabulary and early writing.					
Being Imaginative & Expressive progression	• Sing familiar songs and rhymes with increasing confidence. • Keep and repeat a simple beat. • Explore how sounds can be changed and combined. • Use props and role play to recreate familiar experiences and stories. • Develop simple storylines with others. • Move expressively in response to music.	• Sing familiar songs with increasing confidence. • Explore simple rhythms and musical patterns. • Keep a simple beat • Explore instruments and musical patterns. • Perform songs and poems individually and in groups • Use props, puppets and role play to retell familiar stories. • Take part in group performances.	• Explore rhythm, pitch and movement. • Use instruments to create and repeat simple rhythmic patterns • Respond to music through dance and movement. • Use role play to invent and adapt stories. • Explore music, stories and traditions from different cultures.	• Create and repeat simple musical patterns. • Sing with increasing control and confidence. • Respond to changes in music • Use movement to represent ideas, characters and events. • Develop characters and settings through role play. • Use props, puppets and story maps to support storytelling.	• Combine movement and music to create dances. • Maintain a rhythm when singing or playing instruments. • Create simple compositions. • Perform with increasing confidence. • Move in time with music and create simple dances. • Use role play to develop and extend narratives. • Work collaboratively to create and perform stories.	• Perform songs, rhymes, poems and stories with increasing confidence. • Combine music, movement and drama to communicate ideas. • Invent, adapt and perform narratives with increasing detail. • Talk about what they hear and how music makes them feel • Use role play independently to develop imaginative ideas.

Early Learning Goals – for the **end of the year** - Holistic / best fit judgement!

Communication and Language

ELG: 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

ELG: 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, emotional development

ELG: Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: 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.

ELG: 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

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: 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.

ELG: 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.

ELG: 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.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: 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.

ELG: 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.

ELG: 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.

Expressive arts and design

ELG: 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.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.