



MUCH WOOLTON
CATHOLIC PRIMARY SCHOOL

'With Jesus we love, learn and grow'

EYFS

Curriculum

2025-2026



MUCH WOOLTON CATHOLIC PRIMARY SCHOOL

“With Jesus we love, learn and grow.”

Intent

At Much Woolton Catholic Primary School, our Early Years Foundation Stage is tailored for Reception-aged children. Our curriculum is thoughtfully designed to offer every child the experiences and opportunities essential for success in lifelong learning.

Christ's teachings are at the heart of our curriculum, providing children with an excellent religious education and helping them deepen their relationship with God. Our curriculum is designed to build upon pupils' personal experiences, heritage, and culture. With a well-planned transition process, we carefully consider each child's potential learning needs and adapt our curriculum delivery to meet them effectively.

In recent years, we have recognised the importance of prioritising opportunities for communication and language development, along with supporting children's personal, social, and emotional growth. We strive to foster positive learning attitudes by engaging in meaningful interactions that enhance learning as needed. Children are encouraged to take responsibility for their own learning, with adults guiding them to make the most of a thoughtfully planned and well-resourced environment.

Our team recognises that every moment in the Early Years Foundation Stage (EYFS) presents a learning opportunity. The focus in Reception is to nurture children, equipping them with the attitude, knowledge, skills, and experiences necessary for a smooth transition to Year 1. As children progress through each year group in our school, the knowledge and skills they acquire in Reception are continually developed and applied throughout their time at Much Woolton.

Impact

The effectiveness of our curriculum and its delivery is reflected in the aspirational, resilient, and curious children who transition from Reception. The vast majority of children read with accuracy and are starting to develop fluency in their reading. Children learn to self-regulate and recognise how their emotions and behaviours can affect those around them.

The children's vocabulary and understanding of language are strong, and a high percentage of children achieve well with a good level of development across all areas. The children continue to love, learn, and grow, and nearly all are well-prepared for the new challenges in Year 1.

Implementation

We have an ambitious curriculum aimed at providing all our children with the knowledge, confidence, and cultural understanding essential for success throughout their lives. It encourages a love of learning and curiosity about the world, and is thoughtfully planned and structured to build on what children already know and can achieve. The curriculum is delivered through a combination of direct instruction, exploration led by both children and adults, meaningful interactions with adults in the learning environment (utilising the EEF-supported ShREC Approach), group and individual support, as well as experiences that involve the whole school.

In Reception, we prioritise phonics instruction through the structured teaching of Read, Write, Inc. (RWI) phonics, which lays a strong foundation for future learning and helps children become confident and fluent readers at Much Woolton and beyond. Central to our curriculum are the Characteristics of Effective Learning (COEL), which we actively cultivate to ensure that children develop skills they will rely on throughout their time at our school.

Our team is skilled and experienced in delivering RWI phonics and is dedicated to maintaining the programme's integrity. Children are assessed on a regular basis and placed in groups that cater to their individual needs. Staff members encourage enthusiasm for reading and exemplify a love for books while introducing new concepts, skills, and vocabulary. Mathematics is taught using the 'Maths No Problem!' scheme, which fosters a passion for maths that children apply and reinforce in their everyday surroundings. We prioritise strong partnerships with parents, actively involving them in their child's learning through workshops, information leaflets, and reading sessions where they are invited to participate in shared reading. Each family receives a current phonics assessment to help them support their child's learning at home.

Children benefit from a high-quality learning environment that encompasses all necessary areas of learning, both indoors and outdoors. Upon starting Reception, all children are screened using the WellComm assessment and are reassessed as needed each term. Staff support children's language comprehension and speaking skills through WellComm interventions in Reception, and they are adept at evaluating learning across all EYFS Educational Programmes.

We offer regular and meaningful opportunities for summative and formal assessments, supported by thoughtful timetabling, professional discussions, and a commitment to enhancing outcomes for the children. The safety and well-being of all pupils are prioritised in a secure and stimulating environment, with staff reinforcing important messages about health and safety. Children are encouraged to manage their own needs through activities like "open-snack" and to evaluate risks within the learning environment.

Overarching Principles of the Early Years Foundation Stage

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. Each child has a key worker and parents will be informed of this.

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. At Much Woolton Catholic Primary School, we take great pride in our learning environment and encourage the children to do the same. The environment (indoors and outdoors) is open ended and will challenge each child.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

Characteristics of Effective Learning (COEL)

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.

Play and learning: -At Much Woolton, 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. Play is essential for children's learning and development in all areas. Play will improve communication and language, physical development, attitudes and confidence. It is essential children are taught how to manage their own risks, the benefit of taking risks and how to respond if at first they fail. Our timetable is designed so it is progressive and reflective, it builds on children's prior knowledge and targets gaps in other aspects. Our timetable, provision and expectations change throughout the academic year and we aim to aid children with an effective transition to Year 1 and the National Curriculum. The children will experience a well balanced provision with high expectations.

Assessment Journey through Reception at Much Woolton

Our assessment of children begins with our in-depth transition process into Reception, gathering information from previous settings and families. The Reception Baseline Assessment (RBA) will be the first formal assessment, but we make it enjoyable for the children. While the RBA does not produce a score as such, it does provide a set of statements that are shared with parents. The RBA focuses on mathematics and literacy; however, it allows us to focus on the children in a 1:1 scenario, providing an opportunity to examine their development across many aspects within the EYFS Framework. We will also monitor children's retention of sounds and progress in phonics lessons using Read Write Inc.'s Starting Strong tracker.

Our EYFS team observes and interacts with the children throughout each day to help them make progress. We make observations (sometimes through Evidence Me) and assessments of the children's achievements, interests, and learning styles. Our observations and assessments take many different forms, and we strive to use our time wisely to enhance the children's learning through high-quality interactions. These observations and assessments identify the children's learning priorities and help us plan targeted and motivating learning experiences for them. We moderate our judgements throughout the year within our team, in staff meetings, and through external moderation at school cluster events.

We have a balanced timetable of high-quality play, continuous and enhanced provision, and directly taught lessons. We capture learning experiences through various means, including photographs in floor books, adult knowledge of the child, shared observations via Evidence Me (from parents), engagement in play, and work produced in books through direct teaching. The children are also assessed at the end of each topic with links to National Curriculum Foundation Subjects, such as Design and Technology or Art looked at through the lens of 'Expressive Art and Design' or 'Fine Motor Skills'. Word reading is formally assessed termly using the Read Write Inc. online assessment portal. Phonics assessments, which highlight each child's individual gaps, are sent home termly to enable families to provide targeted support.

This ongoing assessment captures the children's attainment against the Educational Programmes in the EYFS Framework, using the Birth to 5 Matters and Development Matters documents as non-statutory guidance. The team's observations feed into professional conversations during our half-termly EYFS Team Assessment Meetings, where we discuss each child's progress towards achieving the Early Learning Goals. This information is then included in our Pupil Progress Report, enabling us to track and plan for the children's next steps.

The Early Years Foundation Stage Profile (EYFSP) will be completed towards the end of Reception. The team will use their knowledge of the children to assess whether each child is 'emerging' or 'expected' in each of the Early Learning Goals. This information is shared with parents in each child's End-of-Year Report and with Year 1 during our End-of-Year Transition Meeting.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon A Time	Adventurers
Reading Spine (explored through Talk Through Sto- ries/ English les- sons)	The Colour Monster Dogger The Lion Inside A Little Bit Brave The Koala Who Could Bowie (Little People Big Dreams)	Owl Babies Stanley's Stick We're Going on a Leaf Hunt The Jolly Christmas Post- man Refuge	Supertato Billy and the Dragon Traction Man	Bloom Jack and the Beanstalk The Very Hungry Caterpillar The Wall and the Wild	The Three Little Pigs Goldilocks The Three Billy Goats Gruff The Gingerbread Man Non-fiction text on Castles/ knights. 'DK Find out: Castles'	The Bear and the Piano Billy's Bucket Astro Girl Handa's Surprise Jack and the Flum Flum Tree Wonderful Things That Go (non-fiction- transport)
Topic Texts (enhancement texts shared through story time)	This is me: Welcome to Our World, Only One You, What Makes Me Me, The Perfect Fit, The Great Big Book of Families, It's Ok To Be Different, All Are Welcome	Autumn: Little Acorn, Fun- nybones, The Very Lazy Ladybird, Mrs Blackhat, Owl Babies Christmas/Winter: Little Snowflake, Oscar the Hun- gry Unicorn Eats Christ- mas, Reindeer of the Year, Katie: The Candy Cane Fairy, Father Christmas needs a Wee, 10 Little Elves, The Day The Cray- on's Quit:	Spring/Easter: Handa's Hen, Peter Rabbit: Spring Surprise, Peter Rabbit Chinese New Year: BBC teach. Dragon Dance, The Great Race, My First Leaders (History/ non- fiction)	Spring/Easter: Happy East- er, We're Going on an Egg Hunt, The Great Big Egg Hunt, The Very Hungry Caterpillar's Easter Egg Hunt	Dinosaurs: Dinosaurs vs Humans, Tyrannosaurus Drip, Stomp, Chomp, Big Roars: Here come the Dinosaurs, Mad About Dinosaurs, Tyrannosaurus Drip Dragons: Dragon Stew, Dragon Post, There's A Dragon in Your Book, Puff The Magic Dragon . Traditional Tales/Castles: Cinderella, Little Red Riding Hood	Pirates: Pirate Pete and His Smelly Feet, The Pi- rates of Scurvy Sands, The Night Pirates, Captain Flinn and the Pirate Dino-saurs Space: 10 Little Aliens, The First Hippo In Space, The Smed's and Smoo's, The Way Back Home, How to Catch A Star, On The Launch Pad
Enrichment	Yellow Day for Mental Health Listening walk Visit from Father Tim Church visit	Local area walk Nativity Wake me up before you Dough, Dough (hall) Remembrance Day Christmas Party Odd Socks Day (Anti- bullying week) Diwali	Creating superhero outfits Visits from emergency services workers Visit to Story Barn Mental Health Week Valentines Day Shrove Tuesday Live Simply Week	Visit to Church World Book Day Egg Hunt STEM Week (Engineer Project)	The King's Birthday (Monarchy) Healthy Eating Week Walk to School Week	Visit to Acorn Farm Transition visits to Year 1 Sports Day
Parent Partnership	Parent Collective Worship Maths Mastery Morning Welcome meeting Transition Meetings Welcome Service PTA Soft Play evening Evidence Me launch Phonics workshop	Parent meetings Open evening Phonics support session Nativity	Visits from emergency services professionals- opportunity for parents to visit Reception Live Simply Collective Worship	Welcome to writers Parent meetings Mother's Day	Father's Day Collective Worship	End of Year Reports Father's Day 'Stay and Play'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education Delivered using 'To know you more clearly'	<u>Creation and Covenant</u> God created the world God made us The Sacrament of Baptism Laudato Si Celebration of Creation and Covenant	<u>Prophecy and Promise</u> The Annunciation The shepherds hurried to Mary Mary had a baby called Jesus Advent and 'Hope' Jesus was born and laid in a manger The candle of love	<u>Galilee to Jerusalem</u> The visit of the Magi Jesus welcomes the little children The Glory Be prayer Feeding of the 5000	<u>Desert to Garden</u> Love Thy Neighbour Lent Palm Sunday Holy Week Easter celebrations around the world	<u>To the Ends of the Earth</u> The coming of The Holy Spirit The Pentecost as a special celebration Community and Fellowship	<u>Dialogue and Encounter</u> Celebration of Saint Peter and Saint Paul Saints The role of the church Visiting church Feast Day Good neighbours- visitors discussing their Faith Learning
Prayer and Liturgy	Week 1- Family Week 2-New Beginnings Week 3-Creation Week 4-Autumn/Harvest Week 5-Belonging Week 6-Rules Week 7-Hopes & Dreams Week 8-Patron Saints	Week 9-Remembrance Week 10-Sadness/Loss Week 11-Being Thankful Week 12-Hope Week 13-Advent Week 14-Gifts/Giving Week 15-Christmas	Week 1-Community Week 2-Celebrations Week 3-Growing Week 4-Good/Bad Week 5-Eucharist Week 6-Love	Week 7- Friendship Week 8-Lent Week 9-Saying Sorry Week 10-Choices Week 11- Forgiveness/Reconciliation Week 12-Holy Week/Easter	Week 1-Spring/New Life Week 2-Peace Week 3-Special Things Week 4-Difference Week 5-Patience	Week 6-Trust & Promises Week 7-Being Fair Week 8-Neighbours Week 9-Right & Wrong Week 10-Memories Week 11-Achievements Week 12-Saying Goodbye

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon A Time	Adventurers

Educational Programme (EYFS Statutory Framework)

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.

PSED (Self-Regulation, Managing Self, Building Relationships)	Self-regulation - My feelings	Building Relationships - Special Relationships	Manage Self - Taking on Challenges	Self Regulation - Listening and following instructions	Building Relationships - My family and friends	Managing self -My Wellbeing
RSE	The joy of being a special person in my family		We are all different and unique		The joy of being a special person in God's family	
No Outsiders	To say what I think Understand it is ok to like different things		Make friends with someone different Understand that families are different		Celebrate my family	

Personal, Social and Emotional Development ELG's

ELG: Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self :Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

RELG: Religious Education Learning Goal

Self-regulation: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Begin to share thoughts about what is fair, unfair, caring, and sharing. • Begin to understand how to show love for others in appropriate ways.

Managing self: • Aware of the need for rules, know right from wrong and try to behave accordingly. • Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships. • Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

Building relationships: • Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon A Time	Adventurers

Educational Programme (EYFS Statutory Framework)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language (Listening, Attention and Understanding, Speaking)	WellComm screening Understand how to listen carefully and why listening is important Engage in story times	WellComm in provision or through intervention groups Ask questions to find out more and to check they understand what has been said to them Develop social phrases Maintaining focus and speaking in the Nativity	WellComm in provision or through intervention groups Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Engage in non-fiction books	WellComm in provision or through intervention groups Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	WellComm in provision or through intervention groups Listen to and talk about stories to build familiarity and understanding Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	WellComm in provision or through intervention groups Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary in different contexts
--	--	--	---	--	---	--

Communication and Language ELG's

ELG: Listening, Attention and Understanding: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking: Children at the expected level of development will: - 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.

RELG: Religious Education Learning Goal

Listening, Attention and Understanding: • Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.

Speaking: • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary. • Offer explanations for why things might happen, making use of recently introduced key religious vocabulary. • Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	Explorers	Explorers	Heroes	This is me	Time Travellers	Time Travellers

Educational Programme (EYFS Statutory Framework)

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.

Physical Development (Gross motor skills, fine motor skills)	Gross Motor skills Introduction to PE- Unit 1 (team building-PE lessons) Trim trail Lining up, queuing, personal hygiene	Gross Motor skills Fundamentals (PE lessons) Dance (Nativity) Sitting at tables for posture and core Trim Trail Loose parts play	Gross Motor skills Balance Ability (PE lessons) Know and talk about overall health Games in outdoor area Develop allotment	Gross Motor skills Gymnastics Unit 1 (PE lessons) Introduce balance bike Games in outdoor area Dancing on stage	Gross Motor skills Ball skills Unit 1 (PE lessons) Throwing and catching games Dodgeball Circuit training Allotment Balance bike in provision	Gross Motor skills Games Unit 1 (PE lessons) Sports day Athletics in outdoor area Dancing on stage Invasion games Balance bike in provision
	Fine motor skills Cutlery at lunchtime Dough Disco Pencil grip focus 'Funky fingers'-using threading and malleable materials Playdough area- rolling and squashing 'Wake me up before you dough dough' Marvellous Marks (Art)	Fine motor skills Cutlery at lunchtime 'Funky fingers'-using-scissors, pencils, brushes Playdough area- rolling and squashing 'Squiggle while you wig-gle' Junk Modelling (D&T)	Fine motor skills Cutlery at lunchtime 'Squiggle while you wig-gle' 'Funky fingers'-Using small tools- scissors, pencils, tweezers, kebab sticks Craft area fully enhanced with media and tools Use tripod grip for writing	Fine motor skills Cutlery at lunchtime 'Funky fingers' Using small tools- scis-sors, pencils, tweezers, kebab sticks, hole punch Labelling in provision	Fine motor skills Cutlery at lunchtime Handwriting Using small apparatus-pencils, fine brushes, char-coal Labelling in provision Playdough area- shaping and pinching Introduce tools	Fine motor skills Cutlery at lunchtime Handwriting Using small apparatus-pencils, fine brushes, char-coal Labelling in provision Playdough area- shaping and pinching with tools

Physical Development ELG's

ELG: Gross Motor Skills, children at the expected level of development will: - 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.

ELG: Fine Motor Skills, children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

RELG: Religious Education Learning Goal:

Fine Motor: • Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.

Gross Motor: • Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts. • Express themselves when responding to songs and hymns they have listened to and learned.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	Explorers	Explorers	Heroes	This is me	Time Travellers	Time Travellers

Educational Programme (EYFS Statutory Framework)

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).

Reading Spine (explored through Talk Through Stories/ English lessons)	The Colour Monster Dogger The Lion Inside A Little Bit Brave The Koala Who Could Bowie (Little People Big Dreams)	Owl Babies Stanley's Stick We're Going on a Leaf Hunt The Jolly Christmas Postman Refuge	Supertato Billy and the Dragon My First Leaders (History/non-fiction)	Bloom Jack and the Beanstalk The Very Hungry Caterpillar The Wall and the Wild	The Three Little Pigs Goldilocks The Three Billy Goats Gruff The Gingerbread Man Non-fiction text on Castles/ knights. 'DK Find out: Castles'	The Bear and the Piano Billy's Bucket Astro Girl Handa's Surprise Jack and the Flum Flum Tree Wonderful Things That Go (non-fiction-transport)
Literacy (comprehension, word reading, writing)	<u>Word reading and comprehension</u> Read 25 set 1 single letter sounds Learn to orally blend 1.1-1.4	<u>Word reading and comprehension</u> 25 single letter sounds speedily Blend 1.1-1.5 green words independently (with Fred talk)	<u>Word reading and comprehension</u> Set 1 special friends Read 1.6 green words Review word time 1.1-1.5 Read alien words with 3 sounds Read Ditties	<u>Word reading and comprehension</u> End of Ditties/ Beginning red book reading Review set 1 sounds speedily Read 1.7 green words Review 1.1-1.6 green words	<u>Word reading and comprehension</u> Reading green books Read set 2 sounds and matching green words Review Set 1 green words Read alien words	<u>Word reading and comprehension</u> Read green/ purple books Read set 2 sounds and green words Review set 1 green words Read nonsense words
RWI Phonics & English lessons	<u>Writing</u> Pre-writing shapes Mark making Funky fingers Name writing Dough Disco- dominant hand 'Squiggle'-tripod grip Write set 1 sounds	<u>Writing</u> Give meaning to marks Write recognisable letters Write initial sounds Shopping / Christmas lists Writing your own name	<u>Writing</u> Use phonics to identify sounds and spell words Write for a purpose in role play area Writing green words Write poetry Hold a sentence Write 'special friend' sounds	<u>Writing</u> Use phonics to identify sounds and spell words Write a caption Capital letters Write instructions (seeds) Focus on articulation (hold a sentence)	<u>Writing</u> Write a sentence Writing red words Write using capital letters, finger spaces and full stops Write labels (non-fiction)	<u>Writing</u> Write sentences for a purpose (narrative, description, letter) Use known texts and innovate as a model for own story Write character descriptions

Literacy ELG's

ELG: Comprehension Children at the expected level of development will: - 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.

ELG: Word Reading Children at the expected level of development will: - 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.

ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing them.

RELG: Religious Education Learning Goal

Comprehension • Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary. • Anticipate - where appropriate - key events in Bible and religious stories. • Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play.

Word reading • Begin to recognise and read key religious words. • Read aloud their own sentences using key religious words about Bible and religious stories they have heard. • Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.

Writing • Recognise and begin to spell key religious words. • Write simple phrases and sentences about Bible and religious stories or simple prayers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon a Time	Adventurers

Educational Programme (EYFS Statutory Framework)

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.

Mathematics (Number, Numerical Patterns) Direct teaching delivered through 'Maths No Problem'	Matching Sorting Comparing and ordering AB Patterns Counting (count reliably to five forwards and backwards) Counting To be able to compare numbers, order and write numbers to five. Time Composition of numbers up to 5 (1 more than, 1 less than relationship between consecutive whole numbers)	Composition of numbers up to 5 (represent the numbers 1-5 in different ways) 2D shapes (triangles and squares) 2D shapes (rectangles and circles) Positional language	Counting (understand zero as an empty set) Counting and ordering Counting (represent numbers on a five and ten frame) Addition Comparing and ordering	Counting (to find number bonds for numbers up to 6) Counting (to be able to create number bonds to make 7-10) Patterns Measuring lengths and heights (Growing) Capacity 2D Shapes (to be able to compose 2D shapes using tangrams and pattern blocks) 3D Shapes (recognise 3D shapes and to build with 3D shapes)	Counting on to add Counting forwards and backwards Counting to 20 Doubling Halving and sharing Odds and evens	Mass Volume and capacity (Growing) Money Develop problem solving skills Word problems
--	--	--	---	---	--	---

Mathematics ELG's

ELG: Number Children at the expected level of development will: - 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.

ELG: Numerical Patterns Children at the expected level of development will: - 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon a Time	Adventurers

Educational Programme (EYFS Statutory Framework) 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.

Understanding the World (Past and Present, People, Culture and Communities, The Natural World) Geography, History & Science

Animal habitats (Science)
Journey sticks
God's world (exploring the natural world around us) (Science and Geography)
Looking at trees in different environments (Science and Geography)
Exploring our school
Discuss summer holidays (Geography)
Taking care of God's World
-Laudato Si: recycling & pollution (Geography)

Animal classification (Science)
Local area walk (physical and human features) & drawing information from a simple map, understanding some places are special to us and others (Geography)
Finding countries on a globe and Google Earth (Geography)
Guy Fawkes (History)
Nativity (RE and History)
Observing seasonal change (exploring changing state of matter) (Science and Geography)

Chinese New Year- discover China as a country, is it similar to our area? (Geography)
Comparing emergency services equipment (past & present) (History)
Observing seasonal change (Science and Geography)
'My first leaders'- looking at Heroes in the past and their impact (History)
Visit to Story Barn- transport and local environment (Geography)

Non-fiction texts- insects and dinosaurs (History and science)
Types of homes- where do you live? (Geography)
Observing seasonal change (Science)
Divali (History and Geography)
Planting and growing seeds 'Bloom' (Science)
Minibeasts and habitats (Science)

Pirates- map work and discovering water travel (Geography)
The King's birthday- discover monarchy in the UK (Geography and History)
Non-fiction- exploring castles (and their location) and knights (History and Geography)

Comparing transport (past & present) (Geography and History)
Dear Dinosaur (Science and History)
Observing seasonal change (Geography and Science)
Astro Girl- exploring space (Science)
Handa's Surprise- Compare and contrast Antarctica and Kenya (Geography)
Visit to Acorn Farm- learning about caring for animals and habitats (Science)

Understanding the World ELG's

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will: - 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 – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

RELG: Religious Education Learning Goal

Past and present • Talk about the lives and roles of the parish priest and people in their local parish. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard. • Begin to understand the past through settings, people, and events encountered in Bible and religious stories. • Recognise key people in the history of the people of God.

People, culture, and communities • Talk about their immediate environment around them, noticing God's wonderful world. • Build an understanding that they are part of a parish, school, local, and global community. • Know that they are a child of God. God made them and loves them. • Recognise experiences of baptism and being welcomed into the Church and parish family. • Talk about what they know about religious beliefs and listen to the beliefs of others. • Know some similarities and differences between life in this country and life in other countries. • Recognise religious signs and symbols.

The natural world • Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world. • Talk about the gifts given to people by God that help us to make, build, and work. • Know some similarities and differences between people and places around the world. • Know that they are responsible for looking after their world and experience ways in which they can make a change.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon a Time	Adventurers

Educational Programme (EYFS Statutory Framework)

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.

Expressive arts and design (Creating with Materials, Being imaginative and Expressive) Design and Technology/ Art/ Music

Learn how to use tools safely and for a purpose (D&T)
Observational drawing- (Art)
Singing nursery rhymes (Music)
Enhancing the stage area for performance (Music)
Kapow- Exploring Sounds topic (Music)
Self-portraits—charcoal (Art)

Printing with tools and vegetables to create firework painting (Art)
Construct with a purpose in mind (D&T)
Describe music and how it makes them feel- Nativity (Music)
Move our body in an expressive way, to perform (PE-dance)

Chinese New Year (dragon making—creating collaboratively (Art/ D&T)
Watch and discuss Dragon dancing
Poetry performance (Zim Zam Zoom)
'Everyone' topic through Kapow- Music and Movement Topic (Music)

Diva lamps- using clay and tools to shape materials (Art)
Through PSHE (valuable individuals) children to sing in a group/ individually (matching pitch and melody) (Music)

Observational drawings (Austin's butterfly series) (Art)
Adapt construction to achieve a desired outcome (D&T)
Using instruments (glockenspiels)
Kapow- Transport Topic

Collage- 'a year in Reception' for class assembly and explaining materials and process (Art)
Sing a range of well-known songs (Music)
Class assembly- dance in sequence of learnt movements (Music/ PE)
Kapow- Big Band Topic (Music)

Understanding the World ELG's

ELG: Creating with Materials Children at the expected level of development will: - 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.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.

RELG: Religious Education Learning Goal

Creating with materials • Share their creations and talk about what this represents from their learning. • Make use of props and materials when role-playing people they have heard about in Bible narratives and stories.

Being imaginative and expressive • Recount Bible stories, poems, and prayers. • In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. • Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year. • Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topic	All About Me	Fantasy Stories	Heroes	Growing	Once Upon a Time	Adventurers
Computing	<u>E-safety</u> SMART crew and Smartie the Penguin for Esafety. Who would you go to if you felt scared after seeing something online?		<u>Using a computer</u> Computer systems and newtorks		<u>All about instructions</u> Programming	