

## THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

**Performance, Social, Community, Team and Communication.** Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

| PERFORMANCE<br>                 | SOCIAL<br> | COMMUNITY<br> | TEAM<br> | COMMUNICATION<br> |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking. | Learning how to build and maintain positive relationships.                                  | Understanding what it means to contribute to school, local and global communities.               | Learning how to work together towards a common goal.                                        | Building confidence in expressing ideas clearly and effectively.                                     |
| Encouraging self-expression and creativity while overcoming nerves.                                              | Developing kindness, empathy and respect for others.                                        | Developing a sense of responsibility for others and the environment.                             | Developing leadership skills by taking on responsibilities within a group.                  | Learning how to listen actively and respond thoughtfully.                                            |
| Learning to engage and inspire others through performance.                                                       | Understanding how to work with different personalities and navigate social situations.      | Taking part in projects that benefit the wider world, fostering a sense of belonging.            | Understanding different roles in a team and how to contribute effectively.                  | Developing skills in debating, presenting and storytelling.                                          |



## BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

| PERFORMANCE                   | SOCIAL                           | COMMUNITY                      | TEAM                                                              | COMMUNICATION                 |
|-------------------------------|----------------------------------|--------------------------------|-------------------------------------------------------------------|-------------------------------|
| Sing a song outside in nature | Make a cake with and for friends | Plant a seed and watch it grow | Work with a friend to build a sandcastle as part of a competition | Buddy hour with older buddies |

| Subject                                    | Autumn One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn Two                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer Two                                                                                                                                                                                                                                                                                                                                                                                      |
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| Literacy<br>Suggested texts                | Settling in<br>Myself and my family books<br>My emotions/ Manners/ values/ respecting<br>The dot- Peter H Reynolds<br><u>Bears</u><br>Brown bear, Brown bear, what do you see? – Eric Carle<br>Where’s my teddy?- Jez Alborough<br>Bear snores on- Karma Wilson<br>Bear hunt-Michael Rosen<br>Big brown bear’s cave- Yuval Zommer<br>Bear in a cave- Michael Rosen<br>Diwali<br>Non-fiction texts about Autumn, harvest and farms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn<br>Not a stick- Antoinette Portis<br>The leaf thief- Alice Hemming<br>The Squirrels who Squabbled<br>A walk in the woods<br>Tree seasons come seasons go- Patricia Hegarty<br><u>Christmas</u><br>Christmas stories – The Story of Baby Jesus –John Joven<br>The First Nativity Play – Lois Rock<br>Dear Santa – Rod Campbell<br>Kipper's Christmas Eve –Mick Inkpen<br>Penguins Christmas Wish – Salina Yoon<br>Santa Needs a wee – Nicholas Allan | <u>Winter</u><br><br>The snowball- Sue Hendra<br>Hello Winter- Jo Lindley<br>The boy who bought the snow<br>The snow thief- Alice Hemming<br>Old lady who swallowed the fly- Lucille Colandro<br>The big freeze- Pippa Curnick<br><br>Traditional tales<br>The three little pigs<br>Billy Goats Gruff<br>Gingerbread man<br>Goldilocks and the three bears<br><br>Beautiful oops- Barney Saltzberg<br>Chinese New Year celebrations (non-fiction books)<br>Year of the horse<br>Valentines day<br>Pancake day | <u>People who help us</u><br>Non-fiction texts about emergency services and people who help us.<br>This half term includes visits from people in our community who help us<br>Real superheroes- Julia Seal<br>Here come the helpers- Leslie Kimmelman<br>A Superhero like you- Dr Ranj<br>When you're fast asleep- Ingela P Arrhenius<br>Emergency, Emergency – Margaret Mayo<br>You Choose –Nick Sharratt<br>Signs of spring:<br>Hello spring<br>Goodbye winter hello spring<br>Easter | <u>Minibeasts and life-cycles</u><br><br>Snail Trail – Jo Saxton<br>The bad tempered ladybird<br>Spinderella – Julia Donaldson<br>Superworm – Julia Donaldson<br>The very busy spider – Eric Carle<br>Bug Homes<br>What the ladybird heard- Julia Donaldson<br>I love bugs-Emma Dodd<br>Mad about Minibeasts- Giles Andreae<br><br>The Very hungry caterpillar<br>The Crunching Munching caterpillar –Sheridan Cain<br>Ben plants a butterfly garden<br><br>Plus non-fiction texts about minibeasts<br>.<br>Not a box- Antoinette Portis | <u>Staying Healthy</u><br>Imagine if? Fruits and veggies- Aya Watanbe<br>Oliver's fruit salad- Vivian French<br>That fruit is mine!-Anuska Allepuz<br><br><u>Transition, Starting School.</u><br>–Starting school, Teacher visit.<br><u>Books:</u><br>Starting school- ORT<br>– Starting school<br>Harry and the Dinosaurs go to School<br>Ian Whybrow & Adrian Reynolds<br><br><u>Journeys</u> |
| Personal, Social and Emotional Development | Throughout the year, children’s personal, social and emotional development is supported through consistent routines, strong key person relationships, and targeted group work. Children take part in a weekly Jigsaw session led by Mrs Patton, which supports the development of self-awareness, emotional understanding, and positive relationships. In addition, key workers lead weekly circle times with their allocated children, focusing on speaking and listening, turn-taking, and recognising and talking about feelings. These sessions are responsive and may be informed by observations, children’s interests, and identified next steps, ensuring support is personalised and developmentally appropriate. Through these approaches, children are supported to build confidence, resilience, and secure relationships, helping them to feel safe, valued, and ready to learn.                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                            | <ul style="list-style-type: none"> <li>Settles into new routines</li> <li>Builds key relationships with adults and peers</li> <li>Begins to share feelings with an adult</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Aware of how behaviour affects others</li> <li>Shares and takes turns with support</li> <li>Manages own hygiene routines confidently</li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Confident in new social situations</li> <li>Understands and follows rules and boundaries</li> <li>Cooperates well during group activities</li> </ul>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Builds friendships in a group</li> <li>Shows empathy and offers comfort</li> <li>Takes on small classroom responsibilities</li> </ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Works collaboratively towards shared goals</li> <li>Shows pride in own achievements</li> <li>Manages transitions and change calmly</li> </ul>                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Confident ahead of the move to Reception</li> <li>Talks about own strengths</li> <li>Shows a strong sense of belonging</li> </ul>                                                                                                                                                                                                                        |
| Physical Development                       | Throughout the year, children are given <b>daily opportunities</b> to develop both fine and gross motor skills through purposeful play, outdoor learning, and adult-led activities. Children build strength, coordination, and control through active movement such as running, climbing, balancing, obstacle courses, and riding wheeled toys, developing confidence and spatial awareness. Fine motor skills are developed through threading, weaving, cutting, construction, jigsaw play, and manipulating dough, with staff modelling the effective use of tools. Activities such as <b>Dough Disco</b> and <b>Squiggle Whilst You Wiggle</b> support muscle development and readiness for writing. Children are supported to develop hand preference, increased control when mark making, and early letter formation in line with <i>Floppy’s Phonics</i> , in a developmentally appropriate way. Independence in self-care skills is encouraged throughout the year, including dressing, fastening coats, buttons, and zips, promoting confidence and independence. |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                            | PE Unit<br>A Day on the Farm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PE Unit<br>A Visit to the Zoo                                                                                                                                                                                                                                                                                                                                                                                                                              | PE Unit<br>Under the Sea                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PE Unit<br>Fantasy Fairy Tale                                                                                                                                                                                                                                                                                                                                                                                                                                                           | PE Unit<br>An Adventure with the Emergency Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PE Unit<br>Fine Motor Skills                                                                                                                                                                                                                                                                                                                                                                    |
| Maths                                      | Recognise colours; match and sort by size, colour and shape<br><br>Numbers 1 and 2: subitise, count and link numerals to amounts<br><br>Copy, continue and fix AB and ABC patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Subitise 3; count and compose 3, 4 and 5; numerals to 5<br><br>Triangles, squares, rectangles, and pentagons by counting sides<br><br>Count 6 using a ten frame<br><br>Compare length, height, mass and capacity                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sequence familiar events; position words<br><br>Compare groups using more than and fewer than<br><br>Name 2-D and 3-D shapes<br><br>Composition of 3, 4 and 5; what comes before and after                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Understanding the World    | <p>Talk about people who are familiar to them, including immediate family members and those who live in their home.</p> <p>Begin to notice similarities and differences between families, supported through shared experiences.</p> <p>Explore the natural environment through autumn walks, noticing changes in trees, leaves, and weather.</p> <p>Investigate natural materials using senses and simple tools, including leaf, bark, and tree rubbings.</p> <p>Identify and name colours in the environment, both indoors and outdoors.</p> <p>Learn where food comes from by harvesting fruit from the garden and preparing it for snack time.</p> | <p>Celebrate a range of festivals and special events, including Bonfire Night, Diwali, Hanukkah, and Christmas.</p> <p>Begin to recognise and respect differences between people, families, cultures, and traditions.</p> <p>Observe and talk about seasonal changes as autumn moves into winter.</p> <p>Explore winter clothing, discussing what we wear and why in different weather.</p> <p>Investigate hot and cold, including simple experiences such as melting ice and snow.</p> <p>Listen to and talk about the Nativity story and Christmas traditions, sharing experiences from home.</p>                                       | <p>Celebrate Chinese New Year, exploring traditions, symbols, and family celebrations.</p> <p>Learn about Valentine’s Day, focusing on kindness and caring relationships. Explore Tu Bishvat, developing awareness of different cultural celebrations.</p> <p>Talk about different festivals and why people celebrate them, noticing similarities and differences. Investigate different materials, using senses to explore and describe what they notice.</p> <p>Explore changes in materials, including ice and snow melting. Take part in simple cooking activities, noticing changes when ingredients are mixed and heated.</p>                                | <p>Celebrate a range of festivals and special days, including Easter, Holy Week, Ramadan, St David’s Day, St Patrick’s Day, St George’s Day, and Mother’s Day.</p> <p>Begin to understand why different people celebrate special events and festivals.</p> <p>Learn about people who help us through visits and talks from members of the community.</p> <p>Explore different jobs and roles, discussing how people help us in everyday life.</p> <p>Learn about farm animals, their names, features, and where they live.</p> <p>Visit Cheshire Farm, developing first-hand experiences of animals and rural environments</p>                                    | <p>Take part in local celebrations, including May Day events in Knutsford and Bexton.</p> <p>Explore traditional customs through Maypole dancing and a May Day celebration.</p> <p>Care for the school garden, noticing ongoing seasonal changes in the environment.</p> <p>Observe life cycles through first-hand experiences with caterpillars and tadpoles, noticing changes over time.</p> <p>Explore planting and growing, discussing what plants need to grow and stay healthy.</p> <p>Go on spring walks, observing colour, growth, and changes in nature.</p> | <p>Celebrate special events, including Father’s Day, Sports Day and Graduation.</p> <p>Learn about transport and journeys, exploring different ways people travel and sharing personal experiences.</p> <p>Explore forces and movement, noticing how things move by pushing, pulling, rolling, and speeding up or slowing down, linked to wheeled toys and transport.</p> <p>Join in with wider school life, including assemblies, school dinners and shared activities.</p> <p>Observe signs of summer, discussing weather changes and how to stay safe in the sun.</p> <p>Take part in transition activities, including visits to new classrooms and meeting next year’s teachers.</p>                                 |
| Expressive Arts and Design | <p>Learn and join in with songs and action rhymes as part of daily routines, developing rhythm, memory, and expressive movement.</p> <p>Explore natural and malleable materials, including autumn leaf sewing and playdough, to develop fine motor control and creativity.</p> <p>Create artwork using natural materials, such as leaf and bark rubbings and transient art, exploring texture, pattern, and design.</p>                                                                                                                                                                                                                               | <p>Explore sound and rhythm using instruments such as rhythm sticks alongside familiar songs.</p> <p>Engage in role play within a Christmas-themed home area, including present wrapping, supporting imagination and social interaction.</p> <p>Create Christmas cards, exploring colour, shape, and design.</p> <p>Make decorations using clay<br/>Take part in collaborative creative projects, such as creating lights for the Christmas Lights Extravaganza, encouraging teamwork and pride in shared outcomes.</p> <p>Take part in Diwali-inspired creative activities, supporting cultural awareness and expressive art skills.</p> | <p>Use role play and small world linked to traditional tales (e.g. <i>The Gingerbread Man</i>), supporting imagination and storytelling. Explore process art, such as <i>Beautiful Oops</i> style pictures using pre-smudged paint and marks, encouraging experimentation and confidence.</p> <p>Investigate ice painting, exploring colour mixing, texture, and changes in materials.</p> <p>Create Chinese New Year-inspired art, such as lanterns, dragons, or patterned designs, exploring colour, shape, and pattern.</p> <p>Join in with music and movement linked to stories and celebrations, developing rhythm, coordination, and expressive movement</p> | <p>Engage in role play within themed areas such as a vet, baby clinic, doctor’s surgery, and outdoor garage/car wash, supporting imagination and collaborative play.</p> <p>Use small world resources linked to <i>People Who Help Us</i>, encouraging storytelling and representation of real-life experiences.</p> <p>Use musical instruments to enhance storytelling and for enjoyment, developing rhythm, listening, and expressive skills.</p> <p>Create Mother’s Day and Easter cards, exploring design, colour, and purposeful art.</p> <p>Produce spring-themed artwork, such as finger-painted blossom trees, exploring texture and seasonal change.</p> | <p>Explore colour, shape and pattern through spiral artwork inspired by Henri Matisse.</p> <p>Investigate symmetry through butterfly painting and printmaking.</p> <p>Use a range of materials to create spiral and string art, developing control and creativity.</p> <p>Represent minibeasts through finger painting and stone painting.</p> <p>Learn and perform songs and rhymes linked to the topic, developing confidence and enjoyment.</p> <p>Explore rhythm and beat by clapping and using rhythm sticks to accompany music.</p>                             | <p>Explore colour, texture and pattern through fruit printing using a range of fruits and tools.</p> <p>Create and design fruit faces and food art, developing imagination and fine motor control.</p> <p>Take part in simple food preparation, such as making a fruit salad, encouraging creativity and independence.</p> <p>Use role play to recreate travel experiences, including travel agents and airports.</p> <p>Explore different modes of transport through small world play with cars, trains, boats and aeroplanes.</p> <p>Design and create vehicles using junk modelling, developing problem-solving skills and creativity</p> <p>Learn Graduation song and actions and perform on stage for families.</p> |