

Holy Cross Catholic Primary School



EYFS Curriculum & Progression Map 2025-26

We care, we share, we value.

INTENT

At Holy Cross, we want children to enjoy their first educational experiences. To support this, we provide a safe, calm, and caring environment where children can learn and succeed in all areas of their development. In EYFS, we recognise the value of both indoor and outdoor learning, and our curriculum and environment reflect this. Children have free access to a wide range of resources within our continuous provision, helping to nurture their independence, 'can-do' attitude, and creativity.

As a staff team, we analyse what children can already do and set ambitious next steps. We use these next steps, along with the children's interests, to shape and develop our planning.

Our aim is that children leave Reception with a love of learning, growing independence, developing emotional resilience, and the confidence and readiness to begin the National Curriculum in Year 1.

IMPLEMENTATION

Pupils learn through a balance of child-initiated and adult-directed activities. EYFS timetables are carefully structured so that children have rigorous directed teaching in English, Maths and Phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. Working with the children in this way provides the teacher the opportunity to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside spaces of our setting and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Reading is at the heart of our curriculum.

We carefully plan our coverage of books and nursery rhymes to ensure that children develop a secure understanding of a wide range of stories and rhymes by the time they leave our setting. High-quality texts inspire our planning and act as a foundation for learning opportunities across the prime areas of development. Children also take part in daily phonics sessions following the Read Write Inc programme.

We use the White Rose scheme as a guide for teaching Mathematics. This approach is built on the principles of the concrete-pictorial-abstract cycle, allowing children to develop deep, secure mathematical understanding through hands-on experiences, visual representations, and more abstract thinking.

IMPACT

Our curriculum is designed to meet the needs of all our children, including disadvantaged pupils, those with SEND, those known (or previously known) to children's services, and those who may face additional barriers to learning. Because of this, we place great importance on carefully monitoring and evaluating how children are learning. We do this through talking to children, looking at their work, observing their learning experiences, and analysing data and progress at class, group, and individual levels.

All staff use ongoing observational assessment to identify each child's starting points and to plan meaningful experiences that ensure progress. Information about children's learning and development is regularly shared with parents and carers through the Tapestry app.

Our curriculum and its delivery ensure that children make strong progress. Throughout their time in EYFS, children make rapid progress. Pupils also make secure progress towards age-related expectations as they prepare to transition into Year 1.

We believe our high standards are the result of enriched, play-based exploration combined with rigorous assessment and high-quality teaching. This rich balance of learning experiences supports the development of happy, confident, and curious learners.

Supporting disadvantaged children, those with SEND, those known (or previously known) to children's services, and those who face barriers to learning in Holy Cross EYFS

We offer high-quality education to all disadvantaged pupils by:

- creating an inclusive, accessible, and language-rich learning environment of which we are very proud
- prioritising communication, secure attachments, and emotional wellbeing as essential foundations for learning
- providing targeted and individualised support based on each child's needs
- engaging closely with parents, carers, and external professionals to build strong, supportive partnerships
- using early intervention strategies and accessing multi-agency support where appropriate
- providing a play-based learning environment that builds cultural capital and broadens experiences for all children.

Personal, Social and Emotional Development: leading on to PSHE

	Nursery	Reception	EYFS Goals	Ready for KS1
Autumn 1	<ul style="list-style-type: none"> RSHE Social and Emotional - to recognise the joy of being a special person in my family <u>My family, my school family & my church family:</u> My family 	<ul style="list-style-type: none"> RSHE Social and Emotional - to recognise the joy of being a special person in my family <u>No Outsiders</u> I can choose what I like - I can make my mind up and tell you things I like <u>My family, my school family & my church family:</u> My family and friends 	<u>Self-Regulation</u> Children will Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<p>To know which foods are associated with special times, in different cultures</p> <p>To know about active playground games from around the world</p> <p>To know about sun-safety</p> <p>To know how to stay safe in familiar situations and personal safety</p> <p>To know about people who help keep them safe outside the home</p> <p>To know about what makes themselves and others special</p> <p>To know about roles and responsibilities at home and school</p> <p>To know about being co-operative with others</p> <p>To know about what can go on to bodies and how it can make people feel</p> <p>To know about different types of feelings and about</p>
Autumn 2	<ul style="list-style-type: none"> <u>Firework Safety</u> <u>Anti-bullying week</u> <u>Think Education</u> Bright is Right (Road Safety) 	<ul style="list-style-type: none"> <u>No Outsiders</u> It's ok to like different things - I know my friends can like different things to me and we can still be friends <u>Firework Safety</u> <u>Anti-bullying week</u> <u>Think Education</u> Bright is Right (Road Safety) 		
Spring 1	<ul style="list-style-type: none"> RSHE Physical - to recognise that we are all different and unique <u>Changes</u> Changes through growth 	<ul style="list-style-type: none"> RSHE Physical - to recognise that we are all different and unique <u>No Outsiders</u> To say hello - I know that in my class we are all the same/I know that I can make friends with different people <u>Changes</u> Feelings change Environments change 	<u>Managing Self</u> Children will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Spring 2	<ul style="list-style-type: none"> <u>Keeping Safe</u> A Kiss Like This (understanding we have rights over our own bodies) 	<ul style="list-style-type: none"> <u>No Outsiders</u> All families are different - I know who is in my family and that families are different <u>Keeping Safe</u> - NSPCC Pants <u>Expect Respect Toolkit</u> Looking at and Challenging Gender Expectations Using Toys 		
Summer 1	<ul style="list-style-type: none"> RSHE Spiritual - to celebrate the joy of being a special person in god's family <u>Look at me now!</u> Transition for Reception <u>Things that make me happy and sad</u> 	<ul style="list-style-type: none"> RSHE Spiritual - to celebrate the joy of being a special person in god's family <u>No Outsiders</u> To celebrate my family - I know people in my family are special and I know who loves me <u>Look at me now!</u> Transition for Y1 <u>Helping others to feel happy and safe</u> 	<u>Building Relationships</u> Children will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	
Summer 2	<ul style="list-style-type: none"> <u>Keeping Safe</u> Little Red Riding Hood - when strangers say hello 	<ul style="list-style-type: none"> <u>No Outsiders</u> To make a new friend - I know everyone is different in my class and I can make friends with anyone <u>Keeping Safe</u> Hands are not for Hitting story book <u>Keeping Safe</u> Little Red Riding Hood - when strangers say hello 		

				<p>managing different feelings</p> <p>To know about change or loss and how this can feel</p> <p>To know about where money comes from and making choices when spending money</p> <p>To know about the different jobs people do.</p>
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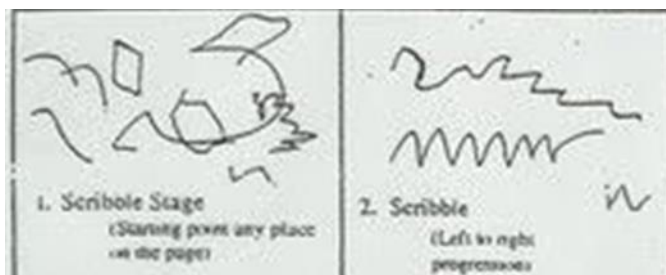
Physical Development: leading on to PE

	Nursery	Reception	EYFS Goals	Ready for KS1
Autumn	<p>Multi-skills & Dance</p> <ul style="list-style-type: none"> Balance: Able to balance on all 4's, high kneeling position and half kneeling position. Able to run on whole foot. Balance: walking along balancing beam/walks from one to another balancing blocks (different height and different directions.) Combining static and dynamic balance: Learns to kick a ball Moving left to right/ Bilateral integration: Able to catch a large ball using whole body. <p>Classroom Skills Focus</p> <ul style="list-style-type: none"> Learn how to hold and use scissors safely Develop grip for using writing tools with control 	<p>Circuits & Rugby</p> <ul style="list-style-type: none"> Balance: To balance on a uneven surface Strength building: Able to bounce a ball with control Moving left to right/ Bilateral integration: Able to catch a ball using hands. Combining static and dynamic balance: Shows increased control in kicking, throwing, catching and pushing. <p>Classroom Skills Focus</p> <ul style="list-style-type: none"> Use scissors with control to cut along straight lines Form recognisable letters and numbers 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills:</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>	<p>Develop fundamental movement skills.</p> <p>Become increasingly competent and confident</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>
Spring	<p>Gymnastics & Dance</p> <ul style="list-style-type: none"> Combining static and dynamic balance Moving left to right/ Bilateral integration Balance: Able to balance on all 4's, high kneeling position and half kneeling position. Able to run on whole foot. Balance: leg extension/arm extension/ standing on one leg. Moves in different ways and at different speeds i.e. run, walk, jumps Combining static and dynamic balance: Learns to hop. <p>Classroom Skills Focus</p> <ul style="list-style-type: none"> Use scissors for a purpose snipping paper, dough, etc to create texture Hold a pencil between two fingers and thumb 	<p>Gymnastics & Football</p> <ul style="list-style-type: none"> Balance: Able to balance/climb on different surface then jump and land safely on two feet. Combining static and dynamic balance: Hops with control and begins to skip. Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing Begin to develop quicker and slower ways of travelling <p>Classroom Skills Focus</p> <ul style="list-style-type: none"> Use scissors to cut out shapes and curves Effectively hold pencil to form letters and numbers correctly on lined paper 		<p>To be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>
Summer	<p>Athletics & Multi-skills</p> <ul style="list-style-type: none"> Balance: walking along balancing beam/walks from one to another balancing blocks (different height and different directions.) Strength building: Starting to use ball and racquet skills. Moving left to right/ Bilateral integration: Able to catch a large ball using whole body. 	<p>Athletics & Multi-skills</p> <ul style="list-style-type: none"> Combining static and dynamic balance: Able to move an object skilfully and in different directions i.e. hockey ball with stick. Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Engage in competitive and cooperative physical activities Move with control; Use basic underarm, rolling and hitting skills; Sometimes use overarm skills e.g. throwing a bean bag; 		

		<ul style="list-style-type: none"> • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency • Sometimes catch a beanbag and a medium-sized ball • Describe what they and others are doing; • Describe how their body feels during games 		
Continuous opportunities:	<ul style="list-style-type: none"> • Strength building: Pull self up/along equipment such as a bench/ swinging from a tree branch - taking weight through arms. • Moving left to right/Bilateral integration: Able to stack large blocks. • Strength building: use various equipment that transfer weight through arms with control such as rollers, different sized paintbrushes and chalk on vertical walls. • Moving left to right/ Bilateral integration: Uses control to pour from jugs • Combining static and dynamic balance: Able to move from lying down, to sitting to standing with control. 	<ul style="list-style-type: none"> • Moving left to right/Bilateral integration: Able to use stencils and templates. • Use basic underarm, rolling and hitting skills; • Sometimes use overarm skills e.g. throwing a bean bag; • Sometimes catch a beanbag and a medium-sized ball; • Describe what they and others are doing; • Describe how their body feels during games • Negotiate space and obstacles safely, with consideration for themselves and others 		

*Fine Motor Skills – Mark Making to Writing

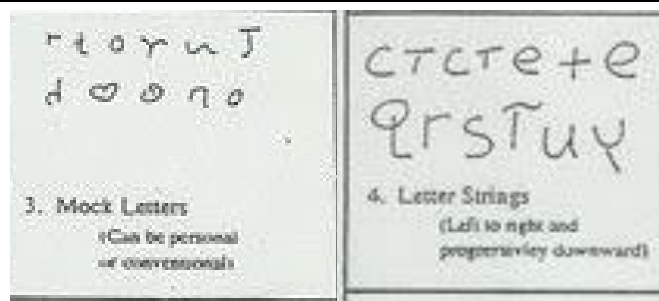
Nursery – Autumn
Stage 1&2



Reception - Autumn
Stage 6, 7 & 8



Nursery – Spring
Stage 3&4



Reception – Spring
Stage 9, 10 & 11



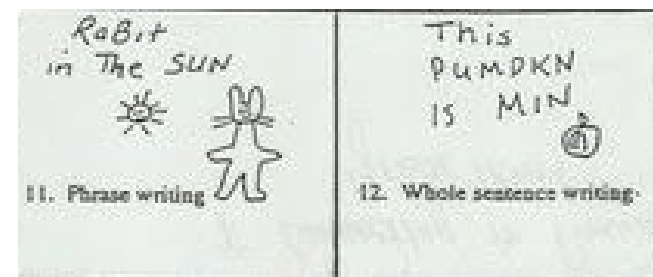
Nursery – Summer

Stage 3, 4 & 5



Reception - Summer

Stage 11 & 12



*1st Move: A gross and fine motor skills resources - Supporting document of development of gross and fine motor skills
The New MOVERS assessment tool will be used to monitor the physical development learning opportunities.*

Communication and Language: leading on to Speaking and Listening

	Nursery	Reception	EYFS Goals	Ready for KS1
Autumn	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Listen to a story and shows interest when an adult reads. Listen to others when the conversation interests them. Answer a question with support Listen to funny rhymes and stories. Listen and watch a story when told with prompts and pictures <p>Speaking</p> <ul style="list-style-type: none"> use vocabulary focused on people and objects important to them Copy an adult's narrative in their play. 	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Ask questions about books. Make relevant comments about the stories they hear. Ask and respond to how and why questions independently. Remember key points from a story without props or pictures. <p>Speaking</p> <ul style="list-style-type: none"> explain what is happening, organising and sequencing ideas and events Learn new vocabulary and its meaning and begins to use it in sentences use language to engage in imaginary play. 	<p>Listening, Attention & Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. Speak audibly and fluently with an increasing command of standard English. Participate in discussion, presentations, performances, role
Spring	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Say some key words when pictures are used as prompts. Ask simple questions, with support. Follow a story with pictures or prompts <p>Speaking</p> <ul style="list-style-type: none"> use more complex sentences in everyday conversation Learn to build simple stories around toys and objects, drawing on own past experiences. 	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Listen for longer periods without interrupting i.e. during assembly. Says what they think about stories and asks questions and listens to what others think. Listens to stories and suggests what might happen next. Answer how and why questions about their experiences in response to stories and events. Follow instructions following several ideas or actions. Talk about key features of the story they have been listening to, including events and characters. <p>Speaking</p> <ul style="list-style-type: none"> use past, present and future forms collectively when talking about events that have happened or are to happen in the future talk in complete sentences, many of which are grammatically correct, showing a range of appropriate vocabulary develop their own narratives and explanations by connecting ideas or events 		
Summer	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Repeat key phrases, joining in with rhymes and stories. Talk about their favourite books. Recall stories. Answer why and how questions, with support. Follow instructions involving prepositions. Remember some key points from a story when told with props <p>Speaking</p> <ul style="list-style-type: none"> engage in conversations about what is happening and anticipate what might be needed next recall simple narratives 	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Repeat key phrases, joining in with rhymes and stories. Talk about their favourite books. Recall stories. Answer why and how questions, with support. Follow instructions involving prepositions. Remember some key points from a story when told with props <p>Speaking</p> <ul style="list-style-type: none"> engage in conversations about what is happening and anticipate what might be needed next recall simple narratives 		
Continuous opportunities:	<ul style="list-style-type: none"> Nursery rhymes and repetitive songs with actions Role play; home corner, fancy dress/prop box Small world Phones within role play Story telling 	<ul style="list-style-type: none"> Role play; home corner, fancy dress/prop box Small world Various games to promote communication and language such as; would you rather? Draw me a... Find me a... Charades, 10 clues, I spy, feely box Story telling 		

				<p>play, improvisations and debates.</p> <ul style="list-style-type: none">• Gain, maintain and monitor the interest of the listener(s).• Consider and evaluate different viewpoints, attending to and building on the contributions of others.• Select and use appropriate registers for effective communication.
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All children will be baselined against WELLCOMM tool

Literacy: leading on to English

	Nursery	Reception	EYFS Goals	Ready for KS1		
Autumn	<p>Comprehension – Remembering & talking about stories</p> <p><u>Key Texts:</u> Nursery Rhymes The Three Little Pigs Goldilocks and the Three Bears Owl Babies The Nativity Story</p> <p>Word Reading</p> <ul style="list-style-type: none">To recognise familiar words and signs such as own name and advertising logos.To show interest in illustrations and print in books and print in the environment.To look and handle books independently (holds books the correct way up and turns pages). <p>Writing</p> <ul style="list-style-type: none">Ascribing meanings to marks they makeBegin to draw recognisable pictures	<p>Comprehension</p> <ul style="list-style-type: none">Recalling and retelling stories in correct sequence using vocabulary from the text. Answering simple questions about what they have heard and read.Identify and talk about story characters and settings. <p>Word Reading</p> <ul style="list-style-type: none">To use phonic knowledge to decode regular words and read them aloud accurately.RWI Set 1 Sounds: blending CV, CVC, CVCC, CCVC words.Reading labels, captions and understand simple sentences.To read some common irregular wordsTo continue a rhyming string. <p>Writing</p> <ul style="list-style-type: none">Letter formation on a lineNumber formationWriting labels/captions and lists.RWI Set 1 Sounds segmenting CV, CVC, CVCC, CCVC words.To begin to break the flow of speech into words.	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p>Reading</p> <ul style="list-style-type: none">To apply phonic knowledge and skills as the route to decode words.To blend sounds in unfamiliar words using the GPCs that they have been taught.To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.To read words containing taught GPCs.To read words containing -s, -es, -ing, -ed and -est endings.To read Y1 common exception wordsTo accurately read texts that are consistent with their developing phonic knowledge.Draw on vocabulary provided by the teacher to understand booksDiscuss word meanings, linking new meanings to those already knownPick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fumIdentify the main character in a story or the subject of a nonfiction textIdentify main events or key points in textsAnswer literal retrieval questions about the textMake simple deductions with prompts and help from the teacher (e.g.		
			<p>Focus Texts</p> <table><tr><td>The Something By Rebecca Cobb</td><td>Star in a Jar By Sam Hay</td></tr></table>	The Something By Rebecca Cobb	Star in a Jar By Sam Hay	
	The Something By Rebecca Cobb	Star in a Jar By Sam Hay				
		<p>Focus Text</p> <table><tr><td>Juniper Jupiter By Lizzie Stewart</td><td>Little Red By Bethan Woolvin</td></tr></table>	Juniper Jupiter By Lizzie Stewart	Little Red By Bethan Woolvin		
Juniper Jupiter By Lizzie Stewart	Little Red By Bethan Woolvin					
Spring	<p>Comprehension – Retelling stories</p> <p><u>Key texts:</u> Jack Frost Giraffe and Frog We're going on a Bear Hunt Nursery rhymes Jack and the Beanstalk The Very Hungry Caterpillar The Enormous Turnip Ten Seeds The Odd Egg</p> <p>Spring 2 – RWI – Set 1 Sounds</p> <p>Word Reading</p> <ul style="list-style-type: none">recognise their name in print <p>Writing</p> <ul style="list-style-type: none">Draw recognisable pictures	<p>Comprehension</p> <ul style="list-style-type: none">talking about and describing characters and settings.Anticipate - where appropriate - key events in storiesRe-tell/re-write and adapting known stories moving to creating their own narrativesTo begin to break the flow of speech into words. <p>Word Reading</p> <ul style="list-style-type: none">Consolidating RWI Phonics Set 1 Sounds and beginning set 2 sounds.Reading sentences with tricky words. <p>Writing</p> <ul style="list-style-type: none">Read Write Inc 'Get Writing' ProgrammeWriting simple sentences using some tricky wordsUse capital letters and full stops.				

	<ul style="list-style-type: none">• Use representational mark making in their imaginary play				
Summer	RWI - Set 1 Sounds Comprehension - Adapting known stories and creating narratives <u>Key texts:</u> Little Red Riding Hood The Three Billy Goats Gruff Mister Seahorse The Rainbow Fish Commotion in the ocean Shark in the Dark Word Reading <ul style="list-style-type: none">• recognise some words that are personal to them, in print• recognise RWI set 1 sounds• To hear and say the initial sound in words.• To show an awareness of rhyme and alliteration.• To recognise rhythm in spoken words. Writing <ul style="list-style-type: none">• Recording for a purpose• Form some recognisable letters & numbers	Comprehension <ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.• Begin to make inferences.• Character descriptions.• Reading for a purpose. Word Reading <ul style="list-style-type: none">• RWI Phonics Set 2 Sounds.• Reading HF words and tricky words in sentences with fluency. Writing <ul style="list-style-type: none">• Correct letter formation controlled in size• Writing in full sentences using punctuation.• Correctly spell some common exception words.• Recording narratives and writing for a purpose.	Focus Text		<p>what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p> <ul style="list-style-type: none">• Make predictions on the basis of what has been read so far• Predict events and endings and how characters will behave• Distinguish between fiction and nonfiction texts Writing <ul style="list-style-type: none">• Use plural noun suffixes -s and -es• Combine words to make sentences• Leave spaces between words• Join words and clauses using and• Sequence sentences to form short narratives• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Write sentences: Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Reread and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher•
		The Extraordinary Gardener By Sam Boughton	The Storm Whale By Benji Davies		
		<ul style="list-style-type: none">• Quality adult interaction with children through provision.• Learn and use new vocabulary daily.• Letters and Sounds Program: Phase 1 Aspects 1-7• A range of high quality, rich language-based books have been selected linked to Understanding the World experiences.• Writing templates and provocations for lists, recipes, notes, messages, price tags, etc• Handwriting patterns	<ul style="list-style-type: none">• Quality adult interaction with children through provision.• Learn and use new vocabulary daily.• Letters and Sounds Program: Phase 1 Aspects 1-7• A range of high quality, rich language-based books have been selected linked to Understanding the World experiences.• Environment enhancements for Diary entry/sentence writing using connectives, lists, recipes, narratives, instructions, etc		

Mathematics

	Nursery	Reception	EYFS Goals	Ready for KS1
Autumn	<p>Number & place Value</p> <ul style="list-style-type: none"> Reciting numbers to 20 Says number names to count objects, not necessarily in the right order Begin to develop one to one correspondence and say one number name for each object. Move or touch objects to count them (1-5) <p>Properties of shapes</p> <ul style="list-style-type: none"> Explore 2D shape and their attributes through play such as construction, puzzles, shape sorters. Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round' <p>Position, Direction & Pattern</p> <ul style="list-style-type: none"> Understands and describes position 'in' 'on' 'under' Understands and uses direction words 'up' 'down' 'across' <p>Measures</p> <ul style="list-style-type: none"> Compare height identifying tallest and shortest Begin to develop an understanding of time through lived experiences Introduce visual timetable 	<p>Number & place Value</p> <ul style="list-style-type: none"> Counts to 30, forwards and backwards. Counts things that cannot be seen, touched or moved. Can say number before or after a number, dropping back to one. <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10 Explore the composition of numbers to 10. <p>Properties of shapes</p> <ul style="list-style-type: none"> Explore properties of shapes through play including: curveness, numbers of sides/corners (2D) or edge, faces and vertices (3D) Name 2D shapes <p>Position, Direction & Pattern</p> <ul style="list-style-type: none"> Understands and describes position 'in front' 'behind' Understands and uses direction words 'forwards' 'backwards' 'left & right' <p>Measures</p> <ul style="list-style-type: none"> Compare size, mass and capacity Develop understanding of time 	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Pattern</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<ul style="list-style-type: none"> Place Value with 10, Addition and Subtraction within 10 Geometry - shape Addition and Subtraction within 20 Measurement (Length and Height, Weight and Volume) Geometry - Position and Direction count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 20 in numerals count in multiples of twos, fives and tens given a number, identify one more and one less use the language of: equal to, more than, less than (fewer), most, least identify and represent numbers using objects and pictorial representations including the number line read and write numbers from 1 to 20 in numerals represent and use number bonds and
Spring	<p>Number & place Value</p> <ul style="list-style-type: none"> Reciting numbers to 20 Knows that the last number reached when counting tells you how many there is in total. Count out specific number of objects from larger group (1-10) Subitise small amounts arranged in regular pattern <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Explore ways that numbers 0-5 can be represented i.e. 4 and 1. More and less <p>Properties of shapes</p> <ul style="list-style-type: none"> Name 2D shapes Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round' Identify 2D shapes in the environment <p>Position, Direction & Pattern</p>	<p>Number & place Value</p> <ul style="list-style-type: none"> Introduce zero Can stop and start counting in different places (forwards & backwards) use the language of: equal to, more than, less than (fewer), most, least Compare numbers i.e. 8 is a lot bigger than 2 but 3 is only a little bigger than 2. Represent numbers using objects and marks. Create marks to represent numerals (1-10) <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Combining two amounts read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Record different ways a number can be partitioned (into 2 groups or more) Introduce number bonds to 10 <p>Properties of shapes</p> <ul style="list-style-type: none"> Describe 2D shapes 		

	<ul style="list-style-type: none"> Recognise and talk about an AB pattern i.e. red block, blue block, red block, blue block. Copy an AB pattern with range of features such as varying objects, size and orientation. <p>Measures</p> <ul style="list-style-type: none"> Compare weight identifying heavier and lighter Explore capacity Develop understanding of time through growth and reflecting on past first hand experiences - baby photos 	<ul style="list-style-type: none"> recognise and names some common 3-D shapes. <p>Position, Direction & Pattern</p> <ul style="list-style-type: none"> Recognise, talk about and continue an AB pattern then a more complex pattern such as ABC, ABB, ABBC, AABB. Notice and correct an error in a complex repeating pattern describe the position of an object Use common shapes to create patterns and build models <p>Measures</p> <ul style="list-style-type: none"> Length and height order two or three items by length and height Time (2) Money 		<ul style="list-style-type: none"> related subtraction facts within 10 add and subtract one digit and two digit numbers to 10, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations recognise, find and name a half as one of two equal parts of an object, shape or quantity sequence events in chronological order compare and describe, different measures recognise and know the value of different denominations of coins tell the time to the hour recognise and use language relating to dates, including days of the week, weeks, months and years describe position, direction and movement,
Summer	<p>Number & place Value</p> <ul style="list-style-type: none"> Uses language 'more than' 'fewer than' in real world situations. Recognises amounts that have been rearranged, if nothing has been added or taken away, then the amount is the same. Show 'finger numbers' up to 5 Experiment with their own symbols and marks as well as numerals. <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers 0-5. <p>Properties of shapes</p> <ul style="list-style-type: none"> Explore and begin to name 3D shape and their attributes through play such as construction, puzzles, shape sorters. Name 2D shapes Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round' <p>Position, Direction & Pattern</p> <ul style="list-style-type: none"> Notice and correct an error in a repeating AB pattern <p>Measures</p> <ul style="list-style-type: none"> Compare sizes identifying big, bigger, small, smaller Find objects that are smaller than/bigger than a given object Understand there is a sequence to their day 	<p>Number & place Value</p> <ul style="list-style-type: none"> use the language of: equal to, more than, less than (fewer), most, least Compare numbers i.e. 8 is a lot bigger than 2 but 3 is only a little bigger than 2. Represent numbers using objects and marks. Create marks to represent numerals (1-20) Build numbers beyond 10 Count patterns beyond 10 Count in 2s,5s and 10s identity even and odd numbers <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Adding more and taking away Record different ways a number can be partitioned (into 2 groups or more) Compose and decompose Doubling & halving and sharing solve additions and subtractions involving 1 digit numbers, using concrete objects and pictorial representations to support <p>Position, Direction & Pattern</p> <ul style="list-style-type: none"> Create AB pattern then a more complex pattern such as ABC, ABB, ABBC, AABB. Notice and correct an error in a complex repeating pattern Match, rotate, manipulate describe the position of an object <p>Measures</p> <ul style="list-style-type: none"> Compare weight and identify heavy, heavier, heaviest, light, lighter, lightest Identify that size and weight do not always correspond to heaviest and lightest order two items by weigh or capacity 		

		<ul style="list-style-type: none">• Understand the difference between weight and capacity• Money		
Continuous opportunities:	<p>The continuous provision provided open ended opportunities for:</p> <ul style="list-style-type: none">• Capacity - making comparisons and exploring how to adjust measures through sand & water• Length - making comparisons and ordering through various resources• Sizes - ordering and comparing through various resources• Non-standard measures• Counting, ordering and representing number and quantities• Patterns - musical, movement, shapes, colours, routines• Shape - block play, construction kits, junk models, craft, crate plan, den making• Time - displays: birthday, visual timetable• Data handling displays - our favourite . . .• Daily counting during registration• Nursery daily counting through nursery rhymes and songs• Representing number through drawing/painting• Transient art representing pattern & shape• Speed - ramps & types• Tidy up - decoding labels and matching objects			
Nursery Follow Numbers and Patterns planning Reception follow White Rose Maths Scheme of Work				

Understanding the World: leading to Geography, Science, History and Religious Education

	Nursery	Reception	EYFS Goals	Ready for KS1
Autumn RED RE syllabus taught daily	Past & Present <ul style="list-style-type: none"> My Family - Begins to make sense of their own life-story and family's history Remembrance Day - Begins to make sense of their own life-story and family's history People, cultures and communities <ul style="list-style-type: none"> Road safety week Black History Month - Develop positive attitudes about the difference between people. The World <ul style="list-style-type: none"> Autumn Changes - seasonal change in the natural world - using senses to explore Nocturnal animals - explore how things work and respect the living world, caring for the environment and all living things RED <ul style="list-style-type: none"> Branch 1 - Creation and covenant Branch 2 - Prophecy and Promise 	Past & Present <ul style="list-style-type: none"> My Family - talk about members of immediate family & Community Remembrance Day - Make sense of their own life-story and family's history & comment on images of familiar situations in the past People, cultures and communities <ul style="list-style-type: none"> Road safety week Black History Month - Develop positive attitudes about the difference between people & compare & contrast characters from past and present The World <ul style="list-style-type: none"> Autumn Changes - explore the natural world & understand the effect of the changing seasons Nocturnal animals - recognise some environments are different to the one they live in. RED <ul style="list-style-type: none"> Branch 1 - Creation and covenant Branch 2 - Prophecy and Promise 	Past & present: Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Geography: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness. History: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the
Spring RED RE syllabus taught daily	Past & Present <ul style="list-style-type: none"> Women's History Month - show an interest in different occupations People, cultures and communities <ul style="list-style-type: none"> Local Area - exploring buildings - talk about what they see & Begins to make sense of their own life-story and family's history Chinese New Year - continue to develop positive attitudes to differences between people & know that there are different countries in the world World Religion Day - continues to develop positive attitudes to differences between people & know that there are different countries in the world Neurodiversity week The World <ul style="list-style-type: none"> New Life - understanding key features of lifecycles in plants and animals & care for growing plants & use senses to explore (frogs & worms) Winter/Spring - seasonal change in the natural world 	Past & Present <ul style="list-style-type: none"> Women's History Month - show an interest in different occupations People, cultures and communities <ul style="list-style-type: none"> Local Area - Draw information on a simple map & understanding that some places are special to members of the community & describe what they see, hear and feel whilst outside Chinese New Year - recognise people celebrate in different ways World Religion Day - recognise that people have different beliefs and special celebrations, understanding that some places are special to members of the community Neurodiversity week The World <ul style="list-style-type: none"> Spring - explore the natural world & understand the effect of the changes seasons 	People, cultures and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge	

	<ul style="list-style-type: none"> International Language Day - continues to develop positive attitudes to differences between people & know that there are different countries in the world. RED <ul style="list-style-type: none"> Branch 3 - Galilee to Jerusalem Branch 4 - Desert to Garden 	<ul style="list-style-type: none"> International Language Day - continues to develop positive attitudes to differences between people & know that there are different countries in the world. RED <ul style="list-style-type: none"> Branch 3 - Galilee to Jerusalem Branch 4 - Desert to Garden 	<p>from stories, non-fiction texts and - when appropriate - maps.</p> <p>The World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Science: Plants • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals, Including Humans • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday Materials • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and</p>
<p>Summer</p> <p>RED RE syllabus taught daily</p>	<p>Past & Present</p> <ul style="list-style-type: none"> Transition - Begins to make sense of their own life-story and family's history Mandela Day - continue to develop positive attitudes to differences between people & know that there are different countries in the world <p>People, cultures and communities</p> <ul style="list-style-type: none"> Refugee week - continues to develop positive attitudes to differences between people & know that there are different countries in the world <p>The World</p> <ul style="list-style-type: none"> What can water do? Explore materials and talk about the changes they see Floating & sinking - explore and talk about the different forces they can feel Sea Creatures - begin to develop an aware of differences in species <p>RED</p> <ul style="list-style-type: none"> Branch 5 - To the ends of the Earth Branch 6 - Dialogue and encounter 	<p>Past & Present</p> <ul style="list-style-type: none"> Transition - Begins to make sense of their own life-story and family's history Mandela Day - compare and contrast characters from stories including figures from the past <p>People, cultures and communities</p> <ul style="list-style-type: none"> Refugee week - continues to develop positive attitudes to differences between people & know that there are different countries in the world <p>The World</p> <ul style="list-style-type: none"> New Life - understanding key features of lifecycles in plants and animals & care for growing plants & use senses to explore (ducklings, butterflies) What can water do? Explore materials and talk about the changes they see Floating & sinking - explore and talk about the different forces they can feel Sea Creatures - begin to develop an understanding of differences in species. <p>RED</p> <ul style="list-style-type: none"> Branch 5 - To the ends of the Earth Branch 6 - Dialogue and encounter 		
<p>Continuous opportunities:</p>	<p>Ask parents and children to bring in photographs of their family, friends and pets. Create a photo wall for children and adults to talk about. Introduce a 'going home teddy'. Invite children to talk about everyday experiences and celebrations that happen as part of family life. Introduce a range of artefacts from homes to children to handle Use outdoor area to give opportunities for investigations of the natural world for example, use planters for herbs and flowers which will attract wildlife and mini beasts, Tell stories about places and journeys. Encourage children to notice and discuss patterns around them e.g. rubbings from tree trunks, paving, fences, bricks Role play experiences and activities: visits to the local area. Make simple maps after the walk; reconstruct with small world resources.</p>	<p>Celebrate cultural, religious and community events and experiences. Use a diverse range of books, dolls and puppets. Talk about members of their own family and community. Encourage children to describe people, objects, stories and accounts from the past. Cook and eat different foods, always being sensitive to allergies, cultural and religious requirements Share favourite recipes from home and collate a book of these. Visit different parts of the local community. Share stories that reflect the diversity of children's experience and which avoid negative stereotypes. Use everyday situations to talk about fairness and unfairness and support children's understanding of difference and empathy by using props.</p>		

	<p>Make use of the outdoor areas to give opportunities for investigations of the natural world.</p>	<p>Share stories and books showing diverse non-stereotyped and inclusive images, such as families with same sex parents, black heroes, female fire fighters, male nurses.</p> <p>Use outdoor area to give opportunities for investigations of the natural world for example, use planters for herbs and flowers which will attract wildlife and mini beasts.</p> <p>Tell stories about places and journeys.</p> <p>Encourage children to notice and discuss patterns around them e.g. rubbings from tree trunks, paving, fences, bricks</p> <p>Role play experiences and activities: visits to the local area.</p> <p>Make simple maps after the walk; reconstruct with small world resources .</p> <p>Make use of the outdoor areas to give opportunities for investigations of the natural world.</p> <p>Visits further afield to explore different environments.</p>		<p>rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Change • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.</p>
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Expressive Arts and Design: leading to Art & Design, Drama, Design Technology & Music

	Nursery	Reception	EYFS Goals	Ready for KS1
Autumn	<p>Creating with Materials</p> <ul style="list-style-type: none"> Self-portraits - using colour for a purpose, drawing closed shapes to create recognisable pictures with increasing complexity in detail. Show different emotions in drawings Colour mixing - explore materials and textures through paint mixing <p>Being Imaginative</p> <ul style="list-style-type: none"> Music - Learn to move their bodies to different songs (fast/slow) Learns a variety of songs. Role play familiar stories - Learns to engage in role play by copying what the adult does. Christmas Performance 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Craft - exploring joints and connectors Use natural materials to create collages Self portraits <p>Being Imaginative</p> <ul style="list-style-type: none"> Music Churanga Topic: Myself - Learn to link combinations of movements to different music. Learns to sing well known songs, as well as songs that they have created. Learns to introduce a storyline or narrative into their play. 	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories</p> <p>Being Imaginative</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p>
Spring	<p>Creating with Materials</p> <ul style="list-style-type: none"> Colour mixing - explore materials and textures through paint mixing Form: junk modelling Pattern: Repeated patterns <p>Being Imaginative</p> <ul style="list-style-type: none"> Music - Learns to move their bodies to different songs (fast/slow) Learns skills to build stories around toys. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Colour mixing - explore materials and textures through paint mixing Pattern: Repeated patterns Large scale models with blocks & junk materials <p>Being Imaginative</p> <ul style="list-style-type: none"> Music Churanga Topic: My Stories Music Churanga Topic: Everyone Acts out narrative in their play with other children. Den making Learns to represent their own ideas through role play and art/design. 		
Summer	<p>Creating with Materials</p> <ul style="list-style-type: none"> Purposeful Construction - Create collaboratively sharing ideas, resources, and skills Printing: Flower Pressing, rubbing. Pattern: Andy Goldsworthy - Large hard - patterns with natural materials. Colour: Mixing colours (melting ice colours together) <p>Being Imaginative</p> <ul style="list-style-type: none"> Creates own movements whenever they hear music Learns how to use a range of resources to create props to support role play Develop group role-play acting out a shared narrative 	<p>Being Imaginative</p> <ul style="list-style-type: none"> Music Churanga Topic: Our World Music Churanga Topic: Reflect, rewind, replay Creating settings - Learns to represent their own ideas through role play and art/design. Character hot seating Acts out narrative in their play with other children. 		
Continuous opportunities:	<ul style="list-style-type: none"> Daily routine includes familiar and new songs Phase 1 Phonics embedded in the continuous provision engage in role play acting out first hand experiences. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 		

	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Dough is freely available daily for exploring & sculptures • Join different materials and explore different textures. • Explore colour and colour mixing • Printing: Sponge printing, I Rubbings/making • Texture: <i>Collage, Sand fossil moulds</i> • Colour: Mud/natural painting 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups 		
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