



St Cuthbert Mayne

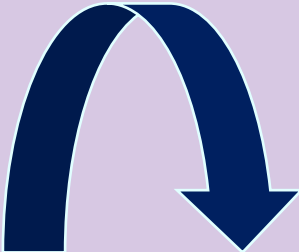
"Everyone Belonging, Aiming High, Growing in Faith."

Early Years Foundation Stage Curriculum Map 2026-27

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
General Themes NB: These themes may be adapted at various points to allow for children's interests	We are all a special part of our school community Peek into the Past		Autumn Exploring Maps		Chinese New Year I am a scientist		Our Beautiful Planet		Adventures in Time		Animal Adventures Around the World	
	Ourselfs Families Relationships	Emotions Zones of Regulation	Noticing changes Getting outside Journeys Planning a route	Re telling familiar stories using learnt vocabulary Characterisation Partner Talk	Experiments Questioning Working as a team	People around the world – countries, cultures, festivals	Planting Gardening	Information Facts Labelling Poetry	At home In our community Real-life heroes Protecting the planet	Transport	Animals and habitats UK – sea, garden, farm, woods Wider world	Environments Environmental issues
RE: 'Day by Day'	Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden		To The Ends Of The Earth		Dialogue and Encounter	
Wow Moments / Enrichment / Trips and visitors	Welcome service at church for children and families Harvest Festival Visit to Church - Baptism		Nativity Production Pantomime Diwali Remembrance day		Lunar New Year Food cooking and tasting – different cultures Visit to Fire station		Book Week Mothers Day Easter Visit to library		Gardening EYFS Class Collective Worship Visit to Church, talk with Fr Alistair.		Visit from Zoo Lab – animal/minibeasts Teddy Bears Picnic Fathers Day	

		Bonfire Night Children in Need Anti Bullying Week Autumn Treasure Hunt Visit to Post Box Walk to post box (Santa letters)	Parental Visits Visit to Church	Ramadan Eid al-Fitr		Sports Day Encounter Lens – visit from a member of a Faith Community
High Quality Texts	RE Specific: The Jesus Storybook Bible The Bible for Little Children When God Made the World When God Made You God Gave us Family Around the Table that Grandad Built Our Favourite Day Oliver's Fruit Salad Be Kind The Wonder You See ***** The Invisible String What makes me a me? As We Grow Goldilocks The Three Little Pigs How are you Feeling Duck in a Truck Hairy McClary Series Nursery rhymes Say a Poem – Our class	RE Specific: The Jesus Storybook Bible The Bible for Little Children The Nativity – The Story of Baby Jesus Mary's Little Donkey Room for a Little One Song of the Stars The Littlest Watchman The Longest Wait Joy to the World – Christmas Around the Globe ***** The Three Billy Goats Gruff Leaf Man Tree The Little Red Hen The Gruffalo The Gruffalo's Child The Jolly Christmas Postman Say a Poem –Join In	RE Specific: The Jesus Storybook Bible The Bible for Little Children The Story of The Three Wise Kings The Story of Christmas – Jesus and the Wise Men Stories of the Bible – Jesus and the Children Never Too Little Jesus Feeds the 5000 The Boy Who Shared His Sandwich The Big Umbrella Maddi's Fridge ***** The Snail and the Whale Handa's Surprise I love Chinese New year The Great Race The Great Explorer The Journey Refuge (Refugee books) Non-fiction books Say a Poem – Lunar New Year	RE Specific: The Jesus Storybook Bible The Bible for Little Children Mama Panya's Pancakes My Lent Be Kind The Good Samaritan Giving is Better – Clarence The Fox The Donkey that No one Could Ride The Story of Easter A Very Happy Easter The Easter Fix ***** We're Going on a Bear Hunt The Very Hungry Caterpillar Handa's surprise Handa's Hen The Elves and the Shoemaker My Green Day Non-fiction books Teddy Bear (poetry) Say a Poem – Grey Wet Play Day	RE Specific: The Jesus Storybook Bible The Bible for Little Children God The Father and the Best Day Ever The Day When God Made Church My Best Friend, Holy Spirit Gently, Bentley Joy The Early Church Father Ben Gets Ready for Mass This is the Church A Handful of Buttons Maybe Something Beautiful ***** Busy Spring The Queens Knickers Mr Gumpy's Outing Sharing a Shell Supertato series Superduck Superworm The Flying Bath Little People Big Dreams Series Say a Poem – Brilliant Things	RE Specific: The Jesus Storybook Bible The Bible for Little Children Saint Peter Peter Fishes for Men Paul Writes a Letter The Prisoners, The Earthquake and The Midnight Song If Jesus Came to Visit Me If Jesus Walked Beside Me Ethiopian Gospel Book Hats Of Faith A Range of High Quality Texts exploring Judaism, Islam, Sikhism, Hindu and Buddhism Stories (See Day by Day slides for further information). ***** Our Beautiful World Mad About Mini beasts Cleo the Camel is completely fine Poles Apart What the Ladybird heard Frog and Toad Series Say a Poem –Noisy Farm

EYFS	Our Children	Our Practitioners		Our Parents	
To set the foundation for children to enjoy learning, experience exciting opportunities and make memories	Successful individuals who enjoy learning and make progress Confident, resilient, articulate children who are able to lead safe, healthy and fulfilling lives Responsible members of our inclusive Catholic Community who make a positive contribution to society - Independent - Engaged	- Consistent - Joined-up thinking - Supportive - Team work - Intuitive	- Flexible, adaptable - Positive - Role models - Champions of EYFS - Friendly - Expect everything	- Supportive - Trusting - Positive	- Respectful - Communicative

	• Learning • Active • Inspired	• Caring • Respectful • Physically able	• Use of initiative • Good communication	• A FAMILY	
COEL 	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.				
Over Arching Principles 	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods.</i> Intent: Our wider curriculum enables each child to be a successful, confident, resilient, articulate and responsible member of our inclusive Catholic community EYFS: A careful balance between adult-led and child-initiated learning, with carefully planned continuous provision and an enabling environment that evolves to meet the needs of our cohort				

St Cuthbert Mayne Learner and British Values

British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. (Around the World)	Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. (Celebrations)	We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. (School rules)	We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. (All About Me)	We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

						Be Ready, Be Respectful, Be Safe	(Class discussions, floor books)		
Catholic Social Teaching	Human Dignity Autumn 1- what’s special topic. Discuss how God made us all, our similarities and differences.	Participation Summer 1- Who helps us? Focus on jobs in the community & how we all contribute. Visit to fire station.	The Common Good Autumn 2- Charity Work with local area- Christmas Cards for Nursing Home, Advent collections, Advent singing to local parishoners.	Subsidiarity Autumn 1- Harvest Mass- food bank collections Autumn 2- What is it for? Summer 2- What’s in the Earth?	Stewardship Spring 1 - Where in the world? Looking after God’s World. Summer 2- What’s out there? Climate change, looking after the environment.	Promoting Peace Spring 1 - Where in the world? Discuss and explore refugees, the urgency for some to migrate (link to RE – looking at world maps, and displacement for safety).	Distributive Justice Autumn 1- Harvest Mass- food bank collections.	Solidarity Spring 1 - Where in the world? Discuss where our families are from. Learning & understanding how we are all connected together.	Preferential Option for the Poor Autumn 1- Advent, we discuss giving to those less fortunate than us. Harvest Mass- food bank collections Spring 1 - Where in the world? Discuss and explore refugees, the urgency for some to migrate.

Diversity Texts to be read throughout the year during story time

Implementation: How we embed our intent in our pupils’ learning journey at St Cuthbert Mayne					
Start Points	All about me data and transition info				
	Children’s interests – displayed in classroom to promote sense of belonging and encourage quality interactions				
	Characteristics of Learning and overarching principles				
	How do we know these things and how can we find out more?				
	Reflecting on our learning journey				
Pupil-led learning	Children’s interests				
	Themes provided in the environment – adults join children at play				
	Sharing news, own stories, photos				
	Curriculum workshops				
Visits and visitors	Visits and visitors planned to inspire and support learning e.g. firestation, Fr. Alistair, visit to church, visit to local area; post box, library, ZooLab				
	Curriculum focus weeks e.g. Book Week, Lunar New Year – allow rich opportunities				
Local area	Local trips – post box, library, church				
	Comparison of local area and other countries				
Links to understanding wider society	British Values, democracy				
	Celebrating significant events – local and global, within our own community and linked to children’s diversity				
	Religion focus as we are a faith school – cultural diversity				
Discussion and debates	Oracy – teaching key skills				
	Key vocabulary shared weekly				
	Opportunities provided to discuss links in learning				
	What if? Why? Explain?				
	Stem sentences				
BAME main characters		Cultural diversity	Neurodiversity	Physical disabilities	Different families

Amazing Grace	This is How We Do It	Not Like The Others	Where the Poppies Now Grow	Julian is a Mermaid
I Walk With Vanessa	Here we are	The Colour Monster	Don't call me special	Last Stop on Market Street
Big Hair Don't Care	Hats of Faith	The Colour Monster Goes to School	What happened to you?	The Big Book of Families
Ada Twist, Scientist	The Big Book of Families	Different Like Me	Mama Car	More People to Love Me
Look Up!	The Great Race	The Superhero Brain		
Little People Big Dreams – Ella	The Magic Paintbrush	Calm Down Boris		
Fitzgerald, Martin Luther King Jnr, Rosa	The Proudest Blue	Loud		
Parks	The Chapatti Moon			
Julian is a Mermaid	We are all Welcome			
The Snowy Day	Handa's Surprise			
Listening With My Heart	One Plastic Bag			
If All The World Were...	<i>Paddington's Postcards</i>			
Last Stop on Market Street	Special Clothes			
Handa's Surprise				
One Plastic Bag				
Wonderbooks				
Paddington's Postcards				

Prime Area – Communication and Language

<i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i>							
Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 conversations when

		to instructions with more than one step					engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in front of a small group To talk to class teachers and LSAs To learn new vocabulary To repeat new words and sentences when modelled by an adult	To answer questions in front of whole class To use new vocabulary throughout the day To ask for help from an adult To use stem sentences, with support	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To use stem sentences during adult-led learning	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To ask for help from a peer	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	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.
	The EEF evidence informed approaches and practices to support communication and language development in the early years are the bedrock of our curriculum and implemented throughout the year. - Teaching and Modelling Vocabulary and language using the Shrec approach to quality interactions. - Daily interactive reading from high quality texts, rhymes or poems - Teaching through collaborative talk - Modelling social communication skills. - ELCI Enhanced Language & Communication Initiative supports whole class speech, language and communication needs. Visuals, alternative communication boards and structured routines . Elci aims to enable inclusion for all from the start. Children screened for speech and language delays/barriers and supported through ELKLAN language intervention programme.						

Prime Area – Personal, Social and Emotional Development

Intent <i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i>							
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year and children’s next steps							
Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Self-Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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 focussed attention to what the teacher says,

	To follow one step instructions						responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To wash hands independently To put coat away and on independently To explore different areas within the EYFS environment To use the toilet independently To use a knife and fork	To know school rules and understand the need to have rules To put coat, shoes and socks on and take off independently To have confidence to try new activities To ask an adult for help	To begin to show resilience and perseverance in the face of challenge To put on and zip up own coat independently	To develop independence when dressing and undressing for activities such as art and mud kitchen To ask a peer for help	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a ‘can do’ attitude	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.
Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are engaged in the same activity To begin to develop friendships To have positive relationships with all EYFS staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	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.
Implementation	The EEF evidence informed approaches and practices to support PSED are embedded in our curriculum. • Teaching awareness of emotions and feelings. • Teaching and modelling managing emotions and feelings. • Teaching and modeling social communication • Teaching relationship skills • Teaching how to sustain positive relationships • Promoting self-care We use the Ten Ten <i>Life to the Full Plus</i> curriculum to support teaching & learning of PSED . It covers the full scope of the PSED programme of study as outlined in the statutory EYFS framework, but with a faith-based and PSHE-integrated approach - see Ten Ten map						

Prime Area – Physical Development

<i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i>							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Intent	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing		Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming		Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Further develop the skills they need to manage the school day successfully		Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	and writing, paintbrushes, scissors, knives, forks and spoons	Develop correct tripod grip and letter formation; manage dressing skills; use equipment with control.					Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Implementation	The EEF evidence informed approaches and practices to support physical development in the early years are embedded in our curriculum. - Promoting physical development - Teaching the skills needed for handling and movement - Teaching the skills needed for mark making and letter formation						
PE	We use Get Set for PE to support our Physical development curriculum. The children take part in two lessons per week. A well sequenced approach focusing on embedding fundamental movement skills into lessons, progressing to more complex skills in KS 1 & KS2. A structured approach to develop agility, balance, coordination and confidence whilst ensuring all pupils are included and encouraged to enjoy physical activity and have opportunities to experience a wide variety of sports and games.						
	Unit 1 Introduction to PE Unit 1 Fundamentals	Unit 2 Introduction to PE Unit 2 Fundamentals	Unit 1 Gymnastics	Unit 1 Games	Ball Skills Unit 1	Athletics	
Fine motor skills activities	Throughout the Reception year, children are provided with a wide range of opportunities to develop and refine their fine motor skills across all areas of provision. Carefully planned activities—such as threading, cutting, mark making, construction, and using small tools—are embedded into daily routines and continuous provision, enabling children to practise and strengthen their hand–eye coordination, dexterity, and control. Practitioners use a clearly sequenced progression of skills to support children in confidently using one-handed tools, such as scissors, pencils, and cutlery. This structured approach ensures that each child builds the strength, precision, and independence needed for tasks like writing, drawing, and self-care, laying the foundation for future learning.						
Gross motor skills	Children in Reception benefit from daily access to a well-resourced outdoor area, which plays a vital role in supporting their physical development. Through active exploration, climbing, balancing, running, and using equipment such as bikes, balls, and hoops, they strengthen their gross motor skills and coordination. These experiences also help them develop fundamental movement skills like jumping, throwing, catching, and spatial awareness and develop the skills needed for mark making. Children will take part in regular activities to develop their core muscles and shoulder stability.						

Specific Area – Literacy

<i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i>							
Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	Children will independently look at a book, hold it the correct way and turn pages.	Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read	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.
Word Reading See RWI planning for detailed progression for each stage.	Children will segment and blend sounds together to read words.	Children will begin to read captions and sentences.	Children will recognise taught digraphs in words and blend the sounds together.	Children will read words containing tricky words and digraphs,	Children will read longer sentences containing phase 4 words and tricky words.	Children will read books matched to their phonics ability.	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.
Writing The Ark (on going) Hold a pencil effectively using the tripod grip (on going) Write in print. Spell words by identifying sounds and writing corresponding letters.	Writing Hold a pencil effectively using the tripod grip (on going) Write in print. Spell words by identifying sounds and writing corresponding letters. Oral Explicit (OE) Understand the concept of a sentence Identify and describe nouns	Writing Listen to and talk about stories to build familiarity and understanding. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Write a dictated single-word label with a decodable noun Compose and write a single-word label using a decodable noun Oral Explicit (OE) Identify and describe nouns Identify and describe verbs	Writing Articulate ideas in well-formed sentences. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Write a dictated decodable caption Identify correct spacing between words Write a dictated decodable caption with correct spacing Oral Explicit (OE) Identify and describe fragments and sentences Convert fragments into sentences	Writing To think of, say and write a simple sentence, sometimes using a capital letter and full stop. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Compose and write a decodable caption with correct spacing Distinguish between a caption and a sentence Write a dictated decodable sentence Oral Explicit (OE) Compose sentences to caption a picture Expand simple sentences (where?)	Writing To think of, say and write a simple sentence, sometimes using a capital letter and full stop. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Write a dictated decodable sentence using correct spacing Compose and write a decodable sentence using correct spacing Identify and describe ending punctuation (full stop) Write a dictated decodable sentence using correct spacing and a full stop Oral Explicit (OE) Expand simple sentences (when?)	Writing To think of, say and write a simple sentence, sometimes using a capital letter and full stop. Re-read writing to check it makes sense. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Identify capital letters at the beginning of a sentence Write a dictated decodable sentence using capital letters, correct spacing and full stops Compose and write a decodable sentence using capital letters, correct spacing and full stops Oral Explicit (OE) Expand simple sentences (who? when? where?)	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.

					Expand simple sentences (who?)		
Handwriting	Pre writing shapes and learning letter formation phrases		a d g o c q , u y , b p , h n		m r , e s f l , l t k j , v w x z		
			Digits 0-5		Digits 6-9		
Implementation	Children take part in regular, systematic handwriting practice following the Read Write Inc. (RWI) handwriting progression, ensuring they develop correct letter formation, pencil grip and writing fluency from the start of Reception. Alongside daily phonics-based writing, pupils engage in weekly writing sessions, where they apply their phonic knowledge to writing tasks linked colourful semantics to support children’s independence and understanding of the writing process. Throughout continuous provision, carefully planned opportunities enable children to practise writing —helping them to develop confidence and stamina as writers. Children are taught to use the ‘tick and fix’ method to check their writing using the RWI letter formation charts and adults are always on hand to support children with this. This balanced approach ensures children revisit skills frequently while also experiencing authentic, meaningful reasons to write.						

Specific Area – Maths

Intent <i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</i>							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Implementation	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. The y will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.		Early Learning Goals: Number: Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	White Rose Mathematics – see separate plans. Daily songs and stories						
	Opportunities for settling in, introducing the areas of provision. Key times of the day, class routines Exploring the continuous provision inside and out. Where do things belong?	Mass and Capacity Exploring Pattern Representing 1 2 & 3 Comparing 1 2 & 3 Composition of 1 2 & 3 2D shapes Positional language	Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity 6 7 & 8 Combining 2 amounts Making pairs Length and height Time	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D Shapes Spatial awareness Patterns	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate Adding more	Taking away Compose and decompose Doubling Sharing and grouping Even and odd Visualise and build	

	Positional language. Matching and sorting Compare amounts Compare size	Representing numbers to 5				Deepening understanding patterns and relationships Mapping	
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Specific Area – Understanding the World

<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting local places of interest to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i>							
Intent	Autumn 1 Core Vocabulary: Then Now Past Present A long time ago	Autumn 2 Core Vocabulary: Map Search Look Find Feature Autumn	Spring 1 Core Vocabulary: Freeze Melt Volume Float Sink Winter	Spring 2 Core Vocabulary: Earth Human Made Natural Plant Spring	Summer 1 Core Vocabulary: Past Present Achievement Royalty Transport Summer	Summer 2 Core Vocabulary: Alive Not living Farm Mini beast Polar Desert Zoo	Impact Early Learning Goal
Past and Present	<i>Past and Present</i> KAPOW – Peek into the Past <i>To describe changes over time</i>		<i>Past and Present</i> Children will talk about the lives of people around them.		<i>Past and Present</i> KAPOW – Adventures Through Time		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 experience

	<i>To sort photographs from the past and present</i> <i>To begin to recognise the order events happen.</i> <i>To identify toys from the past.</i> <i>To compare pictures from the past and present.</i> Children will know about their own life story and how they have changed. <u>Key Skills</u> Beginning to sequence events when describing them (e.g. daily routines, events in a story). Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”). Recounting activities that happened in their past using photos as a prompt. Being aware of changes that happen throughout the year (e.g. seasons, nature). Experiencing cause and effect in play. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Recognising that different members of the class may notice different things in photographs from the past. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past.	Children will talk about past and present events in their lives and what has been read to them.	<i>To begin to understand the concept of generations.</i> <i>To recognise special achievements.</i> <i>To recognise that kings and queens are powerful people.</i> <i>To understand that the environment around us changes as time passes.</i> <i>To compare modes of transport of the past with the present.</i> <u>Key Skills</u> Recognising that some stories are set a long time ago. Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped). Being aware of changes that happen throughout the year (e.g., seasons and nature). Experiencing cause and effect in play. Recalling special people in their own lives. Using stories and non-fiction books to find out about life in the past. Using photographs and stories to compare the past with the present day. Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.). Beginning to recognise similarities and differences between the past and today. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past.	and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
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	Communicating findings by pointing to images and using simple language to explain their thoughts. Remembrance Day: Why is it important to know and remember significant events from the past?		Communicating findings by pointing to images and using simple language to explain their thoughts. .	
People, Culture & Communities.	People, Culture and Communities Children will know about features of the immediate environment. Ask questions about aspects of familiar world – key areas of the school KAPOW – Exploring Mapping To find and name familiar features on maps. To consider shapes and positions of features when making a map. To build and describe a model of a familiar place. To describe a journey using found objects as prompts. To explore a range of maps. To apply their knowledge of maps to make their own. <u>Key Skills</u> Identifying land and water on a map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Ask questions about the world around them.	People, Culture and Communities Children will know that people in the community have different jobs. KAPOW – Outdoors Adventures To explore natural objects using senses To explore and make observations of the world around them To describe the effects of different weather conditions. To use the senses to observe and talk about experiences whilst outside. To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions <u>Key Skills</u> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).	People, Culture and Communities Children will know that people around the world have different religions. KAPOW – Around the World To compare features in the local environment to other places around the world. To compare contrasting places within the UK. To recognise the difference between city and countryside environments. To compare different landscapes around the world. To understand the characteristics of desert environments, including climate and landscape. To explore and understand life in a cold place, comparing and contrasting it with our own lives. <u>Key Skills</u> Identifying land and water on a map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

	Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Representing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable.		Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Representing some of the features they notice in their school and school grounds.		Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Answering simple questions, guided by the teacher. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Recognising features on maps (real or imaginary).		
The Natural World	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise changes outside Autumn <u>Key Skills</u> Beginning to share ideas and suggestions about what to do when working practically.	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise different types of weather. <u>Key Skills</u> Commenting on what they see and hear in the natural world.	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise how animals prepare for winter. KAPOW – I am a scientist To explore the way objects move To explore different sounds	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise changes outside in spring. KAPOW – Our Beautiful Planet Exploring Outdoors – To recognise some ways to look after the planet To name and identify plants	<i>Science: The Natural World</i> KAPOW- Changing seasons - To investigate the mixture needed to build a sandcastle. <u>Key Skills</u> Commenting on what they see and hear in the natural world.	<i>Science: The Natural World</i> KAPOW- Changing seasons - To recognise changes outside in summer. KAPOW – Animal Adventures To sort animals into living and not living Find and describe minibeasts Sort and describe farm animals	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 season and changing states of matter.

	Beginning to make guesses about what might happen. Commenting on what they see and hear in the natural world. Using non-standard units to measure. Drawing and labelling pictures of plants and animals. Recognising that tables can be used to record information. With support, grouping objects, plants and animals.		To explore whether objects float or sink To explore freezing and melting To explore how light makes shadows <u>Key Skills</u> Asking questions about the natural world with support. Beginning to share ideas and suggestions when working practically. Beginning to make guesses about what might happen. Commenting on what they see and hear in the natural world. Grouping objects, plants and animals with support. Describing their discoveries when working practically.	To name and identify plant parts To explore what makes seeds grow To recognise some ways to look after the planet <u>Key Skills</u> Commenting on what they see and hear in the natural world. Recognising that information can be found online and in books. Drawing and labelling pictures of plants and animals.		To sort animals based on where they live Comparing animal homes – zoo animals and my home <u>Key Skills</u> With support, asking questions about the natural world. Commenting on what they see and hear in the natural world. Drawing and labelling pictures of plants and animals. With support, grouping objects, plants and animals.	
	We use Kapow History, Geography and Science curriculums to teach UTW. This teaches essential foundational skills that support creativity, problem-solving and exploration, while ensuring a clear progression that continues seamlessly into Year 1 and Year 2.						

Implementation	My family 'All About Me' Autumn walk, changes, discovery table, collecting natural objects to represent Autumn	Making maps and postbox walk using our maps. Diwali WW1 Autumn Weather Nativity performance, costumes Christmas	Chinese New Year Changing seasons: winter Ice experiments Our own cultural heritage – international links, languages spoken within our community People who help us	Easter – celebrations around the world Observing and sketching plant growth Growth & Change: frog life cycle / butterfly Fiction and non-fiction books	Historical figures Stories through time Transport changes through time My achievements	Categorising animals Zoo Lab visit Animal stories Dinosaurs	
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Specific Area – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with materials	Kapow: Art and Design – Drawing – Marvellous Marks, Seasonal Crafts <u>Key Skills:</u> Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Kapow: Design and Technology – Structures – Junk Modelling, Seasonal Projects <u>Key Skills:</u> Making verbal plans and material choices. Developing a junk model. Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together. Giving a verbal evaluation of their own and others’ junk models with adult support.	Kapow: Art and Design – Painting & Mixed Media – Paint My World, Seasonal Crafts <u>Key Skills:</u> Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well.	Kapow: Design and Technology – Textiles – Bookmarks, Seasonal Projects <u>Key Skills:</u> Discussing what a good design needs. Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading. Reflecting on a finished product and comparing to their design.	Kapow: Art and Design – Sculpture & 3D – Creation Station, Seasonal Crafts <u>Key Skills:</u> Talk about their ideas and explore different ways to record them using a range of media. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Kapow: Design and Technology – Sculptures – Boats, Seasonal Projects <u>Key Skills:</u> Designing a junk model boat Using knowledge from exploration to inform design. Making a boat that floats and is waterproof, considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating how the shapes and structure of a boat affect the way it moves.	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.

	<u>Key Knowledge</u> Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. Texture: Simple terms to describe what something feels like (eg. bumpy). Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'. Seasonal Crafts – Self Portraits, Class Tree, photographic portraits, collaborative artwork.	Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model. <u>Key Knowledge:</u> To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model. <u>Seasonal Crafts -</u> Bonfire/Fireworks pictures, Christmas Crafts (tree decorations, cards), Advent stained glass windows.	Say if they like an artwork or not and begin to form opinions by explaining why. <u>Key Knowledge:</u> Colour: The names of a wide range of colours. Colour: Colours can be mixed to make new colours. Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. Texture: Simple terms to describe what something feels like (eg. bumpy). <u>Seasonal Crafts –</u> Chinese New Year, daffodil/blossom/nature artwork	<u>Key Knowledge:</u> To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object. <u>Seasonal Crafts –</u> Easter Crafts, Mother Day Cards, Eid artwork	<u>Key Knowledge:</u> Form: Modelling materials can be shaped using hands or tools. Texture: Simple terms to describe what something feels like (eg. bumpy). <u>Seasonal Crafts –</u> Nature art work, observational drawings, Artwork for Class Collective Worship (dove, flames)	<u>Key Knowledge:</u> To know that 'waterproof' materials are those which do not absorb water. To know that some objects float and others sink. To know the different parts of a boat. <u>Seasonal Crafts –</u> Fathers Day Cards, animal pictures.	
Being imaginative and Expressive	Kapow: Exploring Sound <u>Key Skills:</u> To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion	Kapow: <u>Key Skills:</u> To perform in the Nativity play To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	Kapow: Music and Movement To move in time to music To learn dance routines To join in with whole school singing assemblies To begin to create resources for role play	Kapow To learn and perform a poem To join in with whole school singing assemblies To associate genres of music with characters and stories To create and resources for role play	Kapow: Musical Stories To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well known stories To create narratives based around stories To perform in a class assembly	Kapow To listen to poems and create their own To join in with whole school singing assemblies To invent their own narratives, making resources to support	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.

	To use costumes and resources to act out narratives						
Implementation	We use Kapow Art and Design, Design and Technology and Music to enrich our EAD curriculum by teaching essential foundational skills that support creativity, problem-solving and exploration, while ensuring a clear progression that continues seamlessly into Year 1 and Year 2.						
	Art (Kapow) Marvellous Marks & seasonal projects DT (Kapow) Junk Modelling Music (Kapow) Exploring music	Art (Kapow) Paint my world DT (Kapow) Textiles & Easter decoration (seasonal project) Music (Kapow) Music and Movement			Art (Kapow) Creation Station DT (Kapow) Sculptures & boats (Kapow) Musical Stories		