



St. Wilfrid's CE Primary Academy Curriculum Overview 2026-2027



Reception

Term:	Autumn Term		Spring Term		Summer Term	
Focus Theme:	Good to be me!	Come and celebrate!	Let's Go Exploring!	Ready, Steady, Grow!	Once Upon a Story!	Our Wonderful World
Focus Theme Summary	<i>'Good to Be Me!' celebrates children as they begin their journey in Reception, helping them develop a strong sense of identity, belonging and confidence. Through texts such as 'Starting School' by Janet and Allan Ahlberg, 'Elmer' by David McKee and 'Super Duper You' by Sophy Henn, children explore what makes them unique, their feelings and emotions, and the special people and relationships in their lives. They learn about their bodies, senses and families, while exploring how they have grown and changed from being babies to now. Children also begin to explore their own history, comparing themselves with parents and grandparents and noticing how people, toys and everyday life have changed over time. Through family photographs, conversations, self-portraits and a family questionnaire, children develop vocabulary, communication skills and confidence while celebrating the message that everyone is special and it is good to be me!</i>	<i>'Come and Celebrate!' develops spiritual awareness by encouraging children to wonder about the meaning and significance of celebrations, traditions and special times in the lives of others. Moral development is fostered as children learn to respect different beliefs, values and ways of celebrating, recognising that traditions may be different but equally meaningful. Social development is nurtured through sharing experiences, listening to others, performing together and celebrating as a community. Cultural understanding is broadened through exploring Harvest, Diwali, Hanukkah, Bonfire Night, Remembrance and Christmas, helping children appreciate the rich diversity of cultures, faiths and traditions within their school, community and wider world.</i>	<i>'Let's Go Exploring!' takes children on an exciting journey of discovery, exploring their local environment, the wider world and the different ways we travel. Through engaging texts such as 'The Journey Home from Grandpa's' by Jemima Lumley, 'Martha Maps It Out' by Leigh Hodgkinson and 'We're Going on a Bear Hunt' by Michael Rosen, children develop their understanding of maps, journeys, places and communities. They explore their school and local area through walks, maps and virtual tours of Standish, while learning about the important roles of community helpers and emergency services. Children compare different environments around the world, including hot and cold places, and investigate the natural world as they observe seasonal changes, plants, animals, materials, floating and sinking, and the effects of pushes and pulls. Through hands-on exploration, stories, visitors and practical challenges, children develop their curiosity, vocabulary and understanding of the world around them, culminating in an exhibition of their vehicle models.</i>	<i>'Ready, Steady, Grow!' invites children to discover the wonders of spring and explore how people, plants and animals grow and change over time. Through engaging texts such as 'The Extraordinary Gardener' by Sam Boughton, 'Rosa Explores Life Cycles' by Jessica Spangol and 'The Tiny Seed' by Eric Carle, children investigate new life and the natural world around them. A visit to St Wilfrid's Church and a spring nature walk provide opportunities to observe seasonal changes, while a visit to the allotments brings their learning about plants and growth to life. Children explore simple life cycles, from seeds and plants to frogs and butterflies, making observations and recording changes over time. The theme also introduces the Christian story of Easter, helping children understand its significance within the Christian calendar. Through hands-on experiences, stories and outdoor exploration, children develop their curiosity and appreciation of the natural world, celebrating new life and growth through an Easter bonnet parade.</i>	<i>'Once Upon a Story!' invites children into the wonderful world of stories, inspiring a love of reading, imagination and storytelling. Through a rich range of texts including 'Goldilocks and the Three Bears', 'The Magic Paintbrush', 'Where the Wild Things Are' and 'Under the Great Plum Tree', children explore different characters, settings, cultures and storylines. They develop their ability to listen, retell and sequence stories, use their imagination and bring characters to life through role-play and performance. A hands-on porridge experiment links storytelling with scientific discovery as children investigate materials and how they change when mixed, heated and cooled. Through shared stories, creative experiences and a fairy tale workshop, children develop their language, curiosity and confidence, culminating in a special storytelling performance for KS1.</i>	<i>'Our Wonderful World' invites children to explore the beauty and diversity of the world around them, developing a growing understanding of people, places, plants, animals and the natural environment. Through engaging texts such as 'Here We Are' by Oliver Jeffers, 'The Proudest Blue' by Ibtihaj Muhammad and 'Handa's Surprise' by Eileen Browne, children discover different cultures, communities and environments, comparing life in the UK with places such as Uganda. They explore how plants and animals grow and change, observe seasonal changes and reflect on how they themselves have grown from babies to now. Through planting and caring for their own plants, visits to Smithills Farm and outdoor exploration, children develop a sense of awe and wonder for the natural world and learn how they can care for our shared planet. The theme celebrates diversity, growth and belonging, culminating in a special 'How I've Grown' celebration with parents and carers.</i>
Hook:	Family Photos	Class Party Celebration	Exploration Walk round school and Virtual tour of Standish	Visit to Church	Porridge 'Experiment'	Planting Beans/sunflowers
Focus Reading Texts:	Elmer by David McKee  Super Duper You by Sophy Henn 	Mog's Birthday by Judith Kerr  Little Glow by Harry Woodgate & Katie Sahota 	The Journey Home from Grandpa's by Jemima Lumley  All Aboard the London Bus by Patricia Toht 	The Extraordinary Gardener by Sam Boughton  Rosa Explores Life Cycles by Jessica Spangol 	Goldilocks and the Three Bears Mara Alperin  The Magic Paintbrush by Julia Donaldson 	Here We Are by Oliver Jeffers  The Proudest Blue by Ibtihaj Muhammad 
Home Learning project:	Family/Grandparent Questionnaire		Map of their journey to school	Easter bonnet	Character masks	Growing a plant
Showcase:	Painting Portraits Nursery to visit Reception art gallery	Nativity Performance	Exhibition of Vehicle Models Mini presentation to Year 1	Easter Bonnet parade	Perform a story to KS1	How I've grown ...end of year celebration with parents/carers
Focus Theme Enrichment:			Visit from police officer/fire service/ambulance from our community (with vehicles)	Allotments	Freshwater Workshop - Fairy tales	Smithills Farm

Literacy:

Developing a passion for reading

We foster a love of reading by sharing high-quality stories, poems, rhymes and non-fiction every day. Children are surrounded by books and encouraged to choose, revisit and talk about texts, developing their imagination, vocabulary and understanding. Through diverse and engaging stories, children see themselves and discover new people, places and experiences, building a lifelong love of reading.

Comprehension

Children develop comprehension through listening to and talking about a wide range of stories, non-fiction, rhymes and poems. They build vocabulary, discuss characters and events, and learn to predict and retell stories, developing the language and understanding needed to become confident readers.

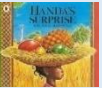
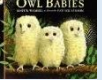
Word Reading

Children develop early reading skills through systematic phonics ELs, learning to recognise letters and their sounds and blend sounds together to read words. They apply their phonic knowledge to read simple sentences and books, including common exception words, building accuracy, confidence and fluency as readers.

Songs, Poems and Rhymes

Songs, poems and rhymes support children's language, communication and early literacy development. Through repetition, rhythm, actions and familiar patterns, children develop phonological awareness, learn new vocabulary and build confidence in joining in. These experiences also encourage listening, memory, expression and enjoyment of language.

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)

Autumn Term		Spring Term		Summer Term	
Good to be me!	Come and celebrate!	Let's Go Exploring!	Ready, Steady, Grow!	Once Upon a Story	Our Wonderful World
First Day at Bug School by Sam Lloyd 	The Leaf Thief by Alice Hemming 	We're going on a bear hunt by Michael Rosen We're going on a lion hunt by David Axtell 	Busy Spring Nature wakes up by Sean Taylor 	The Three little pigs The Three Billy Goat's Gruff The Little Red Hen Where The Wild Things Are by Maurice Sendak 	Handa's Surprise by Eileen Browne 
Funny Bones by Allan Ahlberg and Janet Ahlberg Peepo by Allan Ahlberg and Janet Ahlberg Owl Babies by Martin Waddell 	Lighting a Lamp: A Diwali Story by Jonny Zucker 	Martha Maps It Out by Leigh Hodgkinson 	Jasper's Beanstalk by Nick Butterworth Tad Benji Davies The Enormous turnip Caterpillar Butterfly by Vivian French Fluffy, Flying Seed by Mary Auld 	Under the Great Plum Tree by Sufiya Ahmed 	Eco Girl by Ken Wilson-Max 
	Hanukkah by Lisa J. Amstutz 	Clang! Adventures with Grandad by Sam Usher 	Lulu Meets the Bees by Anna McQuinn & Rosalind Beardshaw 		Big Brilliant World by Aysha Tengiz & Matt Ralphs I Love the Seasons: Summer by Lizzie Scott Somebody Swallowed Stanley by Sarah Roberts Look Inside Our World by Emily Bone Farah Loves Mangos by Sarthak Sinha 
	Dear Santa by Rod Campbell The Christmas Story by Heather Amery Joy to the World! Christmas Around the Globe by Kate DePalma 	Antarctica by Lucy Bowman What Can You See in Winter? by Sian Smith 	The Tiny Seed by Eric Carle 		Sharing a Shell by Julia Donaldson 
Heads, Shoulders, Knees and Toes If you're happy and you know it Ten little fingers, ten little toes Them Bones <i>All of me (poem)</i> <i>I'm a little pumpkin (twinkl poem)</i>	Five little ducks Happy Birthday Jungle Bells Five little apples Remember Remember the 5th November Dingle Dangle Scarecrow <i>Autumn Nights by Sara Fox (poem)</i>	The Wheels on the bus Row, row, row your boat A sailor went to sea, sea, sea Five little monkeys London Bridge is falling down I hear thunder <i>I am Winter, King of the Seasons by Brenda Williams (poem)</i>	Five little speckled frogs The Farmer's in his den Incy Wincy Spider Chick, chick chicken <i>Little Seed (Poem)</i>	Little Bo Peep There was an old woman Jack and Jill Three Blind Mice Polly Put the kettle on Hickory Dickory Dock <i>Hickety Pickety my red hen (poem)</i>	The Animals went in two by two Old McDonald had a farm I am the music man Rain, Rain go away Down in the jungle <i>Our Reception Year (poem)</i>

Writing:

Emergent writing:

Children develop early writing skills through mark-making, drawing, pretend writing and beginning to form letters and words. They are encouraged to give meaning to their marks, develop pencil control and listen for sounds in words, using their growing phonics knowledge to write what they can hear. Real-life writing opportunities within play help children understand that writing has purpose and meaning.

Composition

Children develop writing composition by talking about and organising their ideas before recording them. Through storytelling, discussions and purposeful writing opportunities, they learn to orally rehearse sentences, use new vocabulary and begin to structure their ideas for different purposes, audiences and contexts.

Spelling

Children develop early spelling skills through phonics, learning to hear, segment and identify the sounds in words and match them to letters and graphemes. They are encouraged to have a go at spelling words using their phonic knowledge, while developing their understanding of common exception words and accurate letter formation.

Handwriting

Children develop handwriting through a progression of gross and fine motor activities, mark-making and carefully taught letter formation. They build strength, coordination and pencil control while developing an effective grip, posture and increasing accuracy in forming letters. Regular opportunities to practise support children in becoming confident and fluent writers.

Writing is an important **lifelong skill**. Learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop the fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to **make connections between spoken and written words**. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children should be provided with opportunities to build their **physical strength and control in the core, upper body, hands and fingers**. Writing develops alongside all learning areas, especially communication and language, reading and mathematics. Writing, along with reading, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS).

Autumn Term

Emergent writing:

Develop listening and speaking skills in a range of contexts.

Aware that writing communicates meaning.

Give meaning to marks they make. Understand that thoughts can be written down.

Write their name copying it from a name card or try to write it from memory.

Composition:

Use talk to organise describe events and experiences.

Oral rehearsal ideas before writing

Spelling:

Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom.

Draws lines and circles.

Begin to show accuracy and care when drawing

Emergent writing:

Dominant hand, tripod grip, mark making, giving meaning to marks

Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.

Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in clusters like words.

Write labels

Begin to write lists and captions, focusing on ...label, caption, space Invitations, cards, Letters,

Composition:

Use talk to link ideas, clarify thinking and feelings.

Understands that thoughts and stories can be written down.

Spelling: Orally spell VC and CVC words by identifying the sounds.

Write own name.

Handwriting:

Copy the correct posture for writing at a table

Hold a pencil effectively using the tripod grip in almost all cases

Form letters from their name correctly.

Recognise that after a word there is a space.

Begin to show accuracy and care when drawing

Spring Term

Emergent writing:

Use appropriate letters for initial sounds.

Form most lower-case and capital letter correctly

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter and word spacing

Begin to write a variety of fiction and non-fiction sentences/captions Labelling, instructions and Sentences

Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

Re-read what they have written to make sure it makes sense

Spelling:

Spell to write VC and CVC words independently using Phase 2 and Phase 3 graphemes.

Handwriting:

Hold a pencil effectively using the tripod grip in almost all cases

Begin to show correct posture for writing at a table

Shows a dominant hand.

Write from left to right and top to bottom.

Begin to form recognisable letters.

Begin to use finger spaces in between words.

Begin to show accuracy and care when drawing

Emergent writing:

Build words using letter sounds in writing.

Writing based around developing short sentences in a meaningful context.

Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter and word spacing

Begin to write a variety of fiction and non-fiction sentences/ captions

Instructions and adjectives

Mothering Sunday poems and descriptions.

Composition:

Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

Re-read what they have written to make sure it makes sense

Spelling:

Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Spell some irregular common (tricky) words e.g., the, to, no, go independently.

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

Handwriting:

Begin to show correct posture for writing at a table

Hold a pencil effectively using the tripod grip in almost all cases

Holds a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

Begin to use finger spaces in between words.

Begin to show accuracy and care when drawing

Summer Term

Writing:

Continue to build on knowledge of letter sounds to build words in writing.

Use writing in play.

Use familiar words in their writing.

Write simple phrases and sentences that can be read by others including: word spacing, full stop, capital letter

Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3-part story, (e.g., using story map/planner)

Instructions, Fact cards

Composition:

Write a simple sentence with a full stop.

Orally compose a sentence and hold it in memory before attempting to write it using word spacing, full stop, capital letter and simple conjunctions.

Spelling:

Spell words from using Phase 4, by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting:

Hold a pencil effectively using the tripod grip in almost all cases

Begin to show correct posture for writing at a table.

Begin to use finger spaces in between words.

Form most lower-case letters correctly, starting and finishing in the right place, going the right way

Begin to show accuracy and care when drawing

Writing:

Show awareness of the different audience for writing.

Write simple sentences with words with known letter-sound correspondences using a capital letter and full stop

Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3-part story, (e.g., using story map/planner) Instructions, Fact cards

Labelling, close activities, alphabetical order, recount, sentences retelling and ordering stories.

Composition:

Write a simple narrative in short sentences with known letter sound correspondences using a capital letter and full stop.

Write different text forms for different purposes (e.g., lists, stories, instructions.

Begin to discuss features of their own writing e.g., what kind of story have they written.

Spelling:

Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC and alternative spellings (phase 5) if able

Handwriting:

Hold a pencil confidently using the tripod grip to write recognisable letters most of which are correctly formed

Begin to show correct posture for writing at a table.

Use finger spaces in between words.

Form most lower-case letters correctly, starting and finishing in the right place, going the right way

Begin to show accuracy and care when drawing

Phonics:

ELS	Autumn Term		Spring Term		Summer Term	
We follow Essential Letters and Sounds (ELS), a systematic and consistent phonics programme that teaches children to hear, recognise and represent sounds through clear daily teaching. Children learn letter-sound correspondences, blend sounds to read words and segment words to spell. Regular practice and application help children develop the confidence and skills needed to become successful early readers and writers.	Phase 2 s a t p i n m d g o c k ck e u r ss	Phase 3 h b f/ff l/l j v w x y z/zz qu ch sh th ng nk ai ee igh oa	Phase 3 oo ar ur oo or ow oi ear air ure er ow	Phase 3 Consolidation of Phase 3- Phoneme frames, reading and writing cvc words	Phase 4 recap Phase 3 CCVC CCVCC words. Writing phonics words in sentences.	Phase 5 ay ou ie ea oy ir ue aw wh p hew oe au ey a_e e_e i_e o_e u_e c (s)

Physical Development:

Gross Motor Skills Children develop gross motor skills through daily outdoor learning and weekly PE sessions. They build strength, balance, coordination, spatial awareness and agility through a range of whole-body movements, helping to develop healthy bodies and the physical foundations needed for fine motor control and early writing. Fine Motor Skills Children develop fine motor control through a range of practical, creative and play-based experiences. Activities such as threading, cutting, drawing, construction and using small tools strengthen the hands and fingers, develop hand-eye coordination and build the precision needed for independence, early writing and other everyday tasks.	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Autumn Term		Spring Term		Summer Term	
	Gross Motor • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing • Begin to develop overall body-strength, balance, co-ordination and agility. • Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (straight, upright, flat) • Begin to combine different movements with ease and fluency, including changing direction. • Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop the skills they need to manage the school day successfully: lining up and queuing/ mealtimes/ personal hygiene. • Being increasingly more independent in putting outdoor coats on, jumpers/cardigans on and off Fine Motor • Consolidate tripod grip. • Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) • Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.		Gross Motor • Continue to refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Begin to progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, co-ordination and agility. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: passing, batting and aiming • Develop larger control using balance bikes • Use large construction materials to build Fine Motor • Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) • Begin to develop the foundations of handwriting style using effective pencil grip and consolidate correct letter formation		Gross Motor • Negotiate space and obstacles safely, with consideration for themselves and others. • Revise and refine fundamental movement skills they have already acquired. • Demonstrate strength, balance and coordination when playing and in physical disciplines including dance, gymnastics and sport. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Develop confidence, competence and precision when engaging in activities with a ball. • Develop spatial awareness Fine Motor • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing. • Further develop the foundations of a handwriting style which is fast, accurate and efficient, consolidating correct letter formation.	
Fundamental PE Skills Children develop fundamental movement skills through regular PE sessions and active play. They build confidence and control in running, jumping, hopping, balancing, climbing, throwing, catching and kicking, developing coordination, spatial awareness and agility. These skills provide the foundations for physical literacy and future participation in a range of sports and physical activities.	Fundamental PE Skills Agility	Fundamental PE Skills Further develop and refine a range of ball skills including: throwing, catching, kicking	Fundamental PE Skills gymnastics (circuits)	Fundamental PE Skills balancing and jumping	Fundamental PE Skills ball skills, team games	Fundamental PE Skills Agility

Maths:

Mathematics

Children develop a strong foundation in mathematics through practical, hands-on experiences, play and everyday routines. They explore number, counting, subitising, comparison, composition, shape, space, measure and patterns, developing mathematical vocabulary and reasoning skills. Meaningful experiences help children see how mathematics is used in the world around them and build confidence for future learning.

*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.*

Autumn Term

Early Mathematical Experiences

Counting rhymes, songs and games.

Classifying objects based on one attribute

Matching equal and unequal sets
Comparing objects and sets.

Subitising 1-5

Ordering objects and sets/
introduce manipulatives. Number recognition.

Begin to form numbers

Pattern and early number

Recognise, describe, copy and extend colour and size patterns

Count and represent the numbers 1 to 5

Estimate and check by counting.

Recognise numbers in the environment.

Numbers within 5

Count up to six objects.

One more or one fewer

Order numerals 1 – 5

Conservation of numbers within five

Addition and subtraction within 5

Explore addition and subtraction

Measures

Estimate, order compare, discuss and explore capacity, weight and lengths

Shape and sorting

Describe and sort 2-D shapes

Describe position accurately

Calendar and time

Days of the week, seasons

Night and Daytime

Positional language

Spring Term

Zero

Understanding of concept of Zero

Numbers within 10

Count up to ten objects

Represent, order and explore numbers to ten

Composition

One more or fewer, one greater or less

Subitise

Comparing 2 quantities, ordering quantities

Pairing

Writing numbers

Addition and subtraction within 10

Explore addition -combining two groups

Subtraction as taking away

Number Bonds to 10

addition, subtraction and equals symbols

Sharing equally

Measures

Vocabulary for, comparing weight and height and length and capacity (full and empty estimation)

Time – sequence events, yesterday/today/tomorrow
Days of the Week

Patterns

Repeating patterns

Shape

Describe and sort 3-D shapes

Describe similarities and differences

Summer Term

Numbers beyond 10

Build and identify numbers to 20 and begin to understand order and place value

Composition

Count on and back to beyond 10

Subitise

One more/one less

Missing Numbers, Estimating
Writing numbers

Addition and subtraction within 20

Understand an amount can be changed by adding more or taking away

Begin to add on by counting on

Begin to problem solve and reason

Recall number bonds to 5/10

Doubling

Double means twice the amount.

Say doubles of numbers to 10

Sharing/Even and Odd

Share to make equal groups

Recognise some quantities can't be paired or shared equally – begin to understand odd one left

Begin to understand the odd and even number structure

Shape and Space

Positional language

Spatial reasoning

Shapes can be combined or separated to make a new shape

Patterns

Patterns in numbers and shape

Repeating patterns

Symmetry

Communication and Language: Listening, Attention and Understanding, Speaking

Listening, Attention and Understanding

Children develop the skills to listen attentively, focus and sustain their attention, and understand what is being communicated to them. Through stories, rhymes, songs, conversations and everyday experiences, children learn to listen carefully, respond appropriately and follow instructions. They are encouraged to ask questions, make comments about what they have heard and develop the confidence to engage in meaningful back-and-forth conversations. Teachers and staff model language, introduce new vocabulary and provide opportunities for children to use and apply new words in a range of contexts. These skills support children in becoming confident communicators and provide essential foundations for future learning.

Speaking and Building Vocabulary

Children develop confidence in expressing their ideas, thoughts, feelings and experiences through conversations, storytelling, role play and everyday interactions. They are encouraged to talk with adults and peers, participate in discussions and explain their thinking. Through high-quality stories, rhymes, poems and non-fiction, children are introduced to rich and varied vocabulary and supported to use new words in different contexts. Teachers and staff model language, ask open-ended questions and encourage children to extend their responses, helping them to develop increasingly complex sentences and become confident, articulate communicators.

*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**.*

Autumn Term

Listening, Attention and Understanding

- Understand a question or instruction that has two parts: Daily routines *e.g. tidy up time*
- Understand 'why' questions *e.g. Why do you think he/she feels...? Why is Elmer sad?*
 - Understand how to listen carefully and why listening is important *e.g. model good listening, looking eyes, listening ears, can you repeat what I said?*
- Learn new vocabulary linked to daily routine/theme (tidy up time, snack, playtime, outdoors, indoors, team names)
 - Begin to engage in story time and join in with repeated refrains/fill in rhyming words (use linked poems, rhymes and texts)
 - Listen to and begin to talk about stories to build familiarity and understanding through discussions about characters, events, setting
- Listen carefully to rhymes and songs and begin to pay attention to how they sound (use linked poems, rhymes and texts)
- Learn rhymes, songs & poems, anticipate words, begin to adapt phrases (with support) (use linked poems, rhymes and texts)
- Start a conversation with peers and familiar adults and continue for many turns.
- Develop social phrases *e.g., Good morning! Please could you help me?*

Speaking/Building Vocabulary

- Use new vocabulary throughout the day:
- *Classroom items, members of family, features of home/classroom/school/school grounds/local area, colours, names of friends, Autumn – leaves, trees, wind, rain*
- Begin to ask questions to find out more and to check they understand what has been said to them.

Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?
- Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk
 - Begin to connect one idea or action to another using a range of conjunctions (and, if)
- Begin to describe events in some detail (book talk sequencing Elmer/ leaf thief/ owl babies)
 - Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?)
- Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts – within small world / role play

Focus Text Vocabulary

Elmer: Patchwork, tall, thin, different, joked, quietly, unnoticed, shook, serious, surprise, decorate.

Spring Term

Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to and learn rhymes, poems and songs (use linked poems and rhymes)
- Listen to and talk about stories to build familiarity and understanding.
 - Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
 - Begin to understand humour *e.g., nonsense rhymes/jokes*

Speaking/Building Vocabulary

- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas & thoughts in well-formed sentences (encourage use of sentences e.g. I am building a nest out of sticks for the swan)
- Connect one idea or action to another using a range of conjunctions (because, so, but)
 - Describe events in some detail (linked to books e.g., life cycle)
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (e.g., I am going to do a challenge everyday so I have got through them all by the end of the week.)
- Develop and use social phrases with confidence (Same as autumn and 'Let's play this together')
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (link to focus texts for the term.
 - Begin to anticipate events in stories
 - Use talk to organise/stand for something else in play.
- Begin to use past tense and begin to recount past events.

Focus Text Vocabulary

Summer Term

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
 - Holding back and forth conversations
- Understand humour more readily e.g., nonsense rhymes/jokes
 - Begin to use past, present and future tense in vocabulary
 - Maintain activity while listening.
- Understand how, why, where questions.
 - Use language to reason.

Speaking/Building Vocabulary

- 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.

Focus Text Vocabulary

Personal, Social and Emotional Development:

Self-Regulation
Children develop the ability to understand and manage their emotions, behaviour and responses. Through supportive relationships, children learn to recognise feelings, manage impulses, focus their attention, take turns and respond appropriately to different situations. Practitioners help children develop strategies to manage challenges and become increasingly independent and resilient.

Managing Self
Children develop confidence, independence and resilience as they take on new experiences and learn to persevere when challenges arise. They begin to understand rules and why they are important, making positive choices and developing a growing awareness of right and wrong. Children also build independence in managing their personal needs, hygiene, dressing and healthy choices.ng Self

Building Relationships
Children develop positive relationships with adults and peers, learning to play cooperatively, share, take turns and resolve conflicts. Through supportive interactions, they develop empathy and sensitivity to the needs and feelings of others, building the confidence and social skills needed to form strong, positive friendships.

Think Equal Level 2
Children take part in Think Equal, a social and emotional learning programme that supports children to develop empathy, kindness, respect and an understanding of equality. Through stories, discussion and play-based activities, children explore emotions, relationships, similarities and differences, learning to value and respect themselves and others. The programme helps children develop positive attitudes and behaviours that support inclusive, caring relationships.

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

Autumn Term	Spring Term	Summer Term
Self-Regulation - Talk with others to solve conflicts. <i>E.g., if you both want to play with this, how can we find a solution? What can we do to help?</i> - Help to find solutions to conflicts and rivalries <i>e.g., what can I do if someone else is playing with the thing I want?</i> - Begin to express feelings and consider the feelings of others. <i>E.g., how do you think Jack feels about that? How did you feel when this happened?</i> - Identify and name emotions <i>e.g., lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> - Link book character’s emotion to own experiences <i>e.g., why were the owls brave/ scared?</i> - Begin to set own goals and show resilience and perseverance in the face of challenge. - Begin to identify and moderate own feelings socially and emotionally <i>e.g., focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves.</i> Managing Self - Manage own self-care needs <i>e.g., fastening my coat, putting on my shoes.</i> - Develop confidence to try new activities and show independence. - Know and begin to talk about the different factors that support their overall health and wellbeing <i>e.g., healthy eating, tooth brushing, exercise.</i> - Being able to follow the rules of our school - Being able to access the calm space when needed Building Relationships - Begin to see self as a valuable individual <i>e.g., why am I special? What is special about me?</i> - Begin to build constructive and respectful relationships <i>e.g., turn taking, listening, asking for help, eye contact etc.</i> - Begin to build confidence for talking in pairs, to a new friend, in front of the class or small groups on the carpet and in play. Circle time Rules of school, getting to know each other, family names, Harvest Marvellous me, Making friends, falling out and consequences of actions Special people	Self-Regulation - Express feelings and consider the feelings of others. - Set own goals and show resilience and perseverance in the face of challenge. - Identify and moderate own feelings socially and emotionally. - Think about the perspectives of others. <i>E.g., how do you think X feels when this happens?</i> - Show pride in achievements. - Understand behavioural expectations of the setting. - Can explain right from wrong and try to behave accordingly. - Can identify kindness. - Identify how their behaviour makes other people feel Managing Self - Manage own self-care needs. - Know and talk about the different factors that support their overall health and wellbeing <i>e.g. sensible amounts of ‘screen time’; having a good sleep routine, being a safe pedestrian.</i> - Use calm space to help self-regulate Building Relationships - See self as a valuable individual. <i>E.g., who loves me? Who are my friends?</i> - Build constructive and respectful relationships. - Seek others to share activities and experiences. - Can make choices and communicate what they need. Can keep play going by co-operating, listening, speaking, and explaining. - Can reflect on the work of others and self-evaluate their own work. Community What’s around us? Understand the importance of listening and following instructions. Belonging	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly (ready, respectful, safe) - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Can talk about their own abilities positively. 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. - Continue to see self as a unique and valued individual. - Beginning to know that children think and respond in different ways to them. Explore emotions How to deal with upsets Getting along with each other What we want to be when we grow up

Understanding the world:

People, Culture and Communities

Children develop an understanding of the people, places and communities around them, beginning with their immediate environment and extending to the wider world. Through first-hand experiences, visits, visitors, stories, non-fiction, maps and discussions, they explore different cultures, beliefs and traditions, recognising similarities and differences between communities in the UK and other countries. Children are encouraged to appreciate diversity, develop a sense of belonging and build respect for others and the world around them.

Understanding the World helps children to make sense of the physical world and their community. Through exploring Past and Present, People, Culture and Communities, and The Natural World, children develop their knowledge and understanding of their families, local community, different cultures and traditions, and how people and places have changed over time. Through a rich range of first-hand experiences, visits, visitors, outdoor exploration and stories, non-fiction, rhymes and poems, children explore our diverse world and develop curiosity, questioning and observation skills. These experiences broaden children's knowledge and vocabulary, supporting them to understand and talk about the world around them and laying foundations for later reading comprehension.

Autumn Term

- Talk about members of their immediate family and community
Vocab: St Wilfrid's, Standish, Wigan

- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. *Vocab: Mum, Dad Grandparent, Older, Younger*

- Understand that there are many different types of families and make comparisons between them
Vocab: parent, step sister/brother/mum/dad, similar, different

- Name and describe people who are familiar to them and people in their local / school community
Vocab: headteacher, teachers, site manager, office staff, cleaners, school crossing patrol

- Begin to develop an awareness of the purpose of maps. (Begin to look at maps of Standish and the school grounds) *Vocab: St Wilfrid's, Standish, Wigan*

- Begin to describe key features of a map using correct vocabulary.
Vocab: map, school, road, field

- Begin to show an understanding of the different spaces in our school and local environment and know the purpose.

(Substantive concept: Space/ Place. Disciplinary concepts: interpret geographical sources)
Vocab: hall, classroom, playground, outdoor area, toilet

- Begin to recognise that people have different beliefs and celebrate special times in different ways *Vocab: harvest, bonfire night, Christmas, Diwali, Harvest*

- Develop a knowledge and awareness of other festivals
Vocab: harvest, Diwali, Christmas

- Recognise some similarities and differences between life in this country and life in other countries.

- Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)

Spring Term

- Use images, video clips, shared texts and other resources to bring the wider world into the classroom.

- Understand the value of being curious and interested in finding out about people within their own community and in other countries -special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

- Recognise some similarities and differences between life in this country and other countries (hot and cold environments- Antarctic and South Africa as habitats for penguins) *Vocab: hot, cold, same, different, ocean, land*

- Begin to draw and use plans that are familiar to them such as the local environment *Vocab: map, plan*

- Begin to use world maps and globes to identify countries of personal interest or countries we are learning about. *Vocab: map, globe, atlas, country, land, sea*

- Talking about occupations and how to identify strangers that can help them when they are in need.

- Understand that some places are special to members of their community

- Recognise that people have different beliefs and celebrate special times in different ways – Chinese/Lunar New Year

(Substantive concept: Space/ Place. Disciplinary concepts: interpret geographical sources)

Summer Term

- Describe the 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

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps e.g., link to litter found on the school grounds (Stanley)

- Recognise that stories and books are special to different people e.g., the Bible and Qur'an

- 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.

(Substantive concept: human and physical. Disciplinary concepts: communicate geographical information)

- Draw and create maps using objects, pictures and some signs/ symbols (Can you map Stanley's journey?) *Vocab: where, next to, near, map, journey*

- Find places of interest on a simple map (using a map of the beach/seaside children can spot the sand, sea etc.)

(Substantive concept: Space/ Place. Disciplinary concepts: interpret geographical sources)

- Begin to understand that some places are special to members of their community

- Talk about special places they go with their family... places of worship visited by children and why different faiths believe the world is special.

Understanding the world:

Past and Present

Children develop an understanding of the past by exploring their own lives, families and the people around them. They talk about important people and events in their own lives and begin to develop an awareness of how their family and community have changed over time. Through stories, photographs, artefacts, celebrations and real-life experiences, children recognise similarities and differences between the past and present. They explore historical characters, settings and events through books and storytelling, developing an early understanding of chronology and how life was different in the past.

Understanding the World helps children to make sense of the physical world and their community. Through exploring Past and Present, People, Culture and Communities, and The Natural World, children develop their knowledge and understanding of their families, local community, different cultures and traditions, and how people and places have changed over time. Through a rich range of first-hand experiences, visits, visitors, outdoor exploration and stories, non-fiction, rhymes and poems, children explore our diverse world and develop curiosity, questioning and observation skills. These experiences broaden children's knowledge and vocabulary, supporting them to understand and talk about the world around them and laying foundations for later reading comprehension.

Autumn Term

- Begin to make sense of their own life-story and family's history (ordering photos from baby- now)

Vocab: change, long ago, in the past, now, present

- Begin to comment on images of familiar situations in the past (Look at photos of parents from when they were 5 and compare hair styles, clothing etc) *Vocab: old, young, same, different, change*

- Begin to recognise change, similarities and differences with specific periods of time e.g., toys used by themselves, parents, grandparents *Vocab: same, different, in the past, now, present, change*

(Substantive concept: childhood. Disciplinary concepts: similarity /difference)

- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations

- Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali. *Can children talk about what they have done with their families during past celebrations?*

- Show photos of different celebrations they have experienced in their past e.g., birthday party, Diwali etc
- Find out about key historical events and why and how we celebrate today: Remembrance Day, Christmas Day, Diwali.

- Ask questions, use different sources to find answers including books and interviewing people.

- Listen to what children say about their own past experiences with people who are familiar to them.

- Comment on images of familiar situations in the past *E.g., Think about a time it snowed/was frosty – what did you do? What is the same/different about the experience now? How? Why?*

- Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Spring Term

- Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- Talk about and understand changes in their own lifetime, by creating a personal timeline.

- Talk about and understand how plants and animals grow and change over time by exploring simple life cycles.

- Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't in the past.

Summer Term

- 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.

- Talk about key roles people have in society both in the present and past.

- Recount an event, orally, pictorial and/or with captions.

- Listening to stories and placing events in chronological order (sequencing)

- Talk about and describe the seasonal changes that happen throughout the year, comparing what they notice 'now' with what happened before.

- Talk about how they have grown and changed over time, comparing themselves now with when they were younger.

- 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.

Understanding the world:

The natural world

Children explore and develop a curiosity about the natural world through hands-on experiences and our outdoor provision. They observe plants, animals, weather and seasonal changes, noticing similarities and differences between environments and developing an understanding of natural processes and changes.

Understanding the World helps children to make sense of the physical world and their community. Through exploring Past and Present, People, Culture and Communities, and The Natural World, children develop their knowledge and understanding of their families, local community, different cultures and traditions, and how people and places have changed over time. Through a rich range of first-hand experiences, visits, visitors, outdoor exploration and stories, non-fiction, rhymes and poems, children explore our diverse world and develop curiosity, questioning and observation skills. These experiences broaden children's knowledge and vocabulary, supporting them to understand and talk about the world around them and laying foundations for later reading comprehension.

Autumn Term

- Explore the natural world around them e.g., leaves: sort by shape/size, begin to identify some local tree species (collect them from the school grounds) *Vocab: leaves, trees, nature, natural, sort, identify, name*
- Describe what they see, hear and feel whilst outside e.g., leaf shape, size & colour *Vocab: senses, see, hear, feel, taste, smell*
 - Understand the effect of changing seasons on the natural world around them e.g., Autumn into Winter *Vocab: seasons, summer, autumn, winter, spring, changes, shorter days, darker, leaves falling*
- Observe/talk about changing seasons, including changes in autumn *Vocab: weather, rain, snow, ice, cold, plants, animals, live*
 - Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, nature area map and read commons signs and logos.

- Begin to find out about plants and animals in contrasting natural environments (survey of plants and animals they can find on the school grounds and link to where elephants live- are they the same or different plants and animals)
 - Begin to understand some important process and changes in the natural world around them, including states of matter e.g. *How long will it take the ice to melt? Or how does cake mixture change as it cooks?*
 - Observe similarities and differences/talk about changing seasons, including changes in autumn. What happens in Autumn?
- Observing changes, colours and patterns in environment, Colour and Light *Vocab: weather, rain, snow, ice, cold, plants, animals, live*
- Understand how can we help the wildlife in Winter

Spring Term

- Explore the natural world around them (observing the trees and animals on our school grounds compared to autumn. *Vocab: spring, blossom, buds, new life, growth*
- Describe what they see, hear and feel whilst outside and talk about the different parts of the body linked with each sense. *Vocab: as in autumn and nose, ears, eyes, tongue, skin*
 - Understand the effect of changing seasons on the natural world around them e.g., observing a puddle evaporating throughout the day *Vocab: rain, sun, wet, dry*
- Use language to compare and order different materials (especially natural ones found on the school grounds). *Vocab: wood, plastic, metal, glass, fabric, hard, strong, soft, softest, hardest*
 - Understand some important processes e.g., how the direction of an object can be changed when pushed or pulled. (Compare which surface is best for pushing the pram/car along or which ball they can push the furthest) *Vocab: push, pull, change, surface, rough, smooth*
- Begin to understand some important processes e.g., objects that float or sink (the best shape or material to create a boat) *Vocab: float, sink, heavy, light, top, bottom, surface*
 - Exploring our immediate environment. Field Trip: Looking for the signs of Spring including Observing changes drawing pictures of animals and plants Compare our environment to a contrasting one
- Explore the natural world around them (observing the plants, trees and animals on our school grounds. *Vocab: spring, blossom, buds, new life, growth*
 - Understand the effect of changing seasons on the natural world around them e.g., observing buds, shoots etc
 - Understand some important processes in the natural world around them e.g., life cycles, including plant growth (life cycle of a frog/ butterfly or grow your own beanstalk-linked to Literacy text) *Vocab: grow, change, frog spawn, tadpole, froglet, frog, caterpillar, cocoon, chrysalis, butterfly*
 - Begin to make observations and draw diagrams of plants or animals (draw the life cycles mentioned above) *Vocab: observe, changes, time*
 - Explore and talk about a variety of animal habitats and what animals need to survive (link to Literacy text) *Vocab: habitats, cold, hot, snow, ice, water, warm, food, shelter*
 - Investigating the Spring season.
- Observing changes drawing pictures of animals and plants

Summer Term

- Explore and describe the properties of natural and man-made materials, comparing how they are similar and different.
 - Investigate how some materials change when they are mixed, heated or cooled through practical experiences such as making porridge.
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Observe how a material can change over time
- Begin to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock (materials hunt in the classroom and around school)
- 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 e.g., begin to develop an understanding of light and heat/ colour and shadow. (Measure shadows and how they change, create shadows using their body and other objects- How does the shadow change throughout the day? Can they create a shadow?) *Vocab: light, sun, shade, shadow, clouds*
 - Understand the need to care and respect for the natural environment and all living things. *Vocab: environment, recycle, litter*

Expressive Arts and Design:

Creating with Materials

Children explore and experiment with a wide range of materials, tools and techniques to develop their creativity and express their ideas, thoughts and feelings. They investigate colour, texture, shape, form and construction, learning to use tools safely and combine materials in different ways. Children are encouraged to talk about and share their creations, explaining the choices they have made and the processes they have used.

Children develop their imagination, creativity and artistic and cultural awareness through regular opportunities to explore and engage with the arts. They experiment with a wide range of media, materials, music, movement and creative experiences, developing their self-expression, vocabulary and confidence in communicating their ideas. Through repeated and varied experiences, children learn to interpret, respond to and appreciate the world of art, music and performance around them.

Autumn Term

- Begin to draw with purpose, deciding on what to draw before making marks. (Self-portrait drawing skills)
- Begin to draw through observation with increasing complexity and detail.
- In painting, be able to select a brush and use the 'dip, draw, wash and wipe' technique.
- Use a variety of mark making tools with increasing control and fluency.
- Safely use and explore a variety of materials and tools.
- Explore new techniques such as: how to print effectively, mould with hands and fold, crunch, tear and cut.
 - Talk about new creations.
- Begin to return to and build upon previous learning
- Independently construct loose parts showing increasing skills in combining, lining up and stacking.
 - Use a range of tools (e.g., scissors and glue).
- Craft: Making cards, calendars and decorations. Selecting appropriate materials. Collage

Painting and drawing

Self-portraits
Artist: Arcimboldo
Collage - My friends
Collage Artist: Van Gogh

Spring Term

- Develop drawing within a range of contexts e.g., telling a story or responding to a stimuli
 - Look closely at natural and manmade objects to create observational drawings that notice shape, form and pattern e.g., plants and animals
- Explore what happens when mixing primary colours to create secondary colours.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Have own ideas for printmaking to experience shape, texture and pattern.
- Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage.
 - Talk about new creations identifying what went well.

Observational Drawing

Architecture, Stained Glass Windows
Artist: Helen Whittaker

Summer Term

- With independence, create drawings based on feelings, real/imaginary experiences and stories.
- Use drawing tools with care and increasing precision.
 - Draw with increasing complexity and detail.
- Observe colour in nature and represent it in artwork-mixing colours to match what they see.
- Return to and build on previous learning, refining ideas
- Create collaboratively sharing ideas, resources and skills developing ability to represent them.
- Using printing techniques with independence to make patterns and pictures.
- Make models out of clay/dough with a purpose and with increasing skill.
- Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.
 - Independently assemble different pieces to create a picture/pattern.
- Describe their drawing/design or ideas and intentions
 Build structures using a variety of materials e.g., art straws, skewers, Lego, wooden blocks
- Begin to evaluate the process used.

Sculpture

3D character masks
Artist: Sandra Suarez
Textiles: Printing onto textiles
Artist: Andy Goldsworthy

Expressive Arts and Design:

Being Imaginative and Expressive

Children develop their imagination and creativity through role-play, storytelling, music, dance and movement. They have opportunities to sing songs, join in with nursery rhymes and poetry, explore musical patterns and play instruments, including those they have made themselves. Through acting out stories, creating their own narratives and performing for others, children develop confidence in expressing their thoughts, feelings and ideas.

Children develop their imagination, creativity and artistic and cultural awareness through regular opportunities to explore and engage with the arts. They experiment with a wide range of media, materials, music, movement and creative experiences, developing their self-expression, vocabulary and confidence in communicating their ideas. Through repeated and varied experiences, children learn to interpret, respond to and appreciate the world of art, music and performance around them.

Autumn Term

- Take part in simple pretend play and begin to develop complex stories using small world equipment.
- Begin to develop storylines in their pretend play – including those linked to focus text.
- Begin to listen attentively, move to and talk about music, expressing their feelings and responses.
 - Begin to watch and talk about dance and performance.
 - Sing in a group or on their own.
 - Begin to explore and engage in music making and dance.

Actions, movement and imagination – Me

Sing well known nursery rhymes and songs

Singing and performing

Recount the narrative of the First Christmas

Spring Term

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
 - Develop storylines in their pretend play.

Singing and body percussion - Everyone!

Singing and percussion – Our World

Summer Term

- 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 or create actions in response to a music stimulus.

Invent, adapt and recount Traditional Tales

Traditional Tales – Big Bear Funk

Dance/Drama, Performing for others

Pitched instruments

Specific Areas:

Religious Education

Religious Education in EYFS encourages children to explore faith, belief and the world around them through play, sensory experiences, stories, prayer and meaningful conversations. We follow the Questful RE syllabus provided by the Blackburn Diocesan Board of Education, with a strong focus on Christianity as a living faith. Children explore key Christian stories, celebrations and values, while developing an awareness and respect for different beliefs, cultures and communities.

EYFS 2 Harvest:

Why do people of faith say thank you to God at harvest time?

EYFS 3 Special People:

Why do Christians believe Jesus is special?

Links to World Faiths:

Founders and Leaders of faith

EYFS 4 Christmas:

How do Christians celebrate Jesus' birthday?

Links to World Faiths:

Hanukah, Diwali

EYFS 5 Stories Jesus Heard:

What stories did Jesus hear when he was a child?

EYFS 6 Stories Jesus Told:

Why did Jesus tell Stories?

EYFS 7 Easter:

Why do Christians believe that Easter is all about love?

EYFS 9 Special Places:

What makes a place holy?

Links to World Faiths:

Prayer

EYFS 11 Special Times:

How do you celebrate special times?

Links to World Faiths:

Festivals and Celebrations

	Me	You	World	God
<u>Spirituality</u>	At St. Wilfrid's, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).			
	<i>Children learn about the importance of family and special people in a child's life. These special people can be family members, friends, or carers.</i> <i>They are described as people we trust, who make us feel safe and loved, and who take care of us and our feelings. This feeling of being loved and cared for by "special people" is presented as fundamental for well-being and could contribute to a child's sense of being valued or special friendship, highlighting that friends play, share, compliment, listen, and make us laugh.</i> <i>Giving and receiving compliments. Saying "thank you" when complimented and ensuring compliments are nice and genuine children learn about diversity by illustrating that families come in all shapes and sizes and about family life, homes, mealtimes, and free time in different parts of the world. diversity makes the world an exciting place understanding others and the world's diversity, exposure to variety and difference is a component in understanding one's own unique identity within that diverse world.</i> <i>Children learn about emotions and how to identify feelings like happy, sad, angry, and scared; how talking to others can help manage feelings. Being supported in expressing and managing emotions contributes to a child feeling understood and cared for.</i>	<i>In Reception, children are supported to recognise their own unique inner world of feelings and experiences, and how these relate to their interactions with others and the wider world. Through exploring family, friends, and special people, they learn that families come in all shapes and sizes but are all bound by love, helping them to value their own family and feel secure within it.</i> <i>Activities such as sharing something they have learned, or reflecting on who their special people are, affirm their individuality and highlight the importance of relationships where they feel safe, loved, and cared for. Lessons on friendship emphasise kindness, listening, sharing, and giving compliments, helping children recognise the positive impact they can have on others while building their own sense of self-worth.</i> <i>Discussions about different families, cultures, and celebrations broaden their understanding of uniqueness and difference on a wider scale, reinforcing the importance of treating everyone with kindness and respect.</i> <i>By reflecting on how feelings and responses vary between people, children begin to understand that emotions are personal and unique, and that their own responses can influence how others feel. In this way, children learn that they are special, that their relationships matter, and that they can use their uniqueness to connect positively with others.</i>	<i>In Reception we offer opportunities for children to develop a simple "voice" by sharing their observations and what they have learned about the natural world. Lessons focus on introducing children to the physical aspects of the natural world, its inhabitants, and its seasonal changes, and provide basic opportunities for them to use their voice to share their observations and what they have learned.</i> <i>Appreciating Their Place in the World: Exploring the natural world, such as the seasons (autumn and spring), and observing changes in nature like leaves falling or new life appearing can foster a sense of wonder and connection to something larger than themselves.</i> <i>Learning about different places like Africa or comparing life in Trinidad and Tobago with the UK, or exploring Christmas around the world and Diwali can help children understand the vastness and diversity of the world, while simultaneously recognising their own place within it and the unique cultural context they may come from.</i> <i>Discussions about how everyone deserves to be treated with kindness and respect and how learning about others helps us live happy, safe, and healthy lives can also reinforce the inherent value of every individual, including themselves.</i>	<i>The curriculum introduces children to the idea that people pray and believe in God or other deities, recounting religious stories, describing celebrations, or explaining the beliefs and actions of others.</i>

Subject Area:	Autumn Term	Spring Term	Summer Term		
SMSC	Our Reception Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.				
	<i>‘Good to Be Me!’ develops children’s spiritual awareness by encouraging them to reflect on their uniqueness, feelings, personal history and the ways they have grown and changed. Moral development is supported as children learn to recognise, respect and value differences between themselves, their families and others. Social development is nurtured through sharing experiences, expressing emotions, listening to others and developing positive relationships within the school community. Cultural understanding is fostered through exploring different family structures, experiences and traditions, helping children appreciate diversity and understand that, while we may be different, everyone is valued and special.</i>	<i>“Come and Celebrate!” encourages children to reflect on the meaning and significance of different celebrations, fostering a sense of wonder about the traditions and beliefs of others. It promotes moral understanding through learning to respect and value diversity, recognising that people may celebrate in different ways. Socially, children develop communication and collaboration skills as they share their own experiences and listen to those of others. Culturally, the unit broadens their awareness of a variety of customs and festivals, helping them appreciate the richness of different heritages.</i>	<i>‘Let’s Go Exploring!’ develops spiritual awareness by encouraging children to be curious about the world around them, appreciating the beauty and variety of different places, environments and communities. Moral development is fostered through understanding the importance of caring for their local environment, helping others and recognising the valuable contribution of community helpers and emergency services. Social development is nurtured through shared exploration, teamwork, discussions and interactions with visitors, helping children build confidence and a sense of belonging within their community. Cultural understanding is broadened as children explore different countries, environments, journeys and ways of life, developing respect and appreciation for the diversity of the wider world.</i>	<i>‘Ready, Steady, Grow!’ develops spiritual awareness through awe and wonder at the new life, growth and seasonal changes found in the natural world, alongside exploring the Christian story and significance of Easter. Moral development is nurtured as children learn to care for plants, animals and their environment, recognising their responsibility towards living things. Social development is supported through shared experiences such as the spring nature walk, allotment visit and Easter bonnet parade, encouraging cooperation, discussion and a sense of community. Cultural understanding is developed through exploring Christian traditions and Easter celebrations, while recognising how people mark important events and changes throughout the year.</i>	<i>‘Once Upon a Story!’ develops spiritual awareness through imagination, wonder and the enjoyment of stories, encouraging children to explore different characters, settings and perspectives. Moral development is supported as children consider characters’ choices, feelings and actions, exploring ideas such as kindness, courage, fairness and responsibility. Social development is nurtured through shared storytelling, role-play, discussion and performance, helping children develop confidence, cooperation, turn-taking and respect for others’ ideas. Cultural understanding is broadened through exploring stories from different cultures and traditions, helping children appreciate diverse experiences, perspectives and ways of life.</i>

EDIJ	Our Reception Curriculum actively fosters Equity, Diversity, Justice, and Inclusion (EDIJ) by celebrating differences, promoting fairness, encouraging empathy, and ensuring every child feels valued and respected, laying the foundation for a compassionate and inclusive society.					
	Good to Be Me! celebrates each child's unique identity, strengths, family and experiences. Through stories such as Elmer and Super Duper You, children learn that everyone is different and that these differences should be valued and respected. Sharing family photographs, personal histories and experiences encourages children to listen to and appreciate others' stories, recognising that every family is special. The unit develops a strong sense of belonging and inclusion, while nurturing early understanding of fairness, kindness, respect and the importance of valuing everyone.	'Come and Celebrate!' explores a wide range of cultural and religious celebrations, including Harvest, Diwali, Hanukkah, Remembrance and Christmas. Children learn that people and families celebrate in different ways, developing respect for diverse beliefs, traditions and experiences. By sharing their own celebrations and listening to others, children recognise both similarities and differences, ensuring every child's background and voice is valued. Through stories, discussions and shared celebrations, the unit fosters inclusion, belonging and mutual respect within the classroom and wider community.	'Let's Go Exploring!' helps children recognise and value the different people, places and communities that make up their world. Through stories and exploration of local and global environments, children consider similarities and differences in people's lives, cultures and experiences, developing empathy and respect for others. Learning about community helpers and emergency services highlights the importance of everyone's contribution and the ways people support and care for one another. Inclusive shared experiences, practical activities and discussions ensure every child's ideas and experiences are valued, while encouraging curiosity about the diverse world around them.	Ready, Steady, Grow! Celebrates the value and uniqueness of all living things and recognising that everyone grows and develops in different ways. Through stories, discussions and shared experiences, children explore similarities and differences in the natural world while valuing each child's observations, ideas and contributions. Exploring the Christian story of Easter encourages respect for different beliefs and traditions, while caring for plants, animals and the environment develops a sense of responsibility and fairness towards living things. Inclusive hands-on activities, outdoor exploration and collaborative experiences ensure that every child can participate, develop confidence and feel valued as part of the community.	'Once Upon a Story!' promotes equity, diversity, inclusion and justice by exposing children to a rich range of stories, characters, cultures and experiences. Through texts such as 'The Magic Paintbrush', 'Where the Wild Things Are' and 'Under the Great Plum Tree', children explore different perspectives and develop empathy, kindness and respect for others. Storytelling, role-play and performance provide opportunities for every child to contribute their ideas and experiences, ensuring all voices are valued. By exploring characters' choices and how actions affect others, children begin to develop an understanding of fairness, inclusion and treating others with respect.	'Our Wonderful World' celebrates the diversity of people, cultures, communities and environments around us. Through texts such as 'The Proudest Blue' and 'Handa's Surprise,' children explore different experiences and ways of life, developing respect, empathy and appreciation for others. Comparing life in the UK and Uganda helps children recognise both similarities and differences, while reflecting on their own growth encourages them to value each person's unique journey. Inclusive activities, outdoor exploration and shared experiences ensure every child can participate, contribute and feel a valued part of the community.

<u>Fundamental British Values</u>	Our Reception Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.					
<u>Christian Values</u>	Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE.					

‘Good to Be Me!’ encourages children to understand and celebrate their individuality while respecting the differences of others. Individual liberty is developed as children share their likes, dislikes, feelings, families and experiences, building confidence to express themselves. Mutual respect and tolerance are fostered through exploring different family structures and listening to others’ experiences, recognising that everyone is unique and valued. The rule of law is introduced through learning about school rules, routines and boundaries, helping children understand how these keep everyone safe, happy and included.

‘Come and Celebrate!’ promotes mutual respect and tolerance through exploring a range of cultural and religious celebrations, including Harvest, Diwali, Hanukkah, Remembrance and Christmas. Individual liberty is encouraged as children share their own family traditions and experiences, while recognising that others may celebrate in different ways. Mutual respect is strengthened through listening to different beliefs and perspectives, while shared celebrations and the Nativity performance develop a sense of community, belonging and respect for diversity.

‘Let’s Go Exploring!’ encourages individual liberty as children make choices, express their ideas and explore different journeys, places and interests. Mutual respect and tolerance are fostered through learning about different communities, cultures and environments, recognising and valuing similarities and differences. The rule of law is explored through understanding the important roles of community helpers and emergency services and why rules help keep people safe. Democracy is supported through shared discussions, decision-making and collaborative activities, helping children listen to and respect the views of others.

‘Ready, Steady, Grow!’ promotes mutual respect and tolerance as children learn about the Christian story of Easter and recognise that people have different beliefs and traditions. Individual liberty is encouraged as children share their ideas, observations and experiences of growth and change. The rule of law is introduced through learning to care responsibly for plants, animals and the environment, while shared experiences such as the church visit, allotment visit and Easter bonnet parade foster a sense of community, belonging and respect for others.

‘Once Upon a Story!’ develops Fundamental British Values through a rich range of stories, characters and perspectives. Individual liberty is encouraged as children express their own ideas, interpretations and creativity through storytelling, role-play and performance. Mutual respect and tolerance are fostered as children listen to different viewpoints, explore diverse characters and cultures, and value one another’s contributions. The rule of law is explored through discussions about characters’ choices, fairness, consequences and the importance of rules, while collaborative storytelling and performance develop a strong sense of community and cooperation.

Our Wonderful World’ promotes mutual respect and tolerance through exploring different cultures, communities and ways of life, including comparisons between the UK and Uganda. Individual liberty is encouraged as children share their experiences, express their ideas and make choices during planting and outdoor activities. The rule of law is developed through understanding the importance of caring for living things and following agreed routines and responsibilities. Democracy is supported through collaborative activities where children share ideas, take turns and make decisions together, fostering a sense of belonging and community.