EYFS CURRICULUM
Winsford High Street Primary School
Nursery → Reception

OUR CURRICULUM INTENT

Our Early Years Provision at Winsford High Street Community Primary School is driven by the needs of our pupils who join us from varied starting points and with varied life experiences. We strive to ensure that by the end of the Early Years Foundation Stage the children at Winsford High Street will be happy, confident, resilient, independent learners who embody the characteristics of effective learning to allow them to transition smoothly into Year One.

AT THE HEART OF OUR CURRICULUM

Our curriculum is rooted in rich experiences, stories, rhymes, conversation, play, direct interaction and purposeful teaching. Across Nursery and Reception, children build communication, personal and social development, physical confidence, early literacy, mathematical understanding, knowledge of the world, creativity and independence. Vocabulary is deliberately developed and revisited so that children increasingly understand, use, explain and apply what they know.

OUR CURRICULUM JOURNEY

NURSERY	RECEPTION
BUILDING FOUNDATIONS	**DEEPENING UNDERSTANDING**
Children encounter, explore, practise and begin to use new knowledge, language and skills through meaningful experiences.	Children build on these foundations through increasingly precise vocabulary, more sustained thinking, direct teaching, application and greater independence.

OUR CURRICULUM PRINCIPLES

Experience → Key knowledge → Vocabulary → Application	**Introduce → Revisit → Deepen → Apply**	**Introduce → Practise → Refine → Apply**

We look beyond completed activities or the number of vocabulary words introduced and focus on what children increasingly know, understand, use and apply. Adults deliberately revisit and strengthen previously taught knowledge through stories, sustained shared conversations, continuous provision, purposeful questioning, Drawing Club, play experiences and explicit connections to new learning. This helps children to recall, deepen and apply what they have learned in different contexts.

EYFS CURRICULUM
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How to use this document

Each area of learning begins with an overview of our curriculum intent, implementation and Nursery-to-Reception progression. This is followed by a small-step progression guide that breaks the curriculum into teachable components.

The small-step guides support practitioners in making informed professional judgements and planning responsive, inclusive teaching. **They are not assessment checklists, age-related benchmarks, or a prescribed pathway through which every child must progress.** Children's learning journeys will vary; therefore, practitioners should continually revisit and strengthen foundational learning, adapting teaching and provision to children's individual starting points, developmental pathways, and access needs.

The Nursery and Reception term-by-term plans show when learning is introduced, revisited, deepened and applied. The continuous provision progression document shows how resources, adult interaction and opportunities develop across the provision.

The guides draw on the school's curriculum and term plans and are informed by the DfE Development Matters non-statutory guidance. Additional small steps have been included to support staff planning and professional discussion.

EYFS CURRICULUM
Winsford High Street Primary School

BRINGING THE CURRICULUM TO LIFE

Pedagogy, inclusion and ambitious learning for every child. Working together to achieve.

HOW CHILDREN LEARN - A BALANCED APPROACH TO LEARNING

Children learn through a balance of child-initiated play, carefully planned continuous provision, first-hand experiences, purposeful adult interaction and direct teaching. Adults observe, model, question, explain and engage in sustained shared thinking, extending children's ideas and helping them make connections with previous learning. In Nursery, Plan, Do, Review supports children to make purposeful choices within continuous provision. Children talk about what they intend to do, carry out their ideas through play and exploration, and return to reflect on what they have done. Adults use these opportunities to model and extend language, support sustained thinking and help children make connections with previous learning.

PLAY	PROVISION	EXPERIENCES	ADULT INTERACTION	DIRECT TEACHING

Through these experiences, children develop an increasing independence, curiosity, persistence and willingness to have a go through the characteristics of effective learning:

PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY

AN INCLUSIVE CURRICULUM

EARLY IDENTIFICATION • ADAPTATION • PARTICIPATION • PROGRESS

We identify children's needs early and work to secure the right support promptly. WellComm is used to support the identification and development of language and communication skills. Where children need additional help, targeted interventions and additional adult support are provided.

Continuous provision enables children to access learning at an appropriate level while remaining part of the same ambitious curriculum. Visual timetables support all children with routines, transitions and expectations. Adults use observation, interaction, Makaton, modelling, repetition and knowledge of the individual child to adapt support and help children participate, communicate and make progress.

Big Ideas That Build Across Our EYFS Curriculum

These recurring curriculum threads begin in Nursery and are revisited and deepened in Reception. They are not additional assessment criteria; they help make the conceptual progression across our EYFS curriculum visible.

BIG IDEA	NURSERY FOUNDATIONS	RECEPTION DEEPENING
Change	Seasons change; caterpillars become butterflies	Life cycles; growth; environmental change
Community	Family, belonging, jobs	Local community, occupations, significant people
Place	Home, maps, routes	Landmarks, cities, transport, wider world
Environment	Caring for plants and the natural world	Conservation and pollution
Communication	Stories, talk and sharing experiences	Explaining, discussing and retelling
Number relationships	Counting, comparing and recognising quantity	Composition, addition, doubling and sharing

EYFS CURRICULUM
Winsford High Street Primary School

Personal, Social & Emotional Development

EYFS CURRICULUM EXPECTATION
Children develop confidence, responsibility, positive relationships, emotional understanding, self-regulation, independence and healthy choices.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Promoting Healthy Eating Habits, Zones of Regulation and Oral Health support children's understanding of health and wellbeing. • One Decision resources are used and revisited across Nursery to support emotional literacy, relationships and safe choices. • Children develop confidence, independence and a sense of belonging through familiar relationships and routines. • Emotional vocabulary is introduced and modelled so children increasingly recognise, name and talk about their feelings. • Children select resources, take responsibility, play alongside and with others, follow agreed rules and begin to solve conflicts through talk with adult support. • Daily routines and continuous provision provide opportunities to manage personal needs, make choices, persist with challenges and become increasingly independent.	• Children build resilience, self-regulation, independence and respectful relationships. • Emotional vocabulary is extended so children can describe feelings with increasing precision and consider other people's perspectives. • Learning continues through relationships, routines, discussion, stories, collaborative play and opportunities to manage needs and solve problems. One Decision resources support emotional literacy. • Whole-school themes include belonging to a community, families and friendships, digital resilience, respecting ourselves and others, safe relationships, growing and changing, physical health and mental wellbeing.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Develops confidence and positive relationships; begins to manage feelings and routines, follow rules and resolve conflicts with adult support.	Develops resilience and self-regulation; manages own needs with greater independence, builds respectful relationships and increasingly considers others' perspectives.

KEY KNOWLEDGE

NURSERY	RECEPTION
• People have different feelings and feelings can change. • Rules help us to play and learn together. • Talking can help us solve some conflicts. • Healthy choices include food, drink, activity, toothbrushing and personal care.	• Different emotions can be recognised, named and managed. • Other people may have different feelings and perspectives. • Relationships involve respect, cooperation and problem-solving. • Growing independence includes managing personal needs and making healthy choices including good oral health habits.

EXAMPLES OF KEY VOCABULARY

NURSERY	RECEPTION
happy, sad, angry, worried; belonging, family, friendship, safe, healthy	anxious, scared, worried, happy, sad, angry, frustrated, jealous; respectful, resilience, self-regulation, perspective

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: a child names a feeling and uses adult support to solve a disagreement. Reception: a child explains why they feel frustrated, considers another child's view and suggests a way forward.

EYFS CURRICULUM
Winsford High Street Primary School
Personal Social and Emotional Development Small-step progression for teaching

Feelings confidence and self regulation

Teach through secure relationships, play, stories and daily routines, using One Decision, Zones of Regulation and the school's RSHE themes. Adults co-regulate and model helpful language. Children may need familiar support at any stage; feelings are accepted while adults keep actions safe.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Belonging and secure relationships	Find comfort with a familiar adult; explore from a secure base with support.	Know familiar adults and routines; join shared activities and begin to seek help.	Build relationships in Reception; recognise how they belong to class, school and family.	Participate confidently; welcome others and explain ways everyone can belong.
Recognising feelings	Notice emotional expressions; communicate comfort, distress or preference in an accessible way.	Name familiar feelings with adult modelling; connect a feeling with an event.	Use a wider emotional vocabulary; describe a feeling and a possible cause.	Recognise changing or mixed feelings; explain that people may feel differently about one event.
Managing strong feelings	Accept comfort or space from a trusted adult; experience predictable calming routines.	Practise an adult-supported strategy such as breathing, movement, quiet space or asking for help.	Notice early signs of a strong feeling; choose a familiar strategy with reminders.	Use and review a helpful strategy with decreasing prompting; seek adult support when needed.
Waiting and managing impulses	Experience short waits with adult support and a clear next step.	Wait briefly in motivating play; practise stopping an unsafe action with help.	Use words or an agreed cue to request a turn; manage a short delay.	Wait or adapt to a changed plan with support as needed; keep a shared goal in mind.
Confidence and expressing choices	Explore a preferred resource; communicate a choice to a trusted adult.	Try an unfamiliar activity alongside an adult; express a preference or idea.	Contribute ideas to a group; choose a challenge and ask for appropriate help.	Explain a choice, recognise a strength and attempt something unfamiliar with growing confidence.
Persistence and flexible thinking	Return to an enjoyable action; accept adult help when a difficulty occurs.	Keep trying a manageable challenge; try a modelled alternative.	Describe the difficulty; choose another resource, approach or source of help.	Review what worked, adapt a plan and recognise that practice can improve a skill.

Key knowledge and language: Feelings change; adults can help; strategies work differently for different people. Examples: belong, worried, frustrated, calm, proud, practise, help.

EYFS CURRICULUM
Winsford High Street Primary School

Relationships independence and safe choices

Use everyday opportunities to rehearse cooperation and independence. Model “ready, respectful and safe” in concrete situations. Follow the school’s agreed RSHE content for relationships, privacy, safety and health; adapt routines for individual needs without removing children’s participation.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Joining and sustaining play	Play beside another child; share an enjoyable action with adult support.	Join a familiar game; exchange ideas and begin shared pretend play.	Agree roles and resources; sustain play with a friend or small group.	Include others, negotiate changes and cooperate towards a shared outcome.
Sharing and solving conflict	Seek an adult when upset; experience adults naming the problem without blame.	Use modelled requests and turn-taking; try an adult-supported solution.	Explain the problem and hear another child’s view; suggest a fair next step.	Negotiate a workable solution; seek adult help if a disagreement remains unsafe or unresolved.
Empathy and respect	Notice when someone is upset; respond to adult modelling of kindness.	Identify a familiar feeling in another person; offer help with prompting.	Consider how an action affects someone; recognise and respect different preferences or families.	Explain another person’s possible viewpoint; change an action to show care or repair harm.
Rules responsibility and boundaries	Follow a familiar routine with adult support; learn a simple safety boundary.	Follow shared rules with reminders; take responsibility for a familiar resource.	Explain a practical reason for a rule; care for belongings and shared spaces.	Apply familiar rules in a new situation; explain a safe and respectful choice.
Personal needs and health	Communicate a need for food, drink, rest, toileting or help.	Join hygiene and toothbrushing discussions; practise personal routines with support.	Recognise why washing, toothbrushing, varied food, sleep and movement help us stay well.	Make and explain a familiar healthy choice; manage routines with appropriate independence and support.
Seeking help and staying safe	Identify a trusted adult; communicate discomfort or a need for help.	Practise saying or signalling stop; tell an adult when something feels wrong.	Use agreed learning about personal boundaries and privacy; ask for help with an unsafe situation.	Explain who can help at school or home; keep seeking help, including about something seen on a device.

Teaching and review: Notice children’s choices and responses in real situations rather than testing emotional vocabulary alone. Model and rehearse the next useful step. Practical dressing and cutlery movements are detailed in Physical Development.

EYFS CURRICULUM
Winsford High Street Primary School

Communication & Language

EYFS CURRICULUM EXPECTATION
Children listen, understand, communicate and take part in increasingly sustained conversations, using a widening and increasingly precise vocabulary. The focus is not simply on the number of words or activities children encounter, but on what children increasingly understand, explain, remember and transfer.

OUR APPROACH
Vocabulary is central to the curriculum. In Nursery, vocabulary development is rooted in rich experiences, stories, rhymes, conversation, play and direct interaction. Reception builds on this foundation and deliberately increases the breadth, precision and complexity of language through high-quality texts, direct teaching, sustained shared conversations, first-hand experiences, continuous provision, storytelling, role play, Drawing Club, writing, mathematics, Understanding the World, PSED and physical development.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Makaton, nursery rhymes and Phase 1 phonics support communication. • Vocabulary is rooted in rich experiences, stories, rhymes, conversation, play and direct interaction. • Children listen to longer stories, follow two-part instructions, answer 'why' questions, sing songs and rhymes, talk about familiar books and use longer sentences. • Progression: Hear → Notice → Understand → Begin to use. • Plan, Do, Review provides regular opportunities for children to articulate intentions, organise their thinking, talk about their play and experiences, recall what they have done and increasingly explain their ideas using taught vocabulary.	• Vocabulary is developed through high-quality texts, direct teaching, sustained shared conversations, first-hand experiences, continuous provision, storytelling, role play, Drawing Club, writing, mathematics, Understanding the World, PSED and physical development. • Children increasingly describe, explain, compare, classify, retell, question and transfer vocabulary across contexts. • Drawing Club provides weekly vocabulary enrichment through carefully chosen texts and children's interests.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Hear → Notice → Understand → Begin to use Children increasingly listen to and understand vocabulary in context, use words from familiar stories and experiences, to begin to describe, compare, organise play and begin to explain experiences.	Encounter → Understand → Use → Apply → Revisit & Transfer Children increasingly use rich, precise ambitious vocabulary to describe, explain, compare and classify; use it in play, storytelling, mathematical thinking, oral retelling and writing; and transfer it across contexts.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Words have meanings and help us communicate ideas, feelings and experiences. • Stories can be listened to, remembered and talked about. • Questions and instructions can contain more than one part. • Talk can be used to organise play and express a point of view.	• Language can be used to describe, explain, compare, question and discuss. • Vocabulary learned in one context can be used in another. • Stories and experiences can be retold and discussed using increasingly precise language. • Listening and responding help sustain conversations.

EYFS CURRICULUM
Winsford High Street Primary School

Language Functions: What Children Increasingly Do with Language

LANGUAGE FUNCTION	NURSERY	RECEPTION
Describe	Uses familiar descriptive words to talk about people, objects, experiences and stories.	Uses increasingly precise vocabulary to describe people, objects, events, environments and ideas.
Compare	Begins to notice and talk about similarities and differences using words such as same, different, bigger and smaller.	Uses increasingly precise vocabulary to compare, classify and explain similarities and differences.
Explain	Gives simple explanations about what they see, do and experience, with adult support where needed.	Explains ideas, events and processes using increasingly precise vocabulary and connected sentences.
Reason	Begins to give reasons for choices and actions.	Uses talk to explain thinking, justify choices and solve problems, including mathematical reasoning.
Sequence	Uses simple temporal language such as first, then and next when retelling familiar events.	Sequences stories, events and processes using increasingly precise temporal and narrative vocabulary.
Question	Asks questions to find out more about people, objects and experiences.	Asks and responds to increasingly focused questions and uses answers to extend thinking.
Predict	Begins to suggest what might happen next in stories, play and familiar experiences.	Uses prior knowledge and experience to predict outcomes and explain thinking.

Tiered Vocabulary

TIER	PURPOSE	EXAMPLES FROM THE CURRICULUM
Tier 1 – Everyday language	Words children need to communicate, interact, describe experiences and manage everyday life.	happy, sad, angry, worried, big, small, fast, slow, wet, dry, above, below, behind, under
Tier 2 – High-utility vocabulary	Words that can be used across a range of contexts and help children describe, compare, explain and reason.	enormous, gigantic, frightened, terrified, compare, describe, similar, different, frustrated, cautious
Tier 3 – Curriculum-specific vocabulary	Words linked to specific knowledge and concepts within the curriculum.	cocoon, emerge, conservation, petals, stem, roots, incubate, life cycle, pollution, ocean, environment, minerals

DRAWING CLUB: VOCABULARY AND WRITING IN ACTION
Drawing Club provides an additional opportunity for weekly vocabulary and writing development in Reception. Texts are chosen from children's interests or linked to the broader theme. Adults identify high-value ambitious vocabulary arising from the text, explicitly introduce and explain it, model it in rich conversation, encourage its use in storytelling and imaginative play, revisit it during provision and subsequent learning, and look for transfer into new contexts. Drawing Club enriches and extends the planned vocabulary spine. Progress is seen in increasing understanding, precision, independence and transfer rather than simply in the number of words encountered.

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: 'The caterpillar is in the cocoon;' 'The watermelon is enormous' Reception: 'The chick keeps warm in the incubator before it hatches.'

EYFS CURRICULUM
Winsford High Street Primary School

Communication and Language Small-step progression for teaching

Listening understanding and vocabulary

Build language through back-and-forth interaction, stories, rhymes and meaningful experiences. WellComm informs targeted support; use visual cues, Makaton and communication aids where needed. Listening can be shown through actions, gesture or a response; eye contact and stillness are not prerequisites.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Shared attention	Join an adult around an interesting object; respond to a familiar voice, gesture or sound.	Share attention for longer; respond to a comment and take a turn in a familiar activity.	Attend to a short explanation or story; respond to its important information.	Sustain attention in a meaningful exchange; return to the shared topic after a distraction.
Listening and responding	Notice familiar sounds; respond to a name, song or repeated phrase with suitable support.	Listen to a short story; join repeated language and respond to what happens.	Listen to a longer story or explanation; give a relevant response or question.	Link a response to what another person said; ask for clarification when meaning is unclear.
Understanding instructions	Follow a familiar one-step instruction with objects, gesture or modelling.	Follow two related actions; understand familiar positional and action words.	Follow instructions containing a sequence; retain key details with visual support when needed.	Carry out several linked actions in a familiar task; ask for repetition or clarification.
Understanding vocabulary	Connect a word with a real object, action or experience.	Choose or show the correct example; understand a familiar word in stories and play.	Explain or demonstrate a newly taught word; distinguish it from a related word.	Understand the word in a different context; recognise when its meaning fits or does not fit.
Using and transferring vocabulary	Use familiar words, signs or symbols to request, name and comment.	Use modelled words in familiar play; add a descriptive word when supported.	Use taught vocabulary from texts, Drawing Club and experiences in talk and role play.	Choose precise words to explain an idea; reuse vocabulary in a new experience without prompting.
Questions and meaning	Respond to simple who, what or where questions using objects, gesture or words.	Answer questions about familiar events; begin to ask how and why.	Ask a focused question; answer how or why using information from the experience.	Build on an answer with a further question; explain what helped them work something out.

Key knowledge and language: Words carry meaning; listening and responding help us understand one another. Examples: listen, question, describe, same, different, enormous, frustrated.

EYFS CURRICULUM
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Conversation explanation and narrative

Model and extend children's language naturally rather than asking them to repeat every corrected sentence. Value home languages and allow processing time. Judge understanding through the child's available communication methods and build spoken English through rich, supported interaction.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Back-and-forth conversation	Take a turn through a sound, gesture, sign or word; communicate a need or interest.	Initiate an exchange and continue for several turns with adult support.	Sustain a conversation; respond to a partner and add relevant information.	Maintain a shared topic, take turns flexibly and help a partner understand an unfamiliar idea.
Building sentences	Combine words or symbols to express a simple message; hear expanded adult models.	Use longer sentences to describe actions; begin joining ideas with and or because.	Connect ideas using because, then or other modelled language; add useful detail.	Explain linked events using increasingly clear sentences; clarify who, what, where and why.
Describing and comparing	Name familiar objects and actions; notice one feature.	Describe colour, size, texture or use; identify one similarity or difference.	Compare objects or experiences using precise words and more than one feature.	Group or compare for a purpose; explain the features used and revise an idea.
Explaining and reasoning	Show or say what they are doing; choose between familiar options.	Give a simple reason for a choice; describe what happened with prompting.	Explain how something works or why something happened; offer a plausible prediction.	Link an explanation or prediction to experience; revise it after seeing what happens.
Retelling and sequencing	Recall a familiar action or event using a prop, picture or gesture.	Put familiar events in order; retell a simple story using first, next and last.	Retell key events with characters and setting; include some familiar story language.	Give a connected account to someone who was not there; include useful detail and sequence.
Planning reviewing and play	Make a choice and communicate an intention through words, gesture or objects.	Use Nursery Plan, Do, Review to describe an intention, action and remembered outcome.	Negotiate roles and plans; use talk to organise shared play or explain a change.	Review what worked, explain a problem and agree an adjustment with others.

Teaching and review: Listen for growing understanding, clarity and independent use across the day. Revisit words and sentence patterns through play and shared reading; discuss persistent barriers and adapt support.

EYFS CURRICULUM
Winsford High Street Primary School

Physical Development

EYFS CURRICULUM EXPECTATION
Children develop gross and fine motor control, strength, balance, coordination, agility and increasing independence in using tools and managing personal routines.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Gross motor: crawling through tunnels, parachute games, ribbon sticks, chalks and vertical mark-making. • Fine motor: threading, pegs and boards, jigsaws, tweezers, construction and training scissors. • Children develop balancing, riding and ball skills; climb, skip, hop, use large-muscle movements, choose resources and collaborate with others. • Children use one-handed tools, develop pencil grip and become more independent with dressing.	• Gross motor: vertical mark-making, controlling own body weight, outdoor games for spatial awareness, dance and gymnastics, easels, den building and balance bikes. • Fine motor: increasingly complex jigsaws, pencil control, handwriting, scissors, buttons, zips, fastening shoes, cutlery, construction and drawing shapes. • Children refine fundamental movements, develop fluent movement, core strength, ball skills and safe use of apparatus. • Children develop competent, safe and confident use of tools and foundations for efficient handwriting.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Develops balance, coordination, gross and fine motor control; uses tools and equipment with increasing confidence and independence.	Refines fundamental movement skills and develops strength, balance, agility and coordination; develops pencil control to form letters correctly and competent tool use.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Different movements and tools are suited to different tasks. • Safe movement involves awareness of space, equipment and other people. • Practice helps develop control, balance and coordination. • Personal care routines can be managed with increasing independence.	• Movements can be combined with increasing control, fluency and precision. • Core strength, balance and coordination support successful movement and posture. • Different tools need to be handled safely and accurately. • Independence includes managing routines such as mealtimes, dressing and fastening. • Letters have a consistent shape and are formed using the correct movement and direction.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
balance, climb, crawl, hop, skip, ride, throw, catch, thread, snip, grip	control, balance, posture, fluent, precision, accuracy, throw, catch, kick, pass, bat, aim

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: chooses how to move across stepping stones and uses scissors to make snips. Reception: combines movements fluently and uses pencils, scissors and cutlery with increasing accuracy and independence.

EYFS CURRICULUM
Winsford High Street Primary School

Physical Development Small-step progression for teaching

Gross motor development

These are flexible pathways, not fixed age or term expectations or an assessment checklist. Adapt equipment, access and adult support to each child.

Skill	Nursery foundations	Nursery developing control	Reception building on foundations	Reception refining and applying
Posture and strength	Explore crawling, pushing, pulling and large marks on vertical surfaces.	Support own weight when climbing; reach across the body and maintain balance while reaching.	Control the trunk and shoulders when climbing, balancing and working at tables.	Sustain a comfortable working posture; coordinate whole-body movements with less effort.
Walking running and space	Walk and run in open space; practise stopping on a signal.	Change speed or direction; move around people and obstacles with fewer collisions.	Accelerate, slow down and stop with control; judge gaps and personal space.	Combine running, turning and stopping fluently; adapt movement to space, others and a game.
Balance	Stand with a wide base; walk along a broad ground-level path with support as needed.	Walk along narrower paths and stepping stones; briefly balance on one foot.	Hold balances on different body parts; travel along low apparatus with control.	Link travelling and balances; adjust body position on different surfaces and when landing.
Climbing crawling and apparatus	Crawl through tunnels; step onto low equipment with adult support.	Climb and descend; practise alternate feet on low steps, using a rail as needed; move over, under and through.	Plan a route across apparatus; alternate feet on steps where appropriate; transfer weight and descend safely.	Link climbing, crawling and balancing; choose a suitable challenge and adapt the route safely.
Jumping hopping and skipping	Bend knees and push upwards; begin jumping with two feet.	Jump forwards and land on two feet; attempt repeated hops and stepping skips.	Land with bent knees and balance; hop repeatedly and practise a step-hop rhythm.	Vary jump direction and distance; combine jumps and hops; develop fluent skipping where ready.
Riding and steering	Sit on a ride-on; push with feet and practise steering.	Pedal a tricycle or propel a balance bike; steer around broad obstacles.	Use a balance bike to push, glide, steer and stop in a clear area.	Link gliding and turning; control speed and stop safely while sharing a route.
Dance and movement sequences	Copy a gesture or action; respond physically to a rhyme or beat.	Repeat two or three actions; vary speed, level and body shape.	Remember and link movements to familiar music; travel and pause in rhythm.	Create, repeat and adapt short sequences with coordination, expression and awareness of others.
Moving equipment together	Carry a manageable object with adult guidance; notice space around it.	Ask for help with larger resources; carry with a partner, following stop and start signals.	Agree where equipment will go; coordinate lifting, carrying and putting down with a partner.	Choose a safe shared approach; communicate changes and adjust position when moving large resources.

Key knowledge and language: A stable body and controlled landing help us move safely; movements can be combined and adapted. Notice faster breathing after activity; explain the need for water and rest. Revisit food, sleep and toothbrushing through PSED. Space, stop, direction, balance, land, level, sequence.

EYFS CURRICULUM
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Ball skills and fine motor foundations

Build control through repeated practice in play, adult modelling and short focused teaching. Change one demand at a time, such as distance, target size, material or precision. Revisit earlier steps whenever a child needs them.

Skill	Nursery foundations	Nursery developing control	Reception building on foundations	Reception refining and applying
Rolling and throwing	Push or roll a large ball; explore releasing a beanbag towards a target.	Roll to a partner; throw forwards towards a large nearby target.	Step towards a target when throwing; adjust direction and force when rolling or throwing.	Aim more accurately over varied distances; choose and refine underarm or overarm actions.
Catching and bouncing	Track a moving ball; stop a rolled ball using hands and body.	Receive a large gentle throw, initially trapping it against the body; push a ball down to bounce.	Prepare hands to catch a large ball; bounce and gather it with increasing control.	Catch increasingly with hands; repeat bounce-and-catch and adapt to a partner's throw.
Kicking passing and batting	Push a stationary ball with a foot; explore striking with a large bat.	Kick towards a large goal; stop a slow ball; strike a stationary ball from a stable base.	Use a foot to stop and pass; guide a ball along a simple route; strike towards a target.	Adjust force and direction when passing or striking; combine skills in simple shared games.
Hand and finger control	Squeeze dough, scrunch paper and pull materials apart; pick up larger objects.	Pinch, roll and flatten dough; use pegs and tweezers; pick up smaller objects precisely.	Isolate fingers, bring thumb to fingertips and move small items within the hand; control pressure on materials.	Combine precise finger movements and in-hand adjustments for sustained tool use, drawing and writing.
Using both hands together	Hold an object in one hand while exploring it with the other.	Stabilise a bowl, construction or paper with a helping hand; tear paper deliberately.	Give each hand a different role when threading, cutting, joining and opening containers.	Reposition materials smoothly with the helping hand while the working hand continues the task.
Threading and weaving	Post objects through large openings; place large rings onto a rigid peg.	Thread large beads onto a firm lace; hold the bead and guide the lace through.	Thread smaller beads; pull a lace through holes and begin a repeated in-and-out pattern.	Sustain controlled lacing or simple weaving; follow a pattern and adjust tension.
Construction and jigsaws	Stack blocks, connect large pieces and fit simple inset puzzle pieces.	Align and join smaller pieces; rotate puzzle pieces and match edges or pictures.	Combine connectors purposefully; rotate and position interlocking pieces to complete a puzzle.	Build and refine a stable model; handle finer connections and complete more complex jigsaws.

Key knowledge and language: Force and direction change where an object travels; the helping hand steadies materials. Roll, aim, release, catch, bounce, pass, grip, pinch, thread, rotate.

EYFS CURRICULUM
Winsford High Street Primary School

Tools handwriting and independence

Model safe tool use and provide suitable left-handed or adapted equipment. Allow hand preference to emerge naturally. Handwriting follows the school's weekly letter-family focus with daily revisiting in Reception; children continue using all taught graphemes through RWI and purposeful writing.

Skill	Nursery foundations	Nursery developing control	Reception building on foundations	Reception refining and applying
Scissor grip and snipping	Open and close suitable child-safe scissors with support; practise thumbs-up positioning.	Hold paper with the helping hand; make single snips, then repeated snips forwards into a strip.	Revisit grip and safety from each child's starting point; make controlled continuous cuts.	Maintain a comfortable grip and safe finger position; coordinate both hands independently.
Cutting lines and shapes	Progress from snips to a short broad straight line with adult guidance.	Follow a straight line; try broad curves and large simple shapes with support when ready.	Cut straight and angled lines, then curves; turn paper with the helping hand; cut large simple shapes.	Cut smaller shapes and more complex outlines; pause and reposition at corners; improve accuracy for a purpose.
Mark making and drawing	Make large vertical, horizontal and circular marks using varied tools and surfaces.	Control start and stop points; copy simple lines and shapes; add recognisable drawing details.	Refine lines, curves and shapes; draw bodies and objects with more features; reduce movement size and control pressure.	Look closely at shape, size, pattern and position; include finer observed details and control placement.
Pencil grip and letter movements	Explore comfortable tools and grips; develop shoulder, wrist and finger control.	Use a comfortable, increasingly controlled grip; notice hand preference; form some meaningful letters.	Develop an effective grip and supported posture; stabilise paper; learn correct start points and directions.	Use an efficient grip, usually tripod; form taught letters accurately with increasing consistency of size and placement.
Practical tools and materials	Explore scoops, brushes and rollers; scoop, tip, spread and stir with support.	Choose a suitable tool; pour with fewer spills; roll, press and spread with control.	Use brushes, glue spreaders, gardening and cooking tools with safe grip and controlled pressure.	Select and manipulate tools accurately; adjust force and technique to the material and task.
Dressing and fastenings	Pull off simple clothing; find armholes; help with putting on a coat.	Put on a coat; pull a zip already started; practise larger buttons and hook-and-loop straps.	Orient clothing; engage a zip with decreasing help; fasten buttons and manage shoes.	Manage usual clothing and fastenings independently where possible; seek help for unfamiliar or difficult fastenings.
Cutlery and personal routines	Scoop with a spoon; drink from a cup; practise sleeves, taps and handwashing with help.	Use a spoon and fork; practise spreading soft food with support; manage toileting clothing and hygiene steps.	Steady soft food with a fork while cutting with a knife; manage usual toileting and handwashing more independently.	Coordinate knife and fork to cut suitable food independently; manage familiar personal routines and request help.

Key knowledge and language Tools need a suitable grip; turning paper supports cutting; letters use consistent movement patterns. Snip, straight, curve, corner, turn, pressure, start point, formation, fasten.

Teaching and review Practise through daily provision and routines. Look for increasing control, independence and transfer to new tasks. Where progress stalls, revisit the component skill and adjust support.

Health and self-care understanding links with PSED.

EYFS CURRICULUM
Winsford High Street Primary School

Literacy – Reading & Writing

EYFS CURRICULUM EXPECTATION
Children develop enjoyment of stories and print, phonological awareness and early writing, then build secure phonics, word reading, sentence reading and increasingly independent writing.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Texts include nursery rhymes, The Enormous Watermelon, Diwali and Bonfire Night non-fiction, The Christmas Story, traditional tales, Topsy and Tim, The Hungry Caterpillar, The Tiny Seed, conservation texts and pirate/boat texts. • Children join in with key events and phrases, represent and describe characters, create role play, sequence story events and retell simple storylines. • Children learn that print has meaning and purposes, how English text is read, parts of a book and page sequencing. • Phonological awareness includes rhyme, syllables and initial sounds; children use print/letter knowledge in early writing, write some/all of their name and some letters accurately.	• Texts include The Three Little Pigs, local salt-mines material, Topsy and Tim/Harry and the Dinosaurs, Little Red Hen, Diwali and Bonfire texts, Stickman, The Christmas Story, Naughty Bus, Emma Jane's Aeroplane, Whatever Next, Jasper's Beanstalk, Hattie Peck, Supertato, emergency-services non-fiction, Rainbow Fish, Commotion in the Ocean and Somebody Swallowed Stanley. • Outcomes include oral retelling, labels, simple captions, recounts, retelling/rewriting stories and character descriptions. • Drawing Club provides additional weekly vocabulary and writing development through texts chosen from children's interests or linked to broader themes. • Children read letters/sounds, blend, read common exception words and simple sentences, re-read for fluency, form letters, spell using phonics and write/re-read short sentences.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Enjoys stories and rhymes; retells familiar events; develops phonological awareness; understands that print and marks carry meaning; writes name/some letters.	Applies taught phonics to read words and simple sentences; develops fluency and comprehension; writes labels, captions and short sentences and begins to write independently for different purposes.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Print carries meaning and can have different purposes. • English text is read from left to right and top to bottom. • Books have parts and pages are sequenced. • Words contain sounds that can rhyme, be clapped into syllables and share initial sounds. • Writing and marks can communicate meaning.	• Letters and letter groups represent sounds. • Sounds can be blended to read words and identified to support spelling. • Sentences communicate meaning and use conventions such as a capital letter and full stop. • Re-reading supports meaning, fluency and checking. • Stories can be retold, rewritten and adapted for different purposes.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
page, book, rhyme, syllable, sound, character, beginning, middle, end, retell	letter, sound, blend, sentence, capital letter, full stop, recount, retell, rewrite, label, caption, character description, setting, author, illustrator

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: sequences images and orally retells a familiar story, using marks to represent meaning. Reception: orally rehearses, writes and re-reads a short sentence using taught phonics.

EYFS CURRICULUM
Winsford High Street Primary School

Literacy Small-step progression for teaching

Books comprehension and early reading

Keep enjoyment, language comprehension and word reading connected through daily stories, poems and rich discussion. Use the school's RWI teaching and assessment sequence for phonics; these broad steps do not replace its group expectations. Children can understand ambitious read-aloud texts before they can decode them.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Enjoying books and print	Choose a book or rhyme with an adult; attend to pictures and familiar phrases.	Return to favourite texts; join repeated language and talk about something noticed.	Discuss favourite books and poems; listen to a wider range of stories and information texts.	Explain a preference; connect a text to another book, experience or interest.
Handling books and print meaning	Explore books with support; connect a picture or familiar sign to meaning.	Identify cover and pages; know print carries meaning and follow English text direction with modelling.	Distinguish words from pictures; locate a title and track print when reading.	Use familiar book features to locate information; explain a purpose for a chosen text.
Understanding and retelling	Name or show a familiar character or event using pictures or props.	Sequence key events; retell a familiar story and answer simple questions.	Retell in order with story vocabulary; discuss a character's actions or a key fact.	Explain motives or predict using story clues; distinguish what a text says from an idea about it.
Rhyme syllables and sounds	Attend to environmental and speech sounds; join rhythmic songs and rhymes.	Notice rhyme, clap syllables and identify initial sounds through playful practice.	Continue oral sound work alongside daily RWI; blend spoken sounds into words.	Use sound awareness flexibly in reading and spelling; revisit a specific difficulty through focused practice.
Letters and sounds	Notice meaningful print and familiar name letters; explore RWI pictures when introduced.	In the Summer before Reception, join planned RWI picture and initial-sound work; revisit securely.	Learn taught grapheme–phoneme correspondences in the RWI sequence; recall sounds accurately.	Recognise a growing set of taught graphemes, including letter groups; apply them in words.
Decoding words	Join oral blending games with familiar objects or pictures when introduced.	Hear spoken sounds and blend to find a word with support; connect to taught letters when appropriate.	Say the sounds represented by taught graphemes and blend them to read a word.	Read unfamiliar decodable words using taught phonics; recognise familiar decoded words more readily.
Reading books and fluency	Join an adult reading a familiar book; anticipate a repeated phrase.	Retell and discuss shared books; early phonics does not limit access to rich read-aloud texts.	Read decodable words and sentences closely matched to taught phonics; learn RWI common exception words.	Reread matched books with greater accuracy and fluency; discuss meaning and self-correct when needed.

Key knowledge and language Print communicates meaning; graphemes represent sounds; blending supports word reading. Examples: author, illustrator, character, word, letter, sound, blend, rhyme, retell.

EYFS CURRICULUM
Winsford High Street Primary School

Writing composition spelling and checking

Drawing Club supplies meaningful ideas, vocabulary and purposeful writing opportunities. Daily RWI supports spelling; handwriting teaching develops formation alongside it. Children continue to use all taught graphemes in writing, whatever letter is the current handwriting focus. Keep composition accessible through talk, pictures, signs or adult scribing where useful.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Meaningful marks and purpose	Make marks during play; connect an action or mark with an intended meaning.	Explain what marks mean; use drawing and early writing for a list, message or label.	Choose letters or words to communicate a message in provision and focused writing.	Select a useful form such as a label, caption, message or short recount for a real purpose.
Name writing and formation	Notice name print; develop the movements needed for drawing and early letters.	Write some or all of the name; form some recognisable letters using modelled movements.	Form taught letters from correct starting points; match a spoken sound to a written grapheme.	Form most lower-case and capital letters taught with increasing accuracy; revisit inconsistent movements.
Oral composition	Communicate an idea through talk, drawing, gesture or role play.	Describe a picture or intended message; hear adults model a short sentence.	Say a short sentence before writing; rehearse and remember the intended message.	Compose connected sentences; choose useful vocabulary and rehearse one sentence at a time.
Hearing sounds for spelling	Hear initial sounds in familiar words through songs, names and play.	Identify a sound and use a known letter to represent it when ready.	Say a word, identify its sounds and write taught graphemes in sequence using RWI routines.	Represent sounds in longer words using taught phonics; recall taught common exception words.
Writing words and sentences	Use meaningful marks and letter-like forms; explain the message to an adult.	Use known letters in purposeful writing; begin representing sounds in familiar words.	Write labels and captions; build a short sentence using taught phonics and adult modelling as needed.	Write short sentences that another person can read, using increasingly independent spelling choices.
Sentence conventions	Notice adults writing and reading a message aloud.	Notice that print contains separate words; hear adults talk about sentence beginnings and endings.	Separate words with spaces; practise a capital letter at the start and a full stop.	Use spaces, a capital letter and full stop more consistently; check familiar sentence boundaries.
Rereading and improving	Tell an adult what a mark or drawing means.	Return to early writing; read or explain the intended message.	Reread a word or sentence; check it matches the rehearsed message with adult support.	Reread independently; correct a missing word, sound representation or taught convention when noticed.

Teaching and review Identify whether the next step concerns ideas, oral language, phonics, formation or checking. Teach that component and return to purposeful writing. Motor grip and posture progression sits in Physical Development.

EYFS CURRICULUM
Winsford High Street Primary School

Mathematics

EYFS CURRICULUM EXPECTATION
Children develop secure understanding of quantity, number relationships, composition, pattern, shape, space and measure through practical experience, talk and problem-solving.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Subitises up to 3; recites numbers past 5. • Links numerals and amounts up to 5; compares quantities; uses finger numbers. • Counts one number per item and develops cardinality. • Solves real-world mathematical problems with numbers up to 5. • Explores positional language, number songs and rhymes, size, length, weight, capacity, 2D/3D shape, pattern and routes.	• Mastering Number and Maths — No Problem! support the teaching of number and mathematical understanding. • Counts objects, actions and sounds; subitises; links numerals to cardinal values; counts beyond 10; compares numbers; explores one more/one less and composition to 10. • Planned content includes matching, sorting, comparing/ordering, AB patterns, time, 2D/3D shape, positional language, addition, length/height, capacity, counting on, counting forwards/backwards, doubling, halves/sharing, odds/evens, mass, volume/capacity, money, data and word problems. • Mathematical language and explanation are developed alongside practical and symbolic understanding.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Develops counting, cardinality, subitising and comparison; solves practical problems involving numbers to 5 and explores shape, space, measure and pattern.	Explores composition to 10, counting beyond 10, one more/one less, addition, doubling, halving, pattern, shape and measures; increasingly explains mathematical thinking.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Number tells us how many are in a set. • The last number counted tells how many there are in total. • Quantities can be compared using more than/fewer than. • Shapes have features and can be selected for purposes. • Objects can be compared by size, length, weight and capacity. • Position and routes can be described with words.	• Numerals represent cardinal values. • Numbers can be composed in different ways. • Consecutive numbers have one more/one less relationships. • Quantities can be combined, compared, doubled, halved and shared. • Measures, shapes, patterns and position can be described and compared. • Mathematical thinking can be explained using increasingly precise language.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
more than, fewer than, same, count, number, total, under, above, behind, in front, size, length, weight, capacity, pattern, shape	compare, order, composition, one more, one less, add, double, half, share, odd, even, mass, volume, capacity, money, data, problem, subitise,

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: counts a small set and explains that the last number tells how many. Reception: explains how a number is composed or how a quantity changes when one more is added.

EYFS CURRICULUM
Winsford High Street Primary School

Mathematics Small-step progression for teaching

These steps bring together Mastering Number and Maths No Problem. They support responsive teaching rather than a fixed assessment checklist. Mathematical ideas are introduced through direct teaching, stories, routines, games and continuous provision, then revisited in varied representations and practical problems.

Number sense and relationships

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Subitising and recognising quantity	Notice one or two objects without counting; join in with small-number games and finger patterns.	Subitise quantities to 3 in familiar arrangements; begin to notice smaller groups within a larger group.	Subitise to 5 in structured and unstructured arrangements; explain the smaller parts seen within the whole.	Choose when to subitise and when to count; use conceptual subitising within and beyond 5, including a rekenrek.
Counting and one-to-one correspondence	Join number sequences and touch or move each object once with adult support.	Count objects, actions and sounds accurately; understand that each item is counted once and once only.	Count sets in different arrangements, including things that cannot be moved; coordinate saying and tagging.	Select an efficient counting strategy for larger or hidden sets and explain how accuracy was maintained.
Cardinality ordinality and number sequence	Hear number words in order and begin to understand that a count answers how many.	Know the last number counted tells how many; use first, next and last in familiar routines.	Connect cardinality and ordinality; see the staircase pattern in which each number is one more.	Count verbally beyond 20, order numbers and use position in the sequence to reason about quantity.
Numerals and representations	Recognise a familiar numeral in a meaningful context and match identical representations.	Match numerals to small quantities; represent a number with objects, marks, fingers or a frame.	Connect quantities to numerals within 10 across fingers, frames, dice patterns and other representations.	Move flexibly between numerals and representations, including teen numbers, and justify a match.
Composition and part whole	Notice that a group can be separated and put back together.	Explore different ways to make numbers to 3 and then 5; use part and whole language with modelling.	Compose and decompose numbers within 5; identify a missing part and develop automatic recall of bonds to 5.	Use 5-and-a-bit structures and compose numbers to 10; recall and apply known facts in practical problems.
Comparing ordering and magnitude	Notice a visibly bigger or smaller group and match objects one to one.	Compare small quantities using more, fewer and same; order familiar quantities or measures.	Compare by matching or counting; use more than, fewer than, equal to and less than accurately.	Reason about magnitude and ordinal position, including when objects differ in size, spacing or attribute.
One more and one less	Experience adding or removing one object during songs and play.	Notice that adding one makes a quantity larger and removing one makes it smaller.	Use the counting sequence and frames to identify one more and one less within 10.	Generalise one-more and one-less relationships and find an unknown amount by counting on or back.

Operations and patterns

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Addition subtraction and counting on	Combine or remove objects in meaningful play and notice that the amount changes.	Find how many altogether in two small groups; act out simple adding and taking-away stories.	Use part-whole understanding, frames and counting on to solve practical addition and subtraction situations.	Choose a strategy, represent the problem and explain the effect of adding, subtracting or adding zero.
Doubling halving sharing odd and even	Share resources with another child with adult support; notice matching pairs.	Make two equal groups in practical play; share a small collection and notice whether items are left over.	Recognise doubles as two equal parts; explore equal sharing, halving and the paired structure of odd and even.	Recall familiar doubles, relate halving to doubling, share between groups and explain odd or even structure.
Matching sorting and pattern	Match identical objects and copy a simple repeated action or sound.	Sort by a noticeable attribute; copy, continue and begin to create an AB pattern.	Identify and explain sorting rules; recognise, extend and create repeating and growing patterns.	Spot and correct errors, identify the unit of repeat and apply a rule to a new set or representation.

EYFS CURRICULUM
Winsford High Street Primary School

Shape space measure and reasoning

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Shape and spatial reasoning	Explore fitting, stacking, rotating and combining objects and shapes.	Name familiar 2D and 3D shapes; describe a visible feature and combine shapes in construction.	Compare shapes by their properties; rotate, compose and decompose shapes to fill spaces or make figures.	Select and manipulate shapes for a purpose, describe relationships and explain why a construction works.
Position routes and direction	Respond to familiar position words during movement and play.	Use in, on, under, behind and next to; follow and describe a simple route.	Use positional and directional language to navigate, locate and represent routes.	Plan, follow and explain a route using landmarks, direction and spatial relationships.
Length height mass capacity and time	Explore filling, emptying, carrying and comparing everyday objects.	Compare directly using longer, shorter, taller, heavier, lighter, full and empty; sequence familiar events.	Estimate, compare and measure with non-standard units; use more precise capacity and time language.	Choose a suitable way to compare or measure and explain conclusions about length, mass, capacity or time.
Money data and mathematical reasoning	Use number and quantity language in pretend shops, construction and everyday routines.	Recognise that coins are used to buy things; sort information and solve simple practical problems.	Recognise coins, collect and represent simple data, and explain a solution using objects, pictures or talk.	Interpret simple data and solve multi-step practical problems, checking and explaining the chosen strategy.

EYFS CURRICULUM
Winsford High Street Primary School

Understanding the World

EYFS CURRICULUM EXPECTATION
Children develop knowledge of family and community, past and present, places, beliefs and cultures, the natural world, environments, seasons, materials and change through first-hand exploration and discussion.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Family/home, occupations, oral health, Autumn, Harvest, Christmas and seasonal change. • Children explore their community, families, different places and countries, and simple maps/positional language. • Natural-world experiences include spring, minibeasts, caterpillar/butterfly life cycles, sunflowers, planting/growing, conservation, floating/sinking, natural materials and forces. • Children notice similarities/differences and explore how things work.	• Family/home, oral health, Winsford and the salt mines, Autumn, Harvest and key world/national events. • Remembrance, Diwali, India, Bonfire Night and Christmas; London, landmarks and cities around the world. • Winter, history of transport and its impact, simple maps, Spring/Easter, chicks and life cycles, planting/growing, food origins, occupations and a significant superhero from the past. • Conservation, plastic pollution, sea creatures around the world and World of Work. • Children talk about family/community, compare past and present, draw information from simple maps, recognise beliefs/celebrations and compare environments/countries.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Explores family, community, nature and the wider world; notices similarities and differences and explores materials, life cycles, seasons and simple maps.	Develops knowledge of the local community and wider world; explores past and present, cultures, environments, life cycles, conservation, transport and significant people/events.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Families and communities can be different. • People have different occupations and roles. • Living things grow and change; plants can grow from seeds. • Plants and animals have life cycles. • The natural world changes with the seasons. • Objects and materials behave in different ways, including floating/sinking and movement caused by forces. • Simple maps and positional language can represent places and routes.	• Places, communities, beliefs and celebrations can be similar and different. • The past can be explored through images, stories, people, places and changes such as transport. • Maps represent places and can provide information. • Living things grow and change through life cycles; plants can be planted, observed and cared for. • Different environments support different living things. • Human actions, including plastic pollution, can affect the environment; conservation is about caring for the natural world.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
family, home, community, job, spring, daffodil, Easter, Christian, minibeast, cocoon, emerge, sunflower, seed, stem, roots, petals, conservation, float, sink, ocean, island, country, extinct,	family, community, past, present, map, landmark, city, transport, life cycle, incubate, grow, environment, conservation, pollution, ocean, planet, occupation, land, earth

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: observes a seed growing and talks about changes using seed/stem/roots/flower. Reception: explains that roots help to anchor a plant and take in water and nutrients from the soil. Children learn to: observe → notice → ask questions → investigate → compare → describe change → make predictions → talk about what happened → use evidence from photographs/objects/maps → explain what they notice.

EYFS CURRICULUM
Winsford High Street Primary School

Understanding the World Small-step progression for teaching

People communities places and time

Build knowledge through first-hand experience, stories, photographs, objects, visitors and maps. Follow the agreed term plans and RE sequence for specific content. The steps below show how children can use that knowledge with increasing depth; new topic vocabulary alone does not demonstrate understanding.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Family and community	Name or recognise familiar people and places; share a personal experience in an accessible way.	Describe familiar family roles; notice that families and homes can differ.	Explain connections between family, school and local community; discuss different roles and experiences.	Compare examples respectfully; use knowledge to explain how people contribute to a community.
Occupations and local knowledge	Recognise a familiar job through objects, stories or pretend play.	Describe how a dentist, firefighter or other familiar worker helps people.	Connect local places and work, including planned learning about Winsford and salt mines.	Explain why a role or place matters locally; use knowledge in questions, discussion or role play.
Beliefs and celebrations	Share a familiar celebration or special story; notice an object, action or symbol.	Learn that people celebrate differently; recall an aspect of a celebration introduced in class.	Describe taught Christian and Hindu stories or practices, using the agreed RE content.	Compare a taught feature of celebrations; recognise variation within communities and respect different beliefs.
Past and present	Talk about something that happened before today using a picture or object.	Sequence familiar personal events; notice changes between then and now.	Use photographs, objects and accounts to compare past and present, including transport and local history.	Explain a similarity or change using a source; distinguish a real past event from a fictional story.
Significant people and events	Hear stories about familiar people and events; recall a notable action.	Describe what a person did or what happened in a familiar account.	Recall why a taught person or event is remembered; use simple before and now language.	Explain why an action mattered using taught knowledge; recognise that some events happened before their lifetime.
Maps routes and landmarks	Follow a familiar route with an adult; use in, on or under in context.	Describe a route; make marks or models to represent familiar places.	Use a simple map to locate a feature; draw a route with meaningful marks or symbols.	Explain a route using landmarks and direction words; compare a map with the actual place.
Comparing places	Explore the immediate environment; name familiar features such as a house, road or tree.	Notice a difference between two pictured or visited places; talk about a journey.	Compare local and more distant places through specific photographs, maps, stories and experiences.	Describe selected human and natural features; explain a similarity or difference without generalising about everyone.

Key knowledge and language: Sources help us find out; maps represent places; people's experiences and beliefs vary. Examples: community, occupation, past, present, evidence, map, route, landmark, celebration.

EYFS CURRICULUM
Winsford High Street Primary School

The natural world materials and enquiry

Revisit observations over time so children can describe change and offer explanations. Use the school's growing, life-cycle, seasonal and conservation experiences. Model accurate words: butterflies form a chrysalis or pupa; many moths make cocoons. Introduce vocabulary alongside things children can observe.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Observing questioning and explaining	Explore using senses safely; notice a feature or change with adult attention.	Describe what is noticed; ask a simple question and try an adult-supported exploration.	Predict an outcome; compare what happens and record through drawing, photographs or adult scribing.	Explain an observation using what was seen; compare with a prediction and suggest a further question.
Plants and growing	Explore a seed or plant; help to water and notice new growth.	Name roots, stem, leaves and flowers when present; notice that plants need care, water and light.	Observe seeds germinating and plants growing; describe changes and provide suitable care.	Explain a simple role of roots, stem or leaves; use observations to discuss growing conditions.
Animals and life cycles	Observe an animal safely; notice movement, body features or a young animal.	Describe familiar animals and their needs; sequence an observed simple life cycle with support.	Sequence butterfly or chick development accurately; compare stages and care needs.	Explain growth and change using observations; compare two taught life cycles and suitable environments.
Seasons weather and change	Notice rain, sunshine, wind or fallen leaves; name a current observation.	Revisit a place and describe seasonal changes; compare weather on different days.	Name the seasons; link repeated observations to changes in plants, weather and daylight.	Compare seasonal records; explain observed patterns while recognising that daily weather varies.
Materials and changing them	Explore a material safely; notice how it feels or responds to an action.	Compare hard, soft, rough or smooth materials; explore joining, bending, melting or other changes.	Choose a material for a purpose; predict and investigate what happens when it is changed.	Explain suitability using an observed property; compare outcomes and adjust a material choice.
Movement floating and sinking	Explore pushing, pulling and placing suitable objects in water with adult supervision.	Notice that objects move differently; describe a push, pull, float or sink.	Make a prediction and test it; compare how shape, material or an action changes an outcome.	Explain what the test showed; revise an idea without assuming all heavy objects sink.
Habitats and caring for the world	Notice a living thing and where it is found; practise gentle care.	Describe what a familiar plant or animal needs; help to care for a local place.	Compare taught environments, including oceans; explain a way litter or pollution can harm living things.	Use examples to explain conservation; choose and review a practical action that helps the environment.

Teaching and review: Ask children to show, describe or use what they know in play and real experiences. Revisit missing knowledge before adding complexity. Scientific explanations should follow observation rather than become vocabulary to memorise.

EYFS CURRICULUM
Winsford High Street Primary School

Expressive Arts & Design

EYFS CURRICULUM EXPECTATION
Children explore materials, techniques, music, movement, performance and imaginative play, then increasingly refine, collaborate, represent ideas and explain creative choices.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Children explore colour, texture, form, sound, movement, construction, role play and storytelling through continuous provision and planned experiences. • Creative work links to stories, seasons, celebrations, minibeasts, growing and imaginative themes. • Children learn a range of songs and rhymes. Children perform songs for others.	• Planned experiences include self-portraits; Henri Matisse collage; Kandinsky colour mixing/circles; Tony Plant sand art linked to Rangoli; clay diva lamps; Paul Klee shape art/city scenes/transport; junk-model transport; Emily Stackhouse observational drawing of plants; Clementine Hunter; Aboriginal art linked to sea creatures and waves; and music. • Children sing, listen and respond to music, explore/refine artistic effects, return to previous learning, create collaboratively, use materials/tools safely, share creations and develop storylines in pretend play. Children perform for others.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Explores materials, colour, sound, music, movement and imaginative play; creates and represents ideas through art, music, construction and storytelling. Explores sound, voice, instruments and movement; joins familiar songs and rhymes; listens and responds to music; begins to feel a steady pulse, copy simple patterns and explore high/low, fast/slow and loud/quiet.	Develops artistic techniques and creative expression; refines ideas, creates collaboratively, performs, responds to music and develops increasingly complex narratives. Sings with increasing confidence and accuracy; listens and responds using developing musical vocabulary; increasingly maintains a pulse, copies and creates rhythmic patterns, explores pitch and melody, selects instruments purposefully and creates, refines and performs simple musical ideas.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Different materials, colours, sounds and movements can be explored, combined and used to represent ideas. • Art, music, movement and pretend play can represent ideas and experiences. • Tools and materials can be used in different ways to create effects. • Sounds can be made and changed using voices, bodies, objects and instruments. • Music can have a steady beat and simple patterns. Sounds can differ in pitch, speed and volume.	• Different artists and techniques can inspire creative work. • Colour, shape, texture, form and materials can be selected to create particular effects. • Ideas can be revisited, refined and developed. • Music has features including pulse, rhythm, pitch, tempo, dynamics and timbre. • Musical ideas can be copied, created, combined, remembered, performed and refined using voices, movement and instruments.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
colour, texture, shape, sound, music, movement, build, make, draw, paint Music: sound, voice, instrument, beat/pulse, rhythm, pattern, high, low, fast, slow, loud, quiet	collage, colour mixing, circle, pattern, clay, shape, landscape, observational drawing, artist, music, melody, pitch, texture, form, refine, collaborate Music: pulse, rhythm, pitch, melody, tempo, perform, refine

WHAT THIS LOOKS LIKE IN PRACTICE
Nursery: explores materials and explains what they have made. Reception: selects and combines techniques, revisits an idea and explains choices or the process used.

EYFS CURRICULUM
Winsford High Street Primary School

Expressive Arts and Design Small-step progression for teaching

Materials techniques and creative choices

Provide repeated opportunities to explore, practise, choose and refine. Use the artists and experiences already in the term plans, including Matisse, Kandinsky, Tony Plant, Paul Klee and Emily Stackhouse. Demonstrate a technique while allowing children to make their own creative choices and outcomes.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Drawing and representation	Explore marks made by different tools and movements; describe an intention if they wish.	Use lines, circles and enclosed shapes to represent an idea; add recognisable details.	Look closely at an object or image; combine shapes and details to represent what is noticed.	Refine size, position, line or pattern for an intended effect; explain a chosen detail.
Painting and colour	Explore paint and different applicators; notice colours and marks.	Name familiar colours; mix colours and describe an observed change.	Mix a colour for a purpose; vary the amount of paint or water with support.	Adjust a colour or effect deliberately; repeat or adapt a mix for their own idea.
Collage and texture	Explore papers, fabrics and natural materials; tear, arrange and stick with support.	Choose pieces for colour or texture; overlap and join them to represent an idea.	Combine materials purposefully; choose a suitable joining method and explain a choice.	Layer, reposition and refine a composition to create an intended texture, pattern or effect.
Clay dough and form	Squeeze, roll, flatten and pinch a malleable material.	Combine simple forms; use an object or tool to make texture.	Shape a planned form, such as a diva lamp; join parts and add detail using modelled techniques.	Refine stability, shape or surface; choose and explain a technique for an intended result.
Construction joining and design	Explore stacking and joining; notice when a structure falls or holds.	Choose resources for a simple model; use tape, glue or connectors with help.	Plan a model through talk or drawing; choose materials and test a join or structure.	Review whether the model meets its purpose; strengthen, reshape or replace a part and explain why.
Responding to artists and works	Attend to an image, object, pattern or performance; show a response.	Describe something noticed and express a preference using words, gesture or signs.	Notice a technique or effect in a named artist's work; try an idea in their own creation.	Explain how a work inspired a choice; compare effects and adapt a technique independently.
Returning refining and sharing	Show a creation or describe an action to a familiar adult.	Talk about what was made; return to add or change a feature with support.	Describe the process and choices; revisit earlier work to develop an idea.	Explain a purposeful change, recognise a useful discovery and respond to another person's ideas.

Key knowledge and language: Materials and techniques create different effects; ideas can be changed and developed. Examples: line, colour, mix, texture, overlap, join, form, artist, refine. Tool-control steps sit in Physical Development.

EYFS CURRICULUM
Winsford High Street Primary School

Music movement imagination and performance

Build musical learning through familiar songs, rhymes, instruments and the planned Music Express units. Separate the steady pulse from a rhythm pattern when modelling. Offer accessible ways to participate, including movement, signing, instruments or a supported role, without requiring a solo performance.

Skill or knowledge	Nursery foundations	Nursery developing	Reception building	Reception applying
Listening and responding to music	Attend to a sound or piece of music; respond with gesture, movement or vocalisation.	Notice contrasting music; describe or show fast, slow, loud or quiet.	Listen for a change in tempo, dynamics or instrument; explain or represent a response.	Compare selected features; use listening to shape a movement, sound choice or creative idea.
Singing and voice	Explore vocal sounds; join actions or parts of familiar rhymes.	Remember familiar songs; copy a short sung phrase and explore high and low sounds.	Sing a growing repertoire; match pitch more closely and follow a familiar melody.	Sing with growing control of pitch and phrasing; adjust a voice within a group performance.
Pulse and rhythm	Join a repeated movement or sound with an adult.	Move or tap to a steady beat; copy a short clapped or spoken pattern.	Keep a steady pulse for a short phrase; distinguish it from the pattern of the words.	Maintain pulse more consistently; copy, remember and create short rhythmic patterns.
Instruments and musical ideas	Explore how an instrument makes a sound; practise safe handling.	Change a sound using a different action; choose a sound for a character or event.	Control starts, stops and volume; combine sounds in a short remembered musical idea.	Repeat, adapt and explain a sound sequence; coordinate with others and refine after listening.
Movement and dance	Move freely in response to a sound, story or familiar song.	Copy and repeat simple movements; vary speed, level or shape.	Link movements to express a character, mood or musical change.	Create and repeat a short expressive sequence; adapt it with a partner or group.
Role play and narrative	Use an object to represent something else; imitate a familiar action.	Take a role and build a simple story with props or small-world resources.	Agree characters and a setting; sustain a storyline and respond to another child's idea.	Develop linked events or a problem and resolution; adapt roles, props and narrative collaboratively.
Rehearsing and performing	Share an action, song or pretend event with a familiar person.	Join a shared song or role play; repeat a familiar part for others.	Remember a contribution and respond to cues in a group performance.	Rehearse and improve a contribution; perform collaboratively and talk about what could be changed.

Teaching and review: Notice increasing intention, control, expression and independent choices. Revisit one useful technique or musical idea and observe its use in a new creation. Value the process and the child's explanation alongside the final outcome.

EYFS CURRICULUM
Winsford High Street Primary School

How Do We Know Our Curriculum Is Working?

We judge the impact of our curriculum through children's increasing ability to recall, explain, use and apply knowledge independently. Adults continually check what children know and remember through conversation, play and application, looking for increasingly sophisticated language, stronger connections between learning experiences and greater independence over time. Where important knowledge is not yet secure, it is revisited through provision, stories, purposeful teaching and subsequent curriculum experiences.

Children….	What does this look like?
KNOW	Children recall important knowledge and recognise it in familiar contexts.
UNDERSTAND	Children explain ideas in their own words and demonstrate understanding through talk, play, action and response.
USE	Children use taught vocabulary, knowledge and skills in meaningful curriculum experiences.
APPLY	Children transfer learning to new stories, play, problems, experiences and contexts.
INDEPENDENCE	Children increasingly draw on what they know without adult prompting.

Adults gather assessment evidence through ongoing observation, sustained shared conversations, Plan, Do, Review in Nursery, interactions during provision, focused teaching sessions and children's independent application of learning. Through review conversations, adults can notice what children recall, the vocabulary they use, the connections they make and how increasingly independently they can explain their thinking and experiences. Staff use this information to identify what knowledge is secure, what requires further reinforcement and where adaptation or intervention may be needed. Regular professional discussion and moderation help ensure that judgements about children's progress are accurate and consistent.

EYFS CURRICULUM
Winsford High Street Primary School
NURSERY CURRICULUM JOURNEY

Building Foundations: experience → knowledge → vocabulary → application

This document shows how our EYFS curriculum is sequenced and experienced across the Nursery year. For full curriculum content, progression and key knowledge, see the EYFS Curriculum Overview.

All About Me and My Family

Experiences & texts Nursery rhymes; The Enormous Watermelon; family/home; healthy eating; Oral health; Autumn and Harvest; settling into routines; Makaton and Phase 1 phonics.

Key knowledge I belong to a family/community. People have feelings. Autumn brings changes. Number tells how many and small quantities can be compared.

Vocabulary family, home, belonging, happy, sad, worried, enormous, gigantic, more, fewer, Autumn, Harvest

Children will increasingly... listen to longer stories; talk about family and feelings; select resources; begin counting, subitising and comparing; develop gross and fine-motor confidence; join familiar songs and rhymes, explore sounds with voices, bodies and instruments, and respond to contrasting music.

Autumn 1

Let's Celebrate

Experiences & texts Diwali and Bonfire Night non-fiction; The Gingerbread Man; The Christmas Story; celebrations; seasonal change; role play and story sequencing;

Key knowledge People celebrate in different ways. Stories have characters and events. Print carries meaning. Shapes, patterns and quantities can be noticed and described.

Vocabulary Diwali, celebration, Christian, Christmas, character, beginning, middle, end, frightened, terrified, pattern, shape

Children will increasingly... join repeated phrases; sequence and retell familiar events; notice rhyme and initial sounds; use marks with meaning; follow routines and cooperate with others; feel and mark a steady beat, explore loud and quiet sounds, and choose sounds to accompany songs and stories.

Autumn 2

Real-Life Superheroes

Experiences & texts Year A: Topsy and Tim - Ambulance Crew; Dentist; Supermarket. Year B: Topsy and Tim - Doctors and Nurses; Firefighter; Police. People who help us, occupations, community, spring and Easter.

Key knowledge People have different jobs and roles in our community. People help us in different ways. Places and routes can be represented simply. The natural world changes in spring. Easter is a Christian celebration.

Vocabulary community, help, job, doctor, nurse, firefighter, police, paramedic, map, route, spring, change, Easter, Christian

Children will increasingly... talk about familiar occupations; ask and answer questions; use new vocabulary in play; notice and describe signs of spring; talk about their community; use simple positional and route language; explore high and low sounds, copy short sung phrases and respond to musical change through movement.

Spring 2

Spring 1

Once Upon a Time

Experiences & texts Year A: The Three Billy Goats Gruff; Goldilocks and the Three Bears. Year B: The Elves and the Shoemaker; Cinderella; We're Going on a Bear Hunt. Story sequencing, retelling, role play and winter.

Key knowledge Traditional tales have characters, settings and a sequence of events. Stories can be retold in order. Characters may behave and feel differently. Winter brings seasonal change.

Vocabulary winter, traditional tale, character, setting, beginning, middle, end, first, next, last, troll, enormous, tiny

Children will increasingly... join repeated phrases; sequence and retell familiar stories; talk about characters and events; use story language in play; develop increasingly controlled mark-making; copy simple clapped or spoken patterns, explore fast and slow, and use sound to support storytelling.

Down at the Bottom of the Garden

Experiences & texts Caring for Living things; life cycles. Year A: ladybirds; The Little Ladybird; Jack and the Beanstalk; growing beans. Year B: caterpillars; The Very Hungry Caterpillar; sunflowers; seed bombs. Minibeasts, planting, growing and caring for living things.

Key knowledge Living things grow and change. Caterpillars change into butterflies. Plants grow from seeds and have roots, stems and petals. Living things need care.

Vocabulary minibeast, caterpillar, cocoon, butterfly, life cycle, seed, sunflower, roots, stem, petals, grow, change, ladybird, larvae

Children will increasingly... observe and describe change; sequence a simple life cycle; plant and care for seeds; use new vocabulary; compare living things; ask questions and make predictions; play instruments with increasing control.

Summer 1

Year A: Stomp, Roar and Explore! / Year B: Ship Ahoy!

Experiences & texts Year A: Gigantosaurus; Tyrannosaurus Drip; dinosaurs and long ago. Year B: Pirates Love Underpants; Pirates Are Coming!; floating/sinking, materials, oceans/islands, maps/routes and pirate play.

Key knowledge Year A: some things happened in the past and things change over time. Year B: materials behave differently; some objects float/sink; pushes and pulls make things move; maps can represent journeys.

Vocabulary Year A: dinosaur, long ago, past, enormous, tiny, fossil. Year B: pirate, ship, float, sink, push, pull, ocean, island, map, route

Children will increasingly... use the different Year A/B texts and experiences to talk, compare, explain, imagine and apply learning independently; reflect on Nursery and prepare for Reception with growing confidence.

Summer 2

EYFS CURRICULUM
Winsford High Street Primary School
RECEPTION CURRICULUM JOURNEY

Deepening Understanding: introduce → revisit → deepen → apply

This document shows how our EYFS curriculum is sequenced and experienced across the Reception year. For full curriculum content, progression and key knowledge, see the EYFS Curriculum Overview.

All About Me and Where I Belong

Experiences & texts The Three Little Pigs; family/home; oral health; Winsford and the salt mines; Autumn and Harvest; self-portraits; Matisse/Kandinsky; early phonics taught systematically through RWI, counting, sorting and comparing.

Key knowledge Families and communities have features and roles. Our local area has distinctive places and history. Numbers represent quantities; objects can be matched, sorted and compared.

Vocabulary family, community, Winsford, salt, mine, construct, demolish, compare, sort, pattern, Autumn, Harvest, past, present

Children will increasingly... listen, talk and retell orally; use increasingly precise vocabulary; label and write simple responses; read single-letter Set 1 sounds with increasing speed and confidence; count, subitise and compare; build relationships, follow routines and manage their own needs with growing independence; develop pencil control and movement; express ideas through art, song and imaginative play.

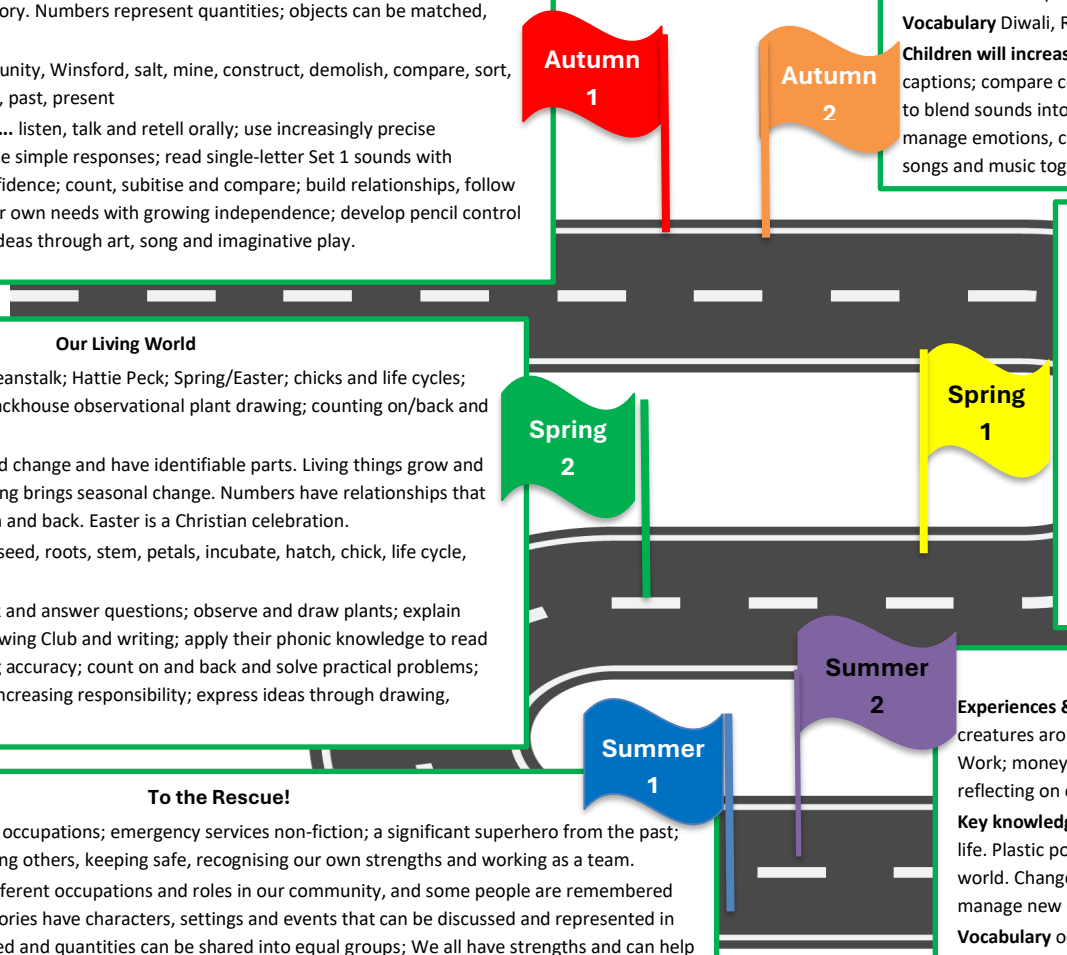
Let's Celebrate

Experiences & texts Little Red Hen; Diwali India and Bonfire texts; Remembrance; Stickman/The Christmas Story; Rangoli and clay diva lamps; phonics and composition to 5.

Key knowledge People have different beliefs, traditions and celebrations. Events can be remembered. Stories can be sequenced and retold. Numbers to 5 have different compositions.

Vocabulary Diwali, Remembrance, celebration, tradition, lonely, weary, astonished, composition, shape

Children will increasingly... discuss and retell texts and use vocabulary from stories; write labels and captions; compare celebrations and explain similarities and differences; read all Set 1 sounds and begin to blend sounds into words orally; explore number composition, shape and pattern; recognise and manage emotions, cooperate and take turns; create with a range of materials and rehearse and perform songs and music together.



Our Living World

Experiences & texts Jasper's Beanstalk; Hattie Peck; Spring/Easter; chicks and life cycles; planting and growing; Emily Stackhouse observational plant drawing; counting on/back and number relationships.

Key knowledge Plants grow and change and have identifiable parts. Living things grow and change through life cycles. Spring brings seasonal change. Numbers have relationships that can be explored by counting on and back. Easter is a Christian celebration.

Vocabulary: Easter, Christian, seed, roots, stem, petals, incubate, hatch, chick, life cycle, grow, develop

Children will increasingly... ask and answer questions; observe and draw plants; explain changes; use vocabulary in Drawing Club and writing; apply their phonic knowledge to read Red Storybooks with increasing accuracy; count on and back and solve practical problems; care for living things and take increasing responsibility; express ideas through drawing, movement and music.

Are we nearly there yet?

Experiences & texts Naughty Bus; Emma Jane's Aeroplane; London/landmarks/cities; winter; history of transport and its impact; simple maps; Paul Klee city/transport art; addition, pattern and measures.

Key knowledge Transport has different purposes and has changed over time. Maps represent places and journeys. Cities have landmarks. Quantities can be combined and measures compared.

Vocabulary transport, vehicle, journey, landmark, city, map, route, past, present, steam, electric, add, length, height, capacity

Children will increasingly... compare past and present; use maps and journey language; explain transport choices; write recounts and captions; blend sounds to read words and begin to read short Ditty stories; combine quantities; develop balance, coordination and pencil control; collaborate, persist and solve problems; represent thoughts and feelings through art, construction, movement and music.

To the Rescue!

Experiences & texts Supertato; occupations; emergency services non-fiction; a significant superhero from the past; doubling/halving/sharing; helping others, keeping safe, recognising our own strengths and working as a team.

Key knowledge People have different occupations and roles in our community, and some people are remembered for significant achievements. Stories have characters, settings and events that can be discussed and represented in writing. Numbers can be doubled and quantities can be shared into equal groups; We all have strengths and can help and work with others.

Vocabulary occupation, emergency, past, significant, double, half, share, odd, even, achievement, strength, co-operating, persevere

Children will increasingly... discuss different jobs and explain how people help us; ask and answer questions and use topic vocabulary; write increasingly independent sentences; read Green Storybooks and begin to recognise and apply some Set 2 sounds; double, halve and share quantities; cooperate, negotiate roles and persevere in play and learning; use ball skills and equipment safely; develop imaginative role play and create collaboratively.

Under the Sea

Experiences & texts Rainbow Fish; Commotion in the Ocean; Somebody Swallowed Stanley; sea creatures around the world; plastic pollution/conservation; Aboriginal art/waves; World of Work; money/data/word problems; friendship, sharing and belonging; caring for our world; reflecting on our Reception year and preparing for transition to Year 1

Key knowledge Different environments support different living things. Oceans contain diverse life. Plastic pollution can harm environments and conservation involves caring for the natural world. Change is part of growing and we can use familiar strategies and relationships to help us manage new experiences. Money has value and information can be collected and represented.

Vocabulary ocean, environment, pollution, plastic, conservation, sea creature, world, money, data, problem

Children will increasingly... explain and compare using precise vocabulary; transfer ideas into talk, Drawing Club and increasingly independent writing; read Green or Purple Storybooks with increasing accuracy, fluency and understanding; solve practical mathematical problems; collaborate, negotiate and persevere; reflect on their achievements and approach transition with increasing confidence and independence.

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