



## EYFS Curriculum Overview 2025-2026

Miss Stanley

Area of Learning	Autumn 1- Marvellous Me!	Autumn 2 – What a Wonderful World	Spring 1- People Who Help Us	Spring 2- Into the Woods	Summer 1- Mad about Minibeasts	Summer 2- Amazing Animals
<b>Possible Themes/Interests/Lines of Enquiry</b>  <i>NB: These are possible themes and may be adapted at various points to allow for children's interests and lines of enquiry to flow through the provision</i>	All About Me My Summer My Family My Body My Birthday My House/ home My Pets Autumn Halloween Harvest	Autumn/winter Stick Man Remembrance day Fireworks/ bonfire night/ Guy Fawkes/ Gunpowder Plot Christmas/Father Christmas Nativity story Christmas around the world	Winter Stories featuring a 'good character' and a 'bad character'. People who help us: - Firefighters - Doctors/Nurses - Police - Builders - Postal workers - Dentist	Spring Pancake Day Lent Easter Traditional tales e.g. Goldilocks and the 3 bears, Little Red Riding Hood.	Life cycles – Frog/butterfly/chick Local Area Planting/Gardening	Summer Animals around the world Hot and cold places Continents Habitats
<b>Child initiated learning opportunities</b>						
<b>Possible events involving parents/ visitor opportunities/enrichment events</b>	Settling in Curriculum information presentation for parents. Activities with Year 6 buddies Chatterbags – show and tell opportunities Open classroom sessions Autumn walk Links with local community- Vet/doctor/hairdresser/ farmer visit? Harvest festival at the church Parents evening	Open classroom sessions Parent visitor- different faiths and cultures Christingle Service at the church Nativity production for parents Pantomime trip	Parent visitors/links- people who help us Links with local community- Police, Firefighters, Doctors, Dentist Woodland visits – parent helpers Parents share a story	Woodland Visits– parent helpers Easter cake making Pancake making Science week Parents share a story	Woodland Visits- Parent helpers Bee keeper visit Minibeast hunt – Isleham Orchard- Parent helpers Butterfly life cycle experience.	Woodland visits - Parent helpers Possible farm trip Sports day – parents welcome Summer end of year reports Transition day to Year 1
<b>British values</b>	<b>Promoting British Values in Reception</b> <ul style="list-style-type: none"> <li><b>Democracy:</b> Throughout the year, children will be encouraged to express their opinions during circle time, vote on activities or books, and contribute to class decisions, fostering a sense of democracy. Opportunities will be provided for children to take on leadership roles within daily routines.</li> <li><b>Rule of Law:</b> The importance of rules and why they matter will be a recurring theme in class discussions. Classroom rules will be established together with the children at the start of the year, and reminders will be given during daily routines to help children understand and follow them.</li> <li><b>Individual Liberty:</b> Children will be supported in making choices during free play and choosing activities that interest them. The environment will be structured to allow children the freedom to explore and express themselves within safe boundaries.</li> </ul>					

		<ul style="list-style-type: none"> <li>• <b>Mutual Respect and Tolerance:</b> Stories, role play, and discussions about different cultures, traditions, and beliefs will be integrated into the curriculum. Activities like celebrating diverse festivals and learning about different family structures will help children develop respect and tolerance for others.</li> </ul>				
<b>Characteristics of Effective Teaching and Learning</b>		<p><b>Characteristics of Effective Teaching and Learning</b> underpin all areas of development. In Reception we ensure children are given opportunities to:</p> <ul style="list-style-type: none"> <li>• <b>Playing and Exploring:</b> engage in open-ended play, take risks, investigate and ‘have a go’ in both adult-led and child-initiated contexts.</li> <li>• <b>Active Learning:</b> show resilience when faced with challenge, keep trying, and celebrate their achievements.</li> <li>• <b>Creating and Thinking Critically:</b> make choices, plan and test ideas, solve problems, and reflect on their learning.</li> </ul> <p>These characteristics are promoted across continuous provision, adult-led teaching, and enrichment experiences throughout the year.</p>				
<b>Communication and Language</b>  <i>Communication and Language skills are nurtured continuously throughout the year through high-quality interactions and a range of engaging activities. These include group discussions, circle times, PSHE sessions, storytelling, singing, and show and tell. Where appropriate, targeted speech and language interventions will be implemented to support individual needs. Additionally, children will have opportunities to participate in productions and presentations for parents, enhancing their confidence and expressive abilities. Collaboration with parents will further reinforce language development, ensuring that learning extends beyond the classroom and into the home environment.</i>	<b>Listening and attention</b>	Engage and listen during story times.	Continue engaging in story times with increased attention and recall	Continue to engage and contribute to story times- showing deeper comprehension.	Continue to engage and contribute to story times- showing deeper comprehension and sustained attention	Continue to engage and contribute to story times- showing deeper comprehension and sustained attention.
	<b>Speaking</b>	<p>Listen to rhymes and songs, paying attention to how they sound.</p> <p>Begin to learn rhymes and songs off by heart.</p> <p>Listen carefully to teachers and peers.</p> <p>Participate and listen to others in one-to-one or small group sessions.</p> <p>Begin to show understanding of prepositions such as under, on top, behind by carrying out an action.</p> <p>Maintain attention during short stories or group discussions/activities, even with background noise.</p>	<p>Engage in non-fiction texts (linked to topics such as seasonal changes, celebrations) and begin to learn new vocabulary.</p> <p>Listen to rhymes and songs, paying attention to how they sound.</p> <p>Continue to learn rhymes and songs off by heart.</p> <p>Listen carefully to teachers and peers.</p> <p>Listen with focus to group discussions and carpet inputs.</p> <p>Explain why listening is important.</p> <p>Respond appropriately to peers and adults during conversations.</p> <p>Begin to follow two-step instructions using prepositions (e.g. “Put the bear on top of the box, then close the lid”)</p>	<p>Engage in non-fiction texts (linked to topics such as people who help in our community or woodland/seasonal) and begin to learn and use new vocabulary.</p> <p>Re-read and re-select stories for pleasure.</p> <p>Link events in fiction to their own personal experiences.</p> <p>Link events in non-fiction and talk about them relating it to their own world experiences.</p> <p>Listen to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, songs and poems off by heart.</p> <p>Listens and responds to peers and adults.</p> <p>Begin to engage in back-and-forth conversations with peers and adults</p> <p>Begin to ask and understand who, where, and when questions</p> <p>Continue to follow two-step instructions</p> <p>Begin to follow three-step instructions involving objects, positions, and actions.</p>	<p>Engage in non-fiction texts (linked to topics such as minibests) and begin to learn and use new vocabulary.</p> <p>Continue to re-read and re-select stories for pleasure</p> <p>Learn rhymes, poems and songs to perform to others.</p> <p>Have 2-channelled attention (listen + do)- Maintain attention while engaging in another task</p> <p>Follow multi-step instructions independently (3–4 steps).</p>	<p>Engage in non-fiction texts (linked to topics such as other countries) and begin to learn and use new vocabulary.</p> <p>Learn rhymes, poems and songs to perform to others.</p> <p>Engage in back-and-forth conversations</p> <p>Ask and answer a range of questions.</p> <p>Follow multi-step instructions independently (3–4 steps).</p>
		<p>Develop social phrases (e.g. “Good morning”, “Please can I...”)</p> <p>Begin to learn and apply new vocabulary.</p> <p>Begin to develop speaking in full sentences (e.g. “I</p>	<p>Expand and use new vocabulary in varied contexts.</p> <p>Use complete sentences in everyday talk (with adult modelling and support)</p>	<p>Develop social phrases ‘How are you? Can I help you?’</p> <p>Expand and use new vocabulary in varied contexts throughout the day, including in play.</p> <p>Use complete sentences when talking and begin to use correct tense.</p> <p>Creating narratives within own play.</p> <p>Describe events in some detail and in correct sequence</p>	<p>Expand and use new vocabulary in varied contexts throughout the day including in play.</p> <p>Use the correct tense most of the time when talking and engaging in conversation</p> <p>Creating narratives within own play.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Uses intonation showing an awareness of the listener</p> <p>Connect one idea to another using a range of connectives</p>

		<p>want the red car.”) (with adult modelling and support) Connect one idea to another using the word ‘and’.</p>	<p>Speak confidently one-to-one, in small group activities and in role play.</p> <p>Begin to describe events in some detail (e.g. "We went to the park and saw leaves falling")</p> <p>Continue connecting ideas using ‘and’ and begin to use ‘because’</p> <p>Begin to re-tell familiar stories, sometimes using the exact words from the text (repeated language books)</p> <p>Begin to use talk to solve problems by thinking out loud</p>	<p>Connect one idea to another using ‘and’, ‘because’ and ‘but’</p> <p>Re-tell a story that is familiar to them using some exact words and phrases</p> <p>Begin to ask and answer who, where and when questions.</p> <p>Begin to explain how things work or why they might happen, using sentence starters like “I think that…” or “Maybe it’s because…” with adult modelling and support.</p>	<p>Connect one idea to another using a range of connectives</p> <p>Talk about stories that have been read to them and those that they have read</p> <p>Ask questions beginning with “why” and “how”.</p> <p>Continue to use talk to solve problems by thinking out loud, independently applying reasoning in everyday situations.</p>	<p>Ask and answer a range of questions.</p> <p>Use talk to organise, sequence, and clarify thinking, ideas, feelings, and events</p> <p>Speak confidently in larger group discussions and to an audience</p>
	<b>STATUTORY EDUCATIONAL PROGRAMME</b>	<p>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.</p>				
	<b>ELGs</b>	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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.</li> </ul>				
	<b>Preparing for year 1 and beyond</b>	<p>Communication and Language in EYFS lays the foundation for the National Curriculum Spoken Language goals by developing children’s confidence, listening, and speaking skills. Through daily opportunities for discussion, storytelling, questioning, and role play, children learn to listen carefully, respond appropriately, ask questions, and express their thoughts clearly in full sentences. They build a rich vocabulary, use talk to solve problems and explain ideas, and begin to adapt how they speak depending on the situation. These early experiences prepare children to speak confidently, participate in conversations, explain their thinking, and engage with others effectively as they move into Key Stage 1.</p>				



<p><b>Personal, Social and Emotional Development</b></p> <p><i>Throughout the year, children will develop their personal, social, and emotional skills through a variety of structured and unstructured activities. These will include circle times, Woodland sessions, PE lessons, social stories, show and tell, group and paired activities, and buddy time. These experiences are designed to promote self-regulation, confidence, resilience, and positive relationships, fostering a supportive environment where children learn to work cooperatively, express their emotions, and develop independence in managing their own needs.</i></p>	<p><b>*Cambridgeshire Scheme</b></p>	<p><b>*Myself and My Relationships 1</b> Beginning and Belonging</p> <ul style="list-style-type: none"> <li>- How am I special and what is special about other people in my class?</li> <li>- What have I learnt to do and what would I like to learn next?</li> <li>- Who and how do we ask for help if we need it?</li> <li>- How do we welcome new people to our class?</li> <li>- How does people's behaviour, make other people feel?</li> <li>- How can I show respect in my classroom?</li> <li>- How can I play and work well with others?</li> </ul> <p><b>*Myself and My Relationships 2</b> My Family and Friends</p> <ul style="list-style-type: none"> <li>- Who is special to me and why are they special?</li> <li>- Who is my family and how do we care for each other?</li> <li>- What makes a good friend? How can I be a good friend?</li> <li>- How do I make new friends?</li> <li>- How can I make up with friends when I have fallen out with them?</li> <li>- Do I know what to do if someone is unkind to me?</li> </ul>	<p><b>*Citizenship 1</b> Identities and Diversity</p> <ul style="list-style-type: none"> <li>- How am I similar and different to other children in my class?</li> <li>- Who are the people in my family, and who are the people in other families?</li> <li>- What are some of the similarities and differences in the way people including families live their lives?</li> <li>- How do different people and families have special beliefs and customs that are important to them?</li> <li>- How can we value different types of people including what they believe in and how they live their lives?</li> <li>- How do we celebrate what we believe in and how is this different for different people?</li> </ul>	<p><b>*Healthy and Safer Lifestyles 3</b> Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>- What can I do to help keep my body healthy?</li> <li>- What foods do I like or dislike?</li> <li>- Why is different food and drink good for our bodies to stay healthy and well?</li> <li>- What is exercise is and why is it good for us?</li> <li>- Why is rest and sleep good for us?</li> <li>- How can I make healthier choices about healthy living?</li> </ul>	<p><b>*Myself and My relationships 3</b> My Emotions</p> <ul style="list-style-type: none"> <li>- Can I recognise and talk about my feelings? Can I recognise emotions in other people and say how they are feeling?</li> <li>- Do I know what causes different emotions in myself and other people?</li> <li>- How do I and others feel when things change?</li> <li>- Do I know simple ways to make myself feel better?</li> <li>- How can I help to make other people feel better?</li> </ul>	<p><b>*Citizenship 2- Me and My World</b></p> <ul style="list-style-type: none"> <li>- Who are the people who help to look after me at my school?</li> <li>- How can I help to look after my school environment?</li> <li>- How can I help to care for my things at home?</li> <li>- Where do I live and what are the different places and features in my neighbourhood?</li> <li>- Who are the people who live and work in my neighbourhood including people who help me?</li> <li>- How can we look after the local neighbourhood and keep it special for everybody?</li> <li>- What do animals and plants need to live and how can I help to take care of them?</li> <li>- What is money and why do we need it?</li> <li>- How can I look after my money?</li> <li>- What happens if I do not have enough money to pay for something?</li> </ul>	<p><b>*Healthy and Safer Lifestyles 1</b> My Body and Growing Up</p> <ul style="list-style-type: none"> <li>- What can my body do?</li> <li>- What does my body look like and what are my body parts called?</li> <li>- What differences and similarities are there between our bodies?</li> <li>- How has my body changed as it has grown?</li> <li>- How can I look after my body and keep it clean?</li> <li>- Who are the members of my family and trusted people who look after me?</li> <li>- How am I learning to take care of myself and what do I still need help with?</li> <li>- How do I feel about growing up?</li> </ul> <p><b>*Healthy and Safer Lifestyles 2</b> Keeping Safe (Including Drug Education)</p> <ul style="list-style-type: none"> <li>- Who are trusted adults who help to keep me safe?</li> <li>- What risks are there in school and its grounds?</li> <li>- Do I understand simple safety rules for when I am at home, at school and when I am out and about?</li> <li>- What strategies can I use if I get lost?</li> <li>- Where is a safe place to play?</li> <li>- What are the names of my body parts?</li> <li>- What is a safe touch?</li> <li>- What is a secret?</li> <li>- Can I be assertive and say 'No!' if I</li> </ul>
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							<p>feel unsafe or unsure about something?</p> <ul style="list-style-type: none"> <li>- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset?</li> <li>- How do I stay safe near roads?</li> <li>- What are harmful substances?</li> <li>- What goes on to and into my body and who puts it there?</li> <li>- What are medicines and why do people use medicines?</li> <li>- What are the safety rules relating to medicines and who helps me with these?</li> </ul>
	<b>Self-regulation</b>	<p>Begin to follow classroom rules and routines</p> <p>Begin to adapt to changes and expectations at different times of the day</p> <p>Talk about their likes and dislikes</p> <p>Talk about positives in their day</p> <p>Begin to express their feelings</p> <p>See themselves as a valuable individual</p>	<p>Begin to show an understanding of responsibility.</p> <p>Begin to settle into routines and show a level of confidence in following these.</p> <p>Express their needs and ask adults for help</p> <p>Begin to talk about feelings</p> <p>Begin to discuss how others are feeling in stories and real-life contexts</p> <p>Begin to use calming down strategies when faced with frustration</p> <p>Use supported opportunities to reflect on their learning and how they can challenge themselves and begin to show resilience.</p>	<p>Adjust their behaviour to different situations and can adapt with a new routine.</p> <p>Knowing that some behaviour is unacceptable</p> <p>Talk about how they are feeling and why</p> <p>Continue to think about the perspective of others in the classroom and in stories.</p> <p>Show resilience and perseverance in the face of a challenge</p> <p>Begin to reflect back on their learning.</p>	<p>Use feelings vocabulary to express a wider range of emotions and manage them effectively with increasing independence</p> <p>Continue to develop resilience and coping strategies when facing challenges.</p> <p>Describe how they are going to challenge themselves in their learning.</p>	<p>Use feelings vocabulary to express a wider range of emotions and manage them effectively with increasing independence</p> <p>Show resilience and perseverance in the face of a challenge</p> <p>Reflect back on their learning and think about their next steps.</p> <p>Describe themselves in positive but realistic terms</p>	<p>Show an understanding of their own and others feelings, being able to adapt their behaviour accordingly.</p> <p>Describe how they are going to challenge themselves in their learning</p> <p>Reflect back on their learning and think about their next steps.</p>
	<b>Managing self</b>	<p>Separate from parents/carers comfortably in the morning</p>	<p>Express their needs and ask adults for help</p>	<p>Express their needs and ask adults for help</p>	<p>Confident to speak about their own needs/opinions</p>	<p>Confident to speak about their own needs/opinions</p>	<p>Know and talk about factors that support their overall health and well-being, including healthy</p>

		Begin to learn how to tidy up	Wash their own hands and know when to do this throughout the day	Wash their own hands and know when to do this throughout the day	Begin to take more responsibility for their own self-care routines	Develop responsible and caring attitudes towards animals and plants	eating, sensible screen time, and regular physical exercise (PSHE unit)
		Wash their own hands and know when to do this throughout the day	Understanding their own needs- use the toilet and stay dry most of the time, dressing self, quench thirst.	Understanding their own needs- use the toilet and stay dry most of the time, dressing self, quench thirst.	Wash their own hands and know when to do this throughout the day	Wash their own hands and know when to do this throughout the day	Manage personal hygiene independently
		Understanding their own needs- use the toilet and stay dry most of the time, dressing self, quench thirst.	Discuss aspects of road safety and how to be a safe pedestrian- Explain how to cross a road safely- church trips/woods.	Talk about ways to live a healthy lifestyle (PSHE unit)	Understanding their own needs- use the toilet and stay dry most of the time, dressing self, quench thirst.	Understanding their own needs- use the toilet and stay dry most of the time, dressing self, quench thirst.	Show understanding of personal body parts, hygiene and safety (PSHE unit).
		Goal setting- plan, do, own learning.	Goal setting- plan, do, review own learning with adult support	Goal setting - New Year	Goal setting- plan, do, review own learning with increasing independence	Goal setting- plan, do, review own learning	Goal setting- plan, do, review own learning  Goal setting – Year 1
	Building relationships	Learn their teachers’ names and some of their peers’ names  Talk about their family  Begin to build relationships with adults and peers by sharing and talking to others  Begin to engage in parallel and associative play with support  Begin to take part in group activities and begin to develop turn-taking and teamwork skills	Develop the ability to make good friendships  Begin to show empathy by identifying how others might be feeling  Take part in group activities and develop turn-taking and teamwork skills  Begin to engage in cooperative play with support  Learn to value and respect similarities and differences between themselves and peers  Cooperate and resolve conflicts peaceably with adult support	Play with others and begin to invite others to join  Help other children when they are upset or facing a challenge  Collaborate and cooperate more confidently in group play and activities	Develop and build constructive and respectful relationships with peers and adults  Show empathy by understanding others’ feelings and perspectives  Collaborate and cooperate more confidently in group play and activities	Maintain constructive and respectful relationships with peers and adults  Cooperate and resolve conflicts peaceably.	
	STATUTORY EDUCATIONAL PROGRAMME	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.					
	ELGs	<b>Self-Regulation:</b> <ul style="list-style-type: none"><li>- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li><li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>- 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.</li></ul> <b>Managing Self:</b> <ul style="list-style-type: none"><li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <b>Building Relationships:</b>					



		<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>					
	<b>Preparing for year 1 and beyond</b>	<p>In Reception we lay the foundation for personal, social, and emotional development that will support a child's growth throughout their education. Our focus includes:</p> <ul style="list-style-type: none"> <li>• Building Relationships: Encouraging children to form positive relationships with peers and adults, promoting cooperative play and respect.</li> <li>• Self-Awareness and Self-Regulation: Helping children understand and manage their own emotions, recognise personal boundaries, and develop self-control.</li> <li>• Social Skills: Teaching turn-taking, sharing, and conflict resolution to support social interactions and emotional well-being.</li> <li>• Emotional Well-Being: Creating a nurturing environment to support children's security and resilience.</li> </ul> <p>In Y1-6 children, children continue to develop the personal, social, and emotional skills they started in Reception. This ongoing development is guided by the National Curriculum and supported by the Cambridgeshire Scheme of Work. Key areas of focus include helping children build and maintain positive relationships through group work and collaboration, manage their emotions and empathise with others, enhance their social skills like communication and teamwork, build resilience and self-esteem, and understand their role in the community to make positive choices. This approach ensures that the skills developed in early years are expanded upon throughout primary education.</p>					
<b>Physical Development</b>  <i>Children's gross and fine motor skills are developed daily through a variety of engaging activities. These include fine motor activities such as threading, cutting, weaving, and working with playdough, as well as mark making, drawing, and writing. Regular participation in Dough Disco, construction activities, outdoor play, and woodland sessions, all further enhance their coordination and strength. PE lessons are integrated throughout the year to build overall body control, balance, and agility, ensuring that children develop</i>	<b>*Get Set 4 PE</b>	<b>*Introduction to PE : Unit 1</b> <ul style="list-style-type: none"> <li>- I can demonstrate balance.</li> <li>- I can make independent choices.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I play co-operatively and take turns with others.</li> <li>- I use movement skills with developing balance and co-ordination</li> </ul>	<b>*Fundamentals (Unit 1)</b> <ul style="list-style-type: none"> <li>- I am confident to try new challenges.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I play co-operatively, take turns and encourage others.</li> <li>- I play games honestly with consideration of the rules.</li> <li>- I use movement skills with developing balance and co-ordination when playing games.</li> </ul>	<b>*Gymnastics (Unit 1)</b> <ul style="list-style-type: none"> <li>- I am confident to try new challenges.</li> <li>- I can combine movements, selecting actions in response to the task and apparatus.</li> <li>- I can confidently and safely use a range of large and small apparatus.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</li> <li>- I work co-operatively with others and take turns.</li> </ul>	<b>*Dance (Unit 1)</b> <ul style="list-style-type: none"> <li>- I am confident to try new challenges and perform in front of others.</li> <li>- I can combine movements fluently, selecting actions in response to the task.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I show respect towards others when providing feedback.</li> <li>- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</li> </ul>	<b>*Games (Unit 1)</b> <ul style="list-style-type: none"> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I play co-operatively, take turns and encourage others.</li> <li>- I play games honestly with consideration of the rules.</li> <li>- I show an understanding of my feelings and can regulate my behaviour.</li> <li>- I use ball skills with developing competence and accuracy.</li> <li>- I use movement skills with developing balance and co-ordination.</li> </ul>	<b>*Ball Skills (Unit 1)</b> <ul style="list-style-type: none"> <li>- I can make independent choices.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I persevere when trying new challenges.</li> <li>- I play ball games with consideration of the rules.</li> <li>- I play co-operatively and take turns with others.</li> <li>- I use ball skills with developing competence and accuracy.</li> </ul>
	<b>Gross motor</b>	Revise and develop their fundamental skills- rolling, crawling, walking, jumping, running, hopping, skipping, climbing  To begin to focus on balance and movement	Revise and develop their fundamental skills- rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Moves freely in a variety of different ways  To develop strength, balance and coordination	Revise and develop their fundamental skills- rolling, crawling, walking, jumping, running, hopping, skipping, climbing  To further develop strength, balance and coordination  Begin to combine movements.  Developing confidence, control and grace of movement  Pour their own milk	Set up obstacle courses to develop their overall body strength, balance, co-ordination and agility  Demonstrates increasing control over objects  Develop and refine ball skills which may include throwing, catching, kicking, and passing, batting and aiming.  Sports Day		

<i>the physical skills necessary for their future learning and well-being.</i>		<p>To sit upright on the carpet.</p> <p>To stand upright in a line.</p> <p>To show a preference for a dominant hand.</p> <p>Use upper body strength to sit in a chair at a table.</p> <p>Opportunities to safely explore the outside climbing equipment</p> <p>Negotiate space and obstacles safely</p>	<p>To manipulate a range of tools and equipment in a dominant hand.</p> <p>Opportunities to safely explore the outside climbing equipment</p> <p>To develop spatial awareness.</p>		<p>Talk about aspects of water safety</p>
	<b>Fine motor</b>	<p>To show a preference for a dominant hand</p> <p>Develop fine motor strength, coordination, and control to support writing readiness.</p> <p>Use scissors correctly and safely</p> <p>To begin to form some recognisable letters independently.</p> <p>Begin to learn to hold a knife, fork and spoon correctly</p> <p>To hold tools like paintbrushes.</p> <p>To manipulate malleable materials like clay and playdough</p> <p>Begin to complete threading activities</p> <p>Use tweezers to complete activities</p>	<p>Begin to use a tripod grip when holding a pencil</p> <p>Use scissors correctly and safely</p> <p>To continue to form some recognisable letters independently.</p> <p>To continue to learn to hold a knife, fork and spoon correctly</p> <p>Use a paint brush correctly.</p> <p>Thread with increasing accuracy.</p> <p>Using tweezers to pick up and move smaller items.</p>	<p>Use a tripod grip when holding a pencil - demonstrate and practise in independent activities</p> <p>Develop strength and posture needed for writing (90-90-90–90-degree angle at the feet/ankles, at the knees and at the elbows.)</p> <p>Use scissors correctly and safely with increasing accuracy.</p> <p>To begin forming most letters correctly and independently.</p> <p>Begin to show some care and accuracy whist drawing.</p> <p>Begin to learn to use a knife and fork to cut own food.</p> <p>Use small paint brushes to add details to paintings</p> <p>Use a range of fine motor tools with increasing accuracy.</p>	<p>Correctly hold a pencil and use it with good control and pressure independently.</p> <p>Use scissors correctly and safely with increasing accuracy.</p> <p>Correctly forming most letters from the 26 in the alphabet</p> <p>To continue to show some care and accuracy whist drawing.</p> <p>Confidently use a range of small tools, including pencils, pens, scissors, paintbrushes and cutlery.</p>
	<b>STATUTORY EDUCATIONAL PROGRAMME</b>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives11. 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.</p>			



	<b>ELGs</b>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
	<b>Preparing for year 1 and beyond</b>	<p>In Reception we lay the foundation for physical development that will support a child's growth throughout their education. Our focus includes:</p> <ul style="list-style-type: none"> <li>• Gross Motor Skills: Engaging in activities like climbing, running, and balancing to develop coordination, strength, and overall physical fitness.</li> <li>• Fine Motor Skills: Using playdough, threading, cutting, and drawing to enhance dexterity and hand-eye coordination.</li> <li>• Other Physical Activities: Incorporating movement through outdoor play, PE sessions, and structured physical exercises.</li> </ul> <p>In Years 1-6 children continue to build on the physical skills developed in Reception. This progression includes:</p> <ul style="list-style-type: none"> <li>• Improving Gross Motor Skills: Participating in team sports, dance, and physical education lessons to enhance coordination, strength, and fitness.</li> <li>• Refining Fine Motor Skills: Engaging in tasks like writing, using a variety of tools, and detailed art activities to further develop hand-eye coordination and precision.</li> <li>• Varied Physical Activities: Opportunities for children to engage in diverse physical activities, promoting overall health, fitness, and enjoyment of physical exercise, supporting overall well-being.</li> <li>• Building Physical Confidence: Encouraging participation in a range of physical activities to boost confidence, resilience, and a positive attitude towards physical education.</li> </ul>					
<b>Literacy</b>  <i>Children's literacy skills are developed through a variety of focused activities throughout the year. They will be encouraged to link letters and sounds to begin reading and writing. Access to a diverse range of reading materials will support their language comprehension and ignite their interest in stories and texts. Cross-curricular opportunities will be provided to practice mark-making and writing, using different tools and resources to enhance their skills. Daily phonics sessions will reinforce their</i>	<b>*Little Wandle Phonics</b>	<ul style="list-style-type: none"> <li>- Week 1 s a t p</li> <li>- Week 2 i n m d</li> <li>- Week 3 g o c k (tricky word: is)</li> <li>- Week 4 c k e u r (tricky word: I)</li> <li>- Week 5 h b f l (tricky word: the)</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 ff ll ss j (tricky words: put* pull* full* as)</li> <li>- Week 2 v w x y (tricky words: and has his her)</li> <li>- Week 3 z zz qu + words with s /s/ added at the end (hats sits) ch (tricky words: go no to into)</li> <li>- Week 4 sh th ng nk (tricky words: she push* he of)</li> <li>- Week 5 words with s /s/ added at the end (hats sits) + words ending s /z/ (his) and with s /z/ added at the end (bags) (tricky words: we me be)</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 ai ee igh oa</li> <li>- Week 2 oo <b>oo</b> ar or (tricky words: was you they)</li> <li>- Week 3 ur ow oi ear (tricky words: my by all)</li> <li>- Week 4 air er words with double letters: dd mm tt bb rr gg pp ff (tricky words: are sure pure)</li> <li>- Week 5 longer words</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</li> <li>- Week 2 review Phase 3: er air words with double letters longer words</li> <li>- Week 3 words with two or more digraphs</li> <li>- Week 4 longer words, words ending in –ing, compound words</li> <li>- Week 5 longer words, words with s in the middle, /z/ s words ending –s words with –es at end /z/</li> </ul> <p>No new tricky words Review all taught so far Secure spelling</p>	<ul style="list-style-type: none"> <li>- Week 1 short vowels CVCC (tricky words: said so have like)</li> <li>- Week 2 short vowels CVCC CCVC (tricky words: some come love do)</li> <li>- Week 3 short vowels CCVCC CCCVC longer words (tricky words: were here little says)</li> <li>- Week 4 longer words compound words (tricky words: there when what one)</li> <li>- Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est (tricky words: out today)</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 long vowel sounds CVCC CCVC</li> <li>- Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</li> <li>- Week 3Phase 4 words ending –s /s/ Phase 4 words ending –es longer words</li> <li>- Week 4root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d</li> <li>- Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words</li> </ul> <p>No new tricky words Review all taught so far Secure spelling</p>
	<b>Comprehension</b>	<p>Begin to understand the structure of a story</p> <p>Show interest in characters and story settings through discussion, small world and role play</p>	<p>Begin to recall and sequence key events from a familiar story with support</p> <p>Join in with familiar rhymes, songs and story phrases</p>	<p>Show interest and enjoyment in a range of books, including fiction and non-fiction</p> <p>Show an increasing understanding of short, familiar texts by answering simple questions</p> <p>Creating own narratives or parts of narratives e.g. changing the ending</p>	<p>Express preferences for stories, poems, and books</p> <p>Retell familiar stories in sequence using story language</p> <p>Show understanding by drawing, acting, or discussing a story</p> <p>Begin to make predictions and link to own experiences</p>		

<i>understanding of letter-sound relationships, while reading with an adult at least three times a week will foster fluency and comprehension.</i>			Show understanding of short, familiar texts by answering simple questions			
	<b>Word Reading</b>	<p>Games involving environmental and instrumental sounds, body percussion (clapping), syllables, rhythm &amp; rhyme, alliteration, oral blending and segmenting (e.g. can you find your b-a-g?)</p> <p>Begin learning single letter sounds following Little Wandle.</p> <p>Recognition of own name</p> <p>Awareness of print in the environment</p> <p>Hear and say initial sounds in words</p> <p>Understand that we read stories from left to right and from the top to the bottom</p> <p>Show interest in reading a range of books and take pleasure in exploring content in books</p> <p>Segment and blend sounds in simple CVC words with adult support</p> <p>Begin to learn and read some tricky words.</p>	<p>Continue with Little Wandle progression.</p> <p>Awareness of print-words/graphemes/numbers</p> <p>Blend phonemes with increasing independence to read CVC words</p> <p>Read some letter groups that represent one sound and say sounds for them (digraphs)</p> <p>Continue and identify rhyming strings</p> <p>Begin to read simple captions and short sentences using taught sounds and tricky words</p> <p>Read decodable books that match their phonics stage</p> <p>Continue building bank of tricky word knowledge</p>	<p>Continue with Little Wandle progression.</p> <p>Read some letter groups that represent one sound and say sounds for them. (digraphs and trigraphs)</p> <p>Read phonically decodable books that match their stage in phonics with growing confidence including known tricky words.</p> <p>Read CVC, CCVC, and CVCC words</p> <p>Continue to develop recognition of tricky words</p>	<p>Continue with Little Wandle progression.</p> <p>Read some letter groups that represent one sound and say sounds for them. (digraphs and trigraphs)</p> <p>Confidently decode unfamiliar words using phonic knowledge</p> <p>Read words and sentences with fluency and intonation</p> <p>Demonstrate reading stamina with longer decodable texts/increased length of guided sessions.</p> <p>Begin to self-correct when a word doesn't make sense</p> <p>Read a wider range of tricky words on sight</p>	
	<b>Writing</b>	<p>Letter formation in line with Little Wandle daily lessons.</p> <p>Talk about the marks they have made and what they represent</p> <p>Can copy some letters and write their name</p> <p>Begin oral blending and segmenting in preparation for early word writing</p>	<p>Letter formation in line with Little Wandle daily lessons.</p> <p>Segmenting CVC words and attempting to write them using phonics that have already been taught</p> <p>Write their own name with the letters in the correct order</p> <p>Write labels with some known graphemes</p>	<p>Letter formation in line with Little Wandle daily lessons.</p> <p>To read and write capital letters following Little Wandle progression.</p> <p>Write their own name with the letters in the correct order</p> <p>Spell words by identifying sounds in them and representing the sounds</p>	<p>Letter formation in line with Little Wandle daily lessons.</p> <p>To read and write capital letters following Little Wandle progression.</p> <p>Spell words by identifying sounds in them and representing the sounds with letters with increasing accuracy</p>	<p>To read and write capital letters following Little Wandle progression.</p> <p>Use known phonemes and tricky words in their writing</p> <p>Make phonetically plausible attempts at writing more complex words</p> <p>Use phonic knowledge to write words and simple sentences independently.</p> <p>Use basic punctuation with greater independence</p> <p>Re-read writing to check it makes sense</p>

		Begin to write initial sounds in words  Segmenting CVC words and attempting to write them using phonics that have already been taught	Orally form and rehearse simple phrases  Begin to write short phrases with support.  Writing known tricky words following LW progression.	with letters with increasing accuracy  To write CVC, simple words, simple phrases and own labels.	Orally form and rehearse simple sentences  Begin to write short sentences with support with a capital letter and full stop.  Can read writing back to themselves.		
	STATUTORY EDUCATIONAL PROGRAMME	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).					
	ELGs	<b>Comprehension</b> <ul style="list-style-type: none"><li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>- Anticipate – where appropriate – key events in stories.</li><li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li></ul> <b>Word Reading</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>- Write recognisable letters, most of which are correctly formed.</li><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>- Write simple phrases and sentences that can be read by others.</li></ul>					
	Preparing for year 1 and beyond	<p>In Reception we establish the foundation for literacy development crucial for future learning. Our focus includes:</p> <ul style="list-style-type: none"><li>• Phonics and Early Reading: Daily systematic phonics sessions help children learn letter-sound relationships and develop early reading skills. Little Wandle supports this.</li><li>• Early Writing Skills: Children explore mark-making, drawing, and early writing activities to develop fine motor control and pre-writing skills. By the end of Reception, children begin writing simple sentences, preparing for Year 1. Little Wandle supports this.</li><li>• Exposure to Books: Access to a range of books fosters comprehension, imagination, and a love of reading. Little Wandle supports this.</li><li>• Storytelling and Vocabulary: Storytelling, rhymes, songs, and discussion enhance vocabulary, narrative understanding, and communication skills.</li></ul> <p>In Year 1, children continue to develop their literacy skills in line with the National Curriculum:</p> <ul style="list-style-type: none"><li>• Phonics and Reading Fluency: Expanding phonics knowledge to improve reading fluency and comprehension. Little Wandle supports this.</li><li>• Developing Writing Skills: Writing simple sentences and a range of text types with correct spelling, punctuation, and grammar. Little Wandle supports this.</li><li>• Vocabulary Development: Increasing vocabulary through reading and targeted exercises to improve expression and understanding. Little Wandle supports this.</li><li>• Reading Comprehension: Learning to retrieve information, make predictions, and discuss stories. Little Wandle supports this.</li></ul> <p>From Year 2 onwards, children consolidate and expand their literacy abilities to meet National Curriculum expectations within each year group:</p> <ul style="list-style-type: none"><li>• Reading Fluency and Comprehension: Developing confidence in reading a range of texts, including fiction, non-fiction, and poetry. Skills include inference, retrieval, prediction, and discussion.</li><li>• Writing Development: Composing structured texts for different purposes (narrative, report, persuasive) with correct spelling, punctuation, grammar, and paragraphing.</li><li>• Vocabulary Expansion: Building subject-specific and general vocabulary to enhance comprehension and written expression.</li><li>• Critical Reading and Discussion: Interpreting, analysing, and discussing texts to strengthen understanding and reasoning skills.</li></ul>					
Mathematics  Mathematics skills are nurtured	*White Rose	Match, sort and compare  Talk about measure and patterns	It’s me 1, 2, 3  Circles and triangles	Alive in 5  Mass and capacity	Building 9 and 10  Explore 3D shapes	To 20 and beyond  How many now?	Visualise, build and map  Make connections



<p>throughout the year by providing children with varied opportunities to develop and refine their understanding. They will engage in activities focused on counting, recognising, and using numbers up to 10, and will also work on verbally counting beyond 20. Children will observe and create number patterns, and solve simple addition and subtraction problems to build their calculation skills. They will explore concepts related to shape, space, and measure. Mathematical experiences are integrated across all areas of the learning environment, ensuring that children encounter and apply mathematical concepts in diverse and meaningful contexts throughout the day.</p>			<p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Growing 6, 7, 8</p> <p>Length, height and time</p>		<p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p>	<p>Consolidation</p>
	<b>Number</b>	<p>Develop an understanding of quantity through comparing groups of objects.</p> <p>Use the language of more, fewer, and same when discussing groups.</p> <p>Begin to match numerals to quantities (0–3).</p> <p>Use mathematical language to compare size, mass, and capacity (e.g. bigger, smaller, heavier, lighter).</p>	<p>Recognise, subitise, and count reliably to 3.</p> <p>Match numeral to quantity up to 3.</p> <p>Understand the concept of “1 more” and “1 less” using objects.</p> <p>Identify and count sides and corners of simple 2D shapes.</p> <p>Use mathematical language to describe and compare shapes.</p> <p>Develop counting skills to 5 with accuracy and 1:1 correspondence.</p> <p>Represent numbers in different ways (marks, fingers, manipulatives).</p> <p>Begin to explore number bonds within 5.</p> <p>Recognise and describe squares and rectangles.</p> <p>Count and compare shape properties: 4 sides, 4 corners.</p>	<p>Secure understanding of number to 5, including bonds and composition.</p> <p>Subitise and represent numbers in multiple structured formats.</p> <p>Count, represent and order numbers 6 to 8.</p> <p>Combine two groups to find the total (early addition).</p> <p>Explore doubles up to 8 and number bonds to 8.</p> <p>Use comparative language for length and height.</p> <p>Order 2–3 objects by measurable attributes.</p>	<p>Count and represent numbers 9 and 10.</p> <p>Secure understanding of number bonds to 10.</p> <p>Use ten frames and part-whole models to explore composition.</p> <p>Recognise and describe 3D shapes, including counting faces and edges.</p> <p>Compare features using appropriate mathematical vocabulary.</p>	<p>Count reliably beyond 10 to 20 and represent teen numbers as 10 and some more.</p> <p>Match numerals to quantities up to 20.</p> <p>Use base-ten language and structure.</p> <p>Count on/back from a known number.</p> <p>Understand how quantities change when more is added or taken away.</p> <p>Explore multiple compositions of a number.</p> <p>Share quantities equally into groups.</p> <p>Count in equal steps (early understanding of multiplication and division).</p> <p>Use grouping to count more efficiently.</p>	<p>Use positional and ordinal language (first, second, in front, behind).</p> <p>Understand simple directions and movement using number-linked steps.</p> <p>Apply known number facts across contexts (e.g. time, measure, shape).</p> <p>Consolidate counting, comparing, representing and calculating within 10 and 20.</p>
	<b>Numerical Patterns</b>	<p>Sort and classify objects by attributes (size, shape, colour).</p> <p>Recognise and justify groupings based on observable features (early pattern awareness).</p>	<p>Begin to compose and decompose numbers up to 3 using visual and physical models.</p> <p>Notice how numbers can be represented in different structured ways (e.g. fingers, dice, ten frames).</p>	<p>Begin to notice patterns in quantity when comparing capacity and mass.</p> <p>Sort and order based on measurable attributes (e.g. heaviest to lightest).</p> <p>Recognise and describe growing number patterns.</p>	<p>Explore and discuss even and odd numbers.</p> <p>Recognise number structures (e.g. 5 and 5, 6 and 4) and how they form 10.</p> <p>Create patterns using 3D shapes.</p>	<p>Continue and identify counting patterns beyond 10 (e.g. counting in 2s, 5s).</p> <p>Recognise stable patterns in number sequence</p> <p>Recognise number change patterns (e.g. what happens when 1 more is added).</p>	<p>Create and describe patterns in physical structures (e.g. models, maps).</p> <p>Spot and predict patterns in building and spatial layouts.</p>

		<p>Recognise, continue, and create simple repeating patterns (AB, ABB).</p> <p>Begin sequencing familiar events (routines, stories) in logical order.</p>	<p>Create simple patterns using circles and triangles.</p> <p>Recognise pattern within shape features (e.g. 3 sides, 3 corners = triangle).</p> <p>Identify and describe regular number patterns within 1–5.</p> <p>Use objects to build simple visual and spatial patterns.</p> <p>Spot and create repeating patterns using quadrilateral shapes.</p> <p>Make links between shape properties and number concepts (e.g. 4 sides = 4).</p>	<p>Begin to understand the concepts of odd and even through physical grouping.</p> <p>Recognise and describe patterns in daily events and routines (e.g. before, after).</p> <p>Sequence familiar events in time order.</p>	<p>Recognise repeating shape sequences and predict what comes next.</p>	<p>Identify part-whole relationships and visualise number composition patterns.</p> <p>Recognise grouping patterns (e.g. pairs, 5s, 2s).</p> <p>Identify odd and even through grouping and sharing.</p>	<p>Recognise connections across pattern, measure, shape and number.</p> <p>Generalise number rules and patterns to problem-solve in real-life contexts.</p>
	<b>STATUTORY EDUCATIONAL PROGRAMME</b>	<p>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.</p>					
	<b>ELGs</b>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul> <p><b>Numerical patterns:</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
	<b>Preparing for year 1 and beyond</b>	<p>In Reception we lay the foundation for mathematical skills crucial for future learning. Our focus includes:</p> <ul style="list-style-type: none"> <li>• Number Recognition and Counting: Helping children understand and recognise numbers, and encouraging counting and understanding numbers up to 10, and counting verbally beyond 20.</li> <li>• Simple Addition and Subtraction: Introducing basic concepts of addition and subtraction through practical activities and manipulatives.</li> <li>• Shape, Space, and Measure: Exploring basic shapes, spatial awareness, and measurements through play and hands-on activities.</li> </ul> <p>In Year 1 Children build on the mathematical skills developed in Reception with a focus on consolidating and expanding their understanding:</p> <ul style="list-style-type: none"> <li>• Number and Place Value: Working with numbers up to 100, including counting forwards and backwards, understanding place value, and comparing numbers.</li> <li>• Basic Arithmetic: Performing simple addition and subtraction using number bonds and practical strategies, and beginning to explore multiplication and division through repeated addition and sharing activities.</li> <li>• Geometry and Measurement: Recognising and naming 2D and 3D shapes, measuring length, weight, capacity, and time, and describing position, direction, and movement.</li> </ul> <p>In Years 2-6 Children continue to develop their mathematical skills with increasing complexity:</p> <ul style="list-style-type: none"> <li>• Advanced Number Operations: Building on place value to work with larger numbers and perform more complex calculations, including addition, subtraction, multiplication, and division.</li> <li>• Fractions and Decimals: Introducing and developing understanding of fractions, decimals, and percentages.</li> </ul>					

		<ul style="list-style-type: none"> <li>Geometry: Exploring properties of shapes, angles, symmetry, and position, and applying these concepts to solve problems.</li> <li>Measurement and Data Handling: Developing skills in measuring length, weight, volume, and time, and interpreting and presenting data in various formats.</li> <li>Mathematical Reasoning: Applying mathematical concepts to solve problems, reason logically, and make connections between different areas of mathematics.</li> </ul>					
<b>Understanding the World</b>  <i>Children are supported and guided throughout the year to make sense of their physical world and community. They are given opportunities to explore, observe, and investigate various aspects of their environment. This includes learning about people, places, and communities, as well as engaging with the natural world and technology. Through hands-on activities and experiences, children will develop their understanding of how the world works and their place within it. This exploration is integrated into daily activities and learning contexts to foster curiosity and a deeper awareness of the world around them.</i>	<b>*Understanding Christianity</b>	*UC- God/Creation: How can we care for our wonderful world?	*Incarnation: What makes every single person unique and precious?  *UC- Incarnation: Why do Christians perform nativity plays at Christmas?	Stories and Holy Books: Why are religious stories special to religious believers? – Judaism	*UC- Salvation: Why do Christians put a cross on an Easter Garden?	Buildings of Faith: What makes some places sacred to religious believers? – Christianity, Islam, Judaism	*UC Salvation digging deeper: How can we help others when they need it?
	<b>Past and Present (History)</b>	<input type="checkbox"/> Understand what is the present and the past  Talk about their present and past	Talk about their present and past through celebration memories  Talk about the lives of significant people from the past – Guy Fawkes.  Compare celebrations now and in the past	Talk about and compare characters from stories, including people from the past  Comment on images of familiar situations in the past	Explore the concept of change over time through nature and seasonal links (revisit)	Comment on images of familiar situations in the past  Compare and contrast characters from stories including figures from the past	
	<b>People, Culture and Communities (Geography)</b>	Talk about members of their family  Name and talk about people who are familiar to them  Talk about members of their community  Understand that some places are special to members of their community	Visit and talk about special places within their community  <input type="checkbox"/> Experience and learn how people in different cultures celebrate special celebrations and compare that with special celebrations in their lives such as Diwali.  Draw information on a map (e.g., local environment changes, seasonal walks)	Recognise that people have different beliefs and celebrate special times in different ways  Talk about members of their community  Discuss ways in which people such as emergency services help them and their community  Shows an interest in different occupations  Recall how to make an emergency phone call	Recognise that people have different beliefs and celebrate special times in different ways  Draw information on a map (e.g., local environment changes, seasonal walks)  Talk about the climate in the UK  Describe similarities and differences between countries	Recognise that people have different beliefs and celebrate special times in different ways  Draw information on a map (e.g., local environment changes, seasonal walks)  Use Bee-Bots to explore technology and positional language	Recognise some environments that are different from the one in which they live (e.g., deserts, rainforests, polar regions)  Recognise some similarities and differences between life in this country and life in other countries
	<b>The Natural World (Science)</b>		Discuss changes in the natural environment during autumn/winter  Explore Melting/freezing through play and investigation	Draw information from a simple map (e.g., weather maps, places mentioned in stories or celebrations)  Explore floating and sinking through play and investigation	Draw information from a simple map (e.g., weather maps, places mentioned in stories or celebrations)  Explore and talk about changes in their natural world around them  Describe what they see, hear and feel whilst outside.	Explore and talk about changes in their natural world around them  Describe what they see, hear and feel whilst outside  Understand the effect of the changing seasons on the natural world around them  Shows a concern for the living things  Explain life cycles	



					<p>Understand the effect of the changing seasons on the natural world around them</p> <p>Talk about the climate in the UK</p> <p>To make observations including drawings, of animals and plants.</p>	
	<b>STATUTORY EDUCATIONAL PROGRAMME</b>	<p>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 parks, libraries and museums 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.</p>				
	<b>ELGs</b>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>				
	<b>Preparing for year 1 and beyond</b>	<p>In Reception We focus on laying a foundation for children's understanding of their world through:</p> <ul style="list-style-type: none"> <li>• Exploring the Environment: Encouraging curiosity about their surroundings by exploring nature, observing living things, and understanding seasonal changes and developing care and respect for our world.</li> <li>• Understanding People and Communities: Introducing children to different cultures, communities, and family structures to help them understand diversity and their place in the world.</li> <li>• Using Technology: Supporting children to notice and use simple technology in everyday life, including digital tools, to enhance play and learning.</li> </ul> <p>In Year 1 Children build on their Reception experiences with a focus on developing their understanding of the world through:</p> <ul style="list-style-type: none"> <li>• Geography: Exploring their immediate environment and local area, including basic geographical features such as land, water, and weather. Learning to use simple maps and identify key landmarks. This has a larger focus on the locations of the continents and oceans on the globe.</li> <li>• History: Introducing basic historical concepts by learning about significant events and people from the past, often through stories and simple timelines. Developing an understanding of how people’s lives have changed over time.</li> <li>• Science: Investigating the natural world through seasonal changes, the five senses, plants, animals, and simple materials. Developing curiosity by asking questions and exploring through observation and hands-on activities.</li> </ul> <p>In Years 2-6 Children’s understanding of the world is further developed through:</p> <ul style="list-style-type: none"> <li>• Geography: Studying broader geographical concepts including maps, continents, countries, and environmental features. Learning about human and physical geography and how they interact.</li> <li>• History: Exploring more complex historical topics including ancient civilizations, significant events, and notable figures, with a focus on understanding historical chronology and cause-and-effect relationships.</li> <li>• Science: Expanding scientific knowledge through studying living organisms, materials and their properties, forces, and Earth sciences. Engaging in practical investigations and experiments to deepen their understanding of scientific principles.</li> </ul>				

<b>Expressive Arts and Design</b>  <i>The children are enabled to explore and play with a wide range of media and materials. They are provided opportunities to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. A variety of resources are always accessible in our classrooms for the children to use as they wish during 'busy learning' sessions. This approach fosters creativity and self-expression, supporting children's development in expressing themselves and experimenting with different forms of artistic and creative expression.</i>	<b>*Kapow Music</b>	<b>*Exploring Sound</b> (Communication and Language) <ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> </ul>	<b>*Celebration Music</b> (Communication and Language) <ul style="list-style-type: none"> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>- Learn rhymes, poems and songs</li> </ul>	<b>*Movement and music</b> (Personal, Social and Emotional Development) <ul style="list-style-type: none"> <li>- Think about the perspectives of others.</li> </ul>	<b>*Music Stories</b> (Communication and Language) <ul style="list-style-type: none"> <li>- Learn new vocabulary. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</li> </ul>	<b>*Transport</b> (Communication and Language) <ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> </ul>	<b>*Big Band</b> (Communication and Language) <ul style="list-style-type: none"> <li>- Learn rhymes, poems and songs.</li> </ul>
	<b>Being Imaginative and Expressive</b>	Learn rhymes and songs  Move to music, practising being in time with the beat  Create storylines in their pretend play	Sing in a group or on their own, matching the pitch and following the melody  Follow simple dance moves  Continue to develop storylines in their pretend play with more structure	Learn rhymes and songs  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  Replicate and develop their own choreography to perform.  Develop confidence in performing more complex dance sequences	Continue to sing in a group or independently, focusing on confidence and melodic control  Begin to create their own music  Create AB music pattern  Continue to develop storylines in their pretend play with more structure  Explain the process and evaluate their ideas and creations with more depth  Collaborate with others to create performances or role-play scenes with developed storylines  Watch and talk about dance and performance art, expressing their feelings and responses (PE unit)  Replicate and develop their own choreography to perform. (PE unit)  Develop confidence in performing more complex dance sequences (PE unit)	Learn rhymes and songs  Listen attentively, move to and talk about music expressing their feelings and responses  Use instruments and patterns to create their own music  Create music patterns  Develop more complex storylines in role play and performance	Continue to sing confidently in a group or independently, matching pitch and melody  Explain the process of their creation and evaluation  Develop more complex storylines in role play and performance

	<b>Creating with Materials</b>	<p>Know the names of different colours (red, orange, yellow, green, blue, pink, purple, white, grey, black)</p> <p>Can select their own paint colours for a purpose</p> <p>Create using a range of resources (clay, painting, collage, glue, tape)</p> <p>Investigate different ways materials can be applied and make simple collages</p> <p>Talk about what they have created and how they made it</p>	<p>Know the primary colours</p> <p>Explore mixing colours to a desired effect</p> <p>Begin to develop how to explain the process and evaluate their ideas and creations</p> <p>Refine their use of resources and materials to enhance creative outcomes</p>	<p>Carefully select resources for their desired outcome</p> <p>Draw using drawing tools correctly</p> <p>Explore using fabric collage to create a decorative piece</p> <p>Return to and build on previous learning to refine ideas</p>	<p>Use selected materials more independently to realise a creative intention</p> <p>Refine drawing and collage techniques with added detail or purpose</p> <p>Create collaboratively with others for a desired outcome</p> <p>Deepen ability to reflect on and adapt ideas during the creative process</p>	<p>Carefully select resources for their desired outcome</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Independently select and use resources to realise creative ideas with increasing precision</p> <p>Continue collaborative creation, focusing on sharing ideas and skills effectively</p> <p>Explain and evaluate their creative process and final products in more detail</p>
	<b>STATUTORY EDUCATIONAL PROGRAMME</b>	<p>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.</p>					
	<b>ELGs</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>					
	<b>Preparing for year 1 and beyond</b>	<p>In Reception, the EYFS framework focuses on:</p> <ul style="list-style-type: none"> <li>• Being Imaginative and Expressive: Children explore and share their ideas, thoughts, and feelings through various forms of creative expression, including role play, music, dance, and art. They engage in imaginative play and are encouraged to create and perform stories.</li> <li>• Creating with Materials: Children experiment with different materials, tools, and techniques to create art. They develop skills in using various media and processes to express their ideas and make representations of their observations and experiences.</li> </ul> <p>As children move into Year 1, the National Curriculum builds on their EYFS experiences in the following ways:</p> <ul style="list-style-type: none"> <li>• Exploring and Developing Ideas: Children begin to develop their ideas more systematically, planning and discussing their work. They learn to use a variety of materials and techniques to express their ideas with more accuracy and care.</li> <li>• Using Materials and Techniques: Pupils are introduced to more structured techniques and processes, learning to use tools and materials safely and effectively. They develop their basic skills in drawing, painting, and sculpture, using these skills to create more detailed and thoughtful pieces of work.</li> </ul> <p>The progression from Year 2 to Year 6 continues to build on the foundations laid in EYFS:</p> <ul style="list-style-type: none"> <li>• Developing Ideas: Children build on their initial ideas and refine them, using sketchbooks to develop their ideas further. They learn to evaluate their work and that of others critically.</li> </ul>					





through repeated exposure, practical experiences, and discussion within meaningful contexts. These words are deliberately selected to support progression into Year 1 and beyond, providing a foundation for many National Curriculum subjects where this vocabulary will be revisited, refined, and extended with new Tier 3 learning.

Topic	Tier 1 (Everyday) Examples	Tier 2 (General Academic) Examples	Tier 3 (Subject-Specific)	Link to Year 1 progression
Marvelous me	body, mum, dad, sister, brother, play, happy, sad, head, hand, foot, eye, ear, nose, hair, mouth, sleep, eat, run, jump, play, happy, sad, tired, hot, cold, hug, friend	family, feelings, different, similar, belong, together, notice, grow, change, measure, compare, sequence	bones/skeleton, muscles, senses, healthy, exercise, hygiene	Science (naming body parts, senses, healthy living)  PSHE (identity, belonging, wellbeing, self-care)  PE (exercise and health)  Maths (growth, height)
What a Wonderful World	cake, party, gift, happy, candle, song, balloon, hat, card, song, dance, light, clap, family, fun, big, small, day, night	special, gather, remember, community, together, decorate, prepare, invite, surprise, remember, memories,	religion, tradition, celebrate, festival, symbol	RE (religions, celebrations, diversity, cultures)  History (traditions, past events, significant people)  PSHE (respect, diversity)
People Who Help Us	doctor, nurse, police, fire, teacher, help, bus, car, save, heal, house, school, hospital, tool, road	safety, rescue, hospital, uniform, protect, service, support, rules, care, important, job, help	Emergency, community, responsibility, service, authority	English (non-fiction texts)  History (significant people)  PSHE (rules, community, authority, law)  Computing (safety)
Into the Woods (Traditional Tales)	big, bad, wolf, house, forest, story, pig, house, stick, straw, brick, tree, bear, chair, bed, door, bridge, river, goat, hen, fox, wood, big, small, run, hide, huff, puff, Grandma	character, problem, magic, danger, clever, brave, surprise, danger, plan, story, describe, imagine, problem, beginning, middle, end, build, join, material	villain, hero, author, illustrator, plot, setting	English (story structure, comprehension)  Drama/Music/Art and Design (retelling, performance, illustration)  Design and Technology/Science (materials)
Mad about Minibeasts	bug, worm, ant, fly, spider, bee, leg, wing, crawl, climb, hide, spin, tiny, leaf, soil, stick, flower, egg, shell, leaf	insect, tiny, crawl, spin, observe, group, change, pattern, explore, discover, move, survive, hide, find, search, notice, pattern	Life cycle, chrysalis, metamorphosis, camouflage, pollination	English (non-fiction texts)  Science (life cycles, habitats)  Geography (local environment, maps, observation, habitats)  Art/Design (observational drawing)  Maths (pattern, symmetry)
Amazing Animals	dog, cat, bird, fish, cow, horse, lion, bear, run, jump, swim, eat, big, small, tail, paw, claw, wing, fur, skin,	wild, tame, group, survive, group, move, feed, grow, compare, explore, notice, different, diet, discover, large, small, water, land	Habitat, world, continent, predator, prey	Science (animal groups, diets)  Geography (world habitats)  English (non-fiction texts)  Maths (sort, classify)