



St Paul's C.E Primary School

Early Years (Nursery and Reception)



Progression of Skills & Curriculum Overview 2025-2026

Cycle A

EYFS Curriculum Summary - Intent, Implementation, Impact (at a glance)

Intent - What we want for our children

In EYFS at St Paul's, we want children to feel welcomed, loved, safe, and excited about learning from the moment they arrive. Our curriculum is shaped around **rich language, high-quality stories and meaningful experiences** so that every child becomes a confident communicator, curious thinker, and enthusiastic early reader.

Across our carefully sequenced topics —

Autumn 1: *What Tales, Tunes and New Beginnings Await?*

Autumn 2: *What does all the Huff, Puff and Sparkly Stuff lead to?*

Spring 1: *Are all God's creatures great and small?*

Spring 2: *What does it take to grow? (Ready, Steady, Sow)*

Summer 1: *How big is a million?*

Summer 2: *Ready for Big Waves and Bigger Steps* —

children build their knowledge step-by-step, revisiting ideas and deepening understanding as the year unfolds. Each theme brings new vocabulary, new experiences, and new opportunities to explore the wider world.

We use **Pathways to Write**, carefully chosen *Super Six* texts, non-fiction books and daily story time to grow children's language, imagination, and understanding. **Reading and phonics (through Read Write Inc)** are at the heart of what we do because we know that strong early reading unlocks the whole curriculum.

Our curriculum is inclusive by design. We celebrate differences through **No Outsiders** texts, stories from a range of cultures, and opportunities to learn about our community and the world. We invite our local PCSO's, paramedics, and our vicar into our Early Years. Children participate in Muddy Monday and Welly Wednesday forest-school-style-sessions every week, visit places such as the church, local park, Longton Library and Trentham Gardens; they plant vegetables, explore nature trails, and take part in celebrations and events that widen their experiences. Every child — including those with SEND, EAL or additional needs — is supported to access the same high-quality curriculum, with adaptations and scaffolds where needed.

Above all, our intent is to give every child a **joyful, secure and ambitious start**, where they grow in confidence, independence and curiosity, ready to take their next steps into Year 1.

Implementation - How we bring our curriculum to life

Learning in EYFS is brought to life through **warm interactions, purposeful play, and carefully planned adult-led and child-led experiences**. Our indoor and outdoor environments are adapted throughout the year to reflect our themes, stretch thinking, and provide hands-on opportunities for exploration.

Daily practice includes high-quality talk, storytelling, singing, and vocabulary-rich interactions. Staff model language constantly — explaining, questioning, wondering aloud — so children begin to use ambitious vocabulary naturally.

We teach phonics through **Read Write Inc** with consistency and fidelity. Books are carefully matched to children's decoding stage, and immediate "keep-up" support is provided for anyone who needs it so that all children continue to make progress.

In Maths, we use **Mastering Number** alongside White Rose materials to develop strong number sense through subitising, composition, pattern spotting and reasoning. Children learn through practical experiences, representation, and lots of playful problem-solving.

Our RE and Understanding the World curriculum incorporates **Understanding Christianity**, the LA Agreed Syllabus, real-life experiences, community links, seasonal change, growing cycles, and weekly **Picture News** discussions to help children connect what they see in school with the wider world.

Assessment is ongoing, meaningful and never overwhelming. We use the RBA, school baseline, **Stoke Speaks Out** screening, half-termly phonics checks, reading assessments, observation notes, and professional conversations to ensure teaching meets each child's needs. Targeted interventions, including speech and language and phonics support, help children who need additional input to flourish.

We work closely with families through phonics workshops, stay-and-read sessions, mystery reader opportunities, home-learning pledges, and community activities such as planting sessions. Parents are valued partners in their child's learning journey.

Impact - The difference our curriculum makes

By the end of EYFS, we want children to be **confident, capable and ready for Year 1** — and we see the impact of our curriculum every day in their language, play, independence and enthusiasm.

Children build a strong foundation in communication and language: they use new vocabulary confidently, hold conversations, retell stories, ask questions, and express ideas clearly. They develop a love of reading, choosing books independently and reading phonically decodable texts with increasing fluency.


In writing, they form recognisable letters, write simple words and sentences, and begin to use their writing for real purposes. In Maths, they confidently subitise, compare quantities, understand number patterns, and work flexibly with numbers to 10.

We see children who can manage their emotions, take turns, show kindness, follow routines, and bounce back when things are tricky. They develop independence in personal care and are proud of their achievements.


Children gain a deeper understanding of the world around them — from life cycles and habitats to celebrations, special people, and places in our community. They explore arts, music, movement and creativity through exciting, hands-on, imaginative experiences.


Most importantly, children leave EYFS with a sense of **belonging, confidence and curiosity**. They "know more and remember more" because each term builds on the last. They step into Year 1 ready to learn, ready to participate, and ready to shine.

Topic	Autumn 1 - Settling in What Tales, Tunes and New Beginnings Await?	Autumn 2 - What does all the Huff, Puff, and Sparkly Stuff lead to?	Spring 1 - Are all God's creatures great and small?	Spring 2 - What does it take to grow? Ready, Steady, Sow...	Summer 1 - How big is a million?	Summer 2 - Transition Focus Ready for Big Waves and Bigger Steps
Other Possible Themes/ Calendar Events	Settling in Welcome Service for Reception Harvest Time Black History Month - 1 st -31 st October Macmillan Coffee Morning Library to visit and share books	Autumn Diwali Hanukkah Nursery Rhyme Week Bonfire Night Remembrance Day Road Safety Children in Need Anti-Bullying Week Christmas	Valentine's Day Lunar New Year Pancake Day Random Acts of Kindness Week Internet Safety Day RSPB - The Big Garden Bird Watch	Easter World Book Day Mother's Day National Recycling Day - 18 th March Visit from the church	National Storytelling Week Visit to Longton Library Whole School Mystery Reader National Ocean and Seas Week - looking after our oceans	World Music Day Sports Day Transition Focus EYFS staff to visit new Nursery/ new Reception children Transition to R/Y1 Transition from N to R Father's Day Heathy Eating Week World Environment Day
Enrichment Activities	Making birthday cards Farm to Fork experience Harvest Festival Growth Mindset Focus Parents invited in to harvest vegetables	Nursery Rhyme Week Diwali Party Nativity Performance Christmas Jumper/Dinner Day Christmas Craft week Christmas Trip/Event to see Santa	Chinese New Year Parade Pancake making and pancake race Sending Valentine's Day cards to those we love Invite to talk about the church/ walk to the church	Parents invited in to plant Purchase and arrival of caterpillars/ chicks Growing flowers / Sensory Garden Vegetable Patch Cress Heads David Attenborough documentaries World Book Day Science Focus - Weather/ Seasons Easter Bonnet Parade/ Easter egg hunt Mother's Day Event Map work - Finding the Treasure	Potential Trip - Castaway Play Fossil hunting Ramadan Eid	Potential Trip - Trentham Gardens (Barefoot Sensory Walk/ Sensory Garden) Father's Day Lunch/ Stay and Play People who help us visitors Food tasting - different cultures Transition Events Transition Picnic (of fruit and vegetables) Eid
Assessment Intervention Transition Performance Management	Baseline - National RBA Baseline - School (Insight) Stoke Speaks Out Baseline EYFS team meeting Workshops - EYFS Curriculum, Phonics and Early Reading, Maths Phonics Intervention groups to begin SSO Intervention to begin All other interventions to be timetabled based on RBA/ school baseline <u>Phonics</u>	SSO Intervention EYFS team meeting - pupil focus/ referrals/ reflecting on department and practice/ data/ GLD In house moderation Analysis of Autumn data Boxall Profile Reading Assessment Parents Evening Meetings SEN meetings - APDR Performance Management	Ongoing assessments SSO Intervention, if required Continue Pupil Focus - Review/measure Intervention MAT moderation TBA EYFS team meeting Reading Assessment Transition with Y1 - story time/ outdoor play <u>Phonics</u> Phonics assessment/ Review groups	EYFS team meetings Review Pupil Progress SSO Intervention, if required In house moderation with Year 1 incl. data share Analysis of Spring Data Boxall Profile Reading Assessment SEN Meetings - APDR Transition with Y1 - story time/ outdoor play Review Performance Management	Measure GLD Stoke on Trent Transition event Open Evening - new parents of Nursery and Reception children SSO Intervention, if required EYFS team meetings Reading Assessment Transition with Y1 - story time/ outdoor play Transition Nursery to Reception	Review SSO Pupil progress meetings with SLT EYFS team meetings Transition days- Nursery and Reception children new to St Paul's Transition - Nursery to Reception Transition - Reception to Year 1 Complete EYFS Profile End of year reports to parents Pupil EYFSP discussion with Y1 Boxall Profile Reflection of Summer data outcomes in preparation for next academic year

	Phonics assessment/ Review groups	<u>Phonics</u> Phonics assessment/ Review groups		<u>Phonics</u> Phonics assessment/ Review groups	<u>Phonics</u> Phonics assessment/ Review groups	Handover Meetings <u>Phonics</u> RWI Placement Tracker for Year 1 Phonics assessment/ Review groups
Parental Involvement	EYFS Curriculum Meeting Meet the Teacher Phonics and Reading Workshops Maths Workshops Home learning expectations Reading/homework expectations pledge for parents to sign Mystery Reader Open Day/ Evening - prospective parents/pupils invited to look around the school	Parents story and rhyme session Mystery Reader EYFS Nativity production Parents Meeting/SEN meetings Open Day/ Evening - prospective parents/pupils invited to look around the school Stay and Read Session	Parents story and rhyme session Mystery Reader Stay and Read session Open Day/ Evening - prospective parents/pupils invited to look around the school	Parents story and rhyme session Mystery Reader Stay and Read Session SEN Meetings Parents to help plant / tidy flower beds Mother's Day Event Open Day/ Evening - prospective parents/pupils invited to look around the school	Parents story and rhyme session Mystery Reader Stay and Read session Parents Meeting/SEN meetings Class Assembly (if applicable) Nursery and Reception Admission Parents evening Open Day/ Evening - prospective parents/pupils invited to look around the school	Parents story and rhyme session Mystery Reader Nursery and Reception New Starter meeting New Nursery Visits New Reception visits Home visits Father's Day Event Reports Graduation assembly
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, phonics sessions, reading opportunities, story time sessions, circle times including Picture News sessions, singing, and speech and language interventions, where appropriate	3- 4 year olds Begin to know some rhymes, be able to talk about familiar books May start a conversation with an adult or a friend	3- 4 year olds Enjoy listening to longer stories Begins to use longer sentences of four to six words Know some rhymes and can join in with these/ recite them Begin to use a wider range of vocabulary Can start a conversation with an adult or a friend Begins to develop their pronunciation	3- 4 year olds Knows many rhymes, be able to talk about familiar books Begins to start a conversation with an adult or a friend and continue it for many turns Begins to sing a large repertoire of songs (check unit for opportunities) Continues to develop their wider range of vocabulary Uses longer sentences of four to six words Develops their pronunciation	3- 4 year olds Enjoy listening to longer stories and can remember much of what happens Begin to develop their communication (irregular tenses and plurals) Uses a wider range of vocabulary Sing a large repertoire of songs (check unit for opportunities) Knows many rhymes Starts a conversation with an adult/ a friend and continue it for many turns Continues to develop their pronunciation	3- 4 year olds Knows many rhymes, and begins to be able to talk about familiar books, and be able to tell a long story Begin to understand 'why' questions Begin to be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Develops their communication (irregular tenses and plurals) Continues to use a wider range of vocabulary (in context) Begin to understand a question or instruction that has two parts Begins to use talk to organise themselves and their play	3- 4 year olds Knows many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Continues to use a wider range of vocabulary (in context) Uses their communication effectively (linked to irregular tenses and plurals) Understand a question or instruction that has two parts Uses talk to organise themselves and their play
	Reception Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Begin to listen carefully to rhymes and songs paying attention to how they sound Begin to engage in story times Begin to engage in non-fiction books Speaking Develop social phrases	Reception Listening, Attention and Understanding Children will begin to understand how and why questions. Listens carefully to rhymes and songs paying attention to how they sound Start to listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Engage in story times Engage in non-fiction books.	Reception Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Speaking Use new vocabulary through the day Begin to articulate their ideas and thoughts Begin to describe events in some detail	Reception Listening, Attention and Understanding Continue to listen to and talk about stories to build familiarity and understanding Continue to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Speaking Use further new vocabulary through the day	Reception Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how Speaking Articulate their ideas and thoughts in well-formed sentences Begin to use new vocabulary in different contexts	Reception Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges Speaking Confidently articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to

<p>Children will begin to talk in front of small groups and their teacher offering their own ideas.</p>	<p>Speaking</p> <p>Learn new vocabulary</p> <p>Children will be more confident to talk in front of small groups and their teacher offering their own ideas.</p>			<p>Articulate their ideas and thoughts Describe events in some detail</p> <p>Learn rhymes, poems and songs</p>	<p>Begin to ask questions to find out more and to check they understand what has been said to them</p> <p>Begin to use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Begin to connect one idea or action to another using a range of connectives</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>	<p>check they understand what has been said to them</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Express their feelings/experiences using a range of tenses</p> <p>Confidently retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

<p>Personal, Social and Emotional Development</p>  <p>Children will develop their personal, social and emotional skills throughout the year through strong, supportive relationships with adults, through high quality interactions, using the Zones of Regulation, The Worry Monster and the Colour Monster to share their feelings, worries or concerns. Circle time sessions provide an opportunity for the children to discuss their feelings, as well as sharing stories focusing on inclusivity and diversity (see Literacy for separate list), Accessing the indoor and outdoor provision (which is adapted accordingly</p>	<p>3- 4 year olds</p> <p>Begin to select and use activities and resources, with help when needed</p> <p>Begin to play with one or more other children</p> <p>Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>3- 4 year olds</p> <p>Select and use activities and resources, with help when needed</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>3- 4 year olds</p> <p>Remember rules without needing an adult to remind them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Begin to develop appropriate ways of being assertive</p> <p>Begin to be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands</p>	<p>3- 4 year olds</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to show more confidence in new social situations</p> <p>Begin to understand gradually how others might be feeling</p>	<p>3- 4 year olds</p> <p>Show more confidence in new social situations</p> <p>Understand gradually how others might be feeling</p> <p>Demonstrate appropriate ways of being assertive</p> <p>Begin to talk with others to solve conflicts</p> <p>Begin to make healthy choices about food, drink, and activity</p>	<p>3- 4 year olds</p> <p>Is more confidence in new social situations</p> <p>Talk with others to solve conflicts</p> <p>Find solutions to conflicts and rivalries</p> <p>Make healthy choices about food, drink, and activity</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands</p>
	<p>Reception</p> <p>Self-Regulation</p> <p>Will recognise different emotions</p> <p>Will focus during short whole class activities</p> <p>Managing Self</p> <p>Begins to manage their own needs: will learn to wash their hands independently</p> <p>Building Relationships</p> <p>Will begin to see themselves as valuable individuals</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Will talk about how they are feeling and to consider others' feelings</p> <p>Will be able to focus during longer whole class lessons</p> <p>Managing Self</p> <p>Begins to manage their own needs: will wash their hands independently</p> <p>Building Relationships</p> <p>Will begin to develop friendships</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Will express their own feelings and consider the feelings of others</p> <p>Will begin to show resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will begin to understand and talk about the different factors that support their overall health and wellbeing</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Children will begin to identify and moderate their own feelings socially and emotionally</p> <p>Will develop their resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Manages their own needs: Children will develop independence when dressing and undressing</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Children will be able to identify and moderate their own feelings socially and emotionally</p> <p>Will show their resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will manage their own basic needs independently: Children will learn</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Will continue to show their resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will know and talk about the different factors that support their overall health and wellbeing;</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating

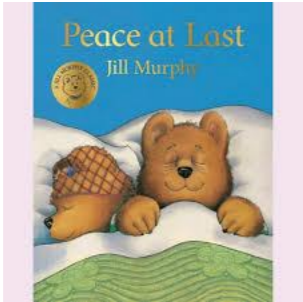
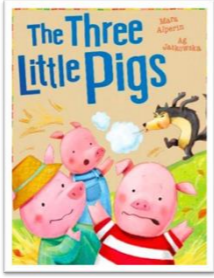
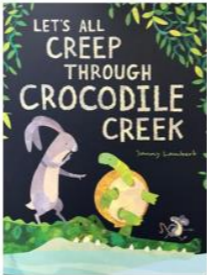


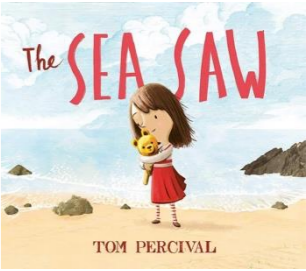
<p>throughout the year), mealtimes, and snack times</p> <ul style="list-style-type: none"> All PSED skills are taken from Development Matters but adapted/ broken down into achievable small steps 		<p>Will see themselves as valuable individuals</p>	<p>Manages their own needs: knows when to wash hands to manage own personal hygiene, begins to develop independence when dressing and undressing</p> <p>Building Relationships</p> <p>Will begin to build constructive and respectful relationships</p>	<p>Building Relationships</p> <p>Will build constructive and respectful relationships</p> <p>Will start to think about the perspective of others</p>	<p>to dress themselves independently, and be able to narrate decisions about healthy foods</p> <p>Building Relationships</p> <p>Will continue to build constructive and respectful relationships</p> <p>Will think about the perspective of others</p>	<p>- toothbrushing - sensible amounts of 'screen time'</p> <p>-having a good sleep routine - being a safe pedestrian</p> <p>Building Relationships</p> <p>Will have built positive constructive and respectful relationships</p> <p>Will continue to think about the perspective of others</p>
<p>Self-Regulation: 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.</p> <p>Managing Self: 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.</p> <p>Building Relationships: 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.</p>						
<p>British Values</p> <p>E-Safety</p>	<p>Respect Recall aspects of respect (treating others like you would want to be treated; celebrating others' achievements).</p> <p>Behaviour Use the Zones of Regulation display. Share the school's Golden Rules and give examples of how to achieve them</p> <p>NSPCC Understand not to show anyone what is in your pants (private).</p> <p>E-Safety Project evolve (image and self-identity) Know that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset Give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'. Explain how this could be better to do in real life or online.</p>	<p>Democracy Understand that their views count and that it is important to talk about each other's feelings.</p> <p>Anti-Bullying Week Project evolve (Online Bullying) Say what being 'unkind online' means to them. Give specific examples/ways that people can be unkind through technology and the internet. Recognise differences between kind and unkind behaviours.</p> <p>E-Safety Project evolve (Health, wellbeing and lifestyle) Suggest the things that they are allowed/not allowed to do when using technology/the internet. Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet. Name at least one trusted adult who can help them stay safe when using technology/internet.</p>	<p>Tolerance Understand to treat others like they would want to be treated (linking back to respect).</p> <p>Behaviour Recall the Golden Rules and give examples of how to achieve them. Give examples of acts of kindness. Recall our school values.</p> <p>Safer Internet Day Project Evolve (Online relationships) Name some ways that members of their family talk to each other and other people using the internet. Name an app, a piece of software or a technology that they use or could use to talk to people they know (with a trusted adult).</p> <p>E-Safety Project evolve (Health, wellbeing and lifestyle) Give some examples of the rules they have about using technology. Attempt to say why they are allowed or not allowed to do these things. State what to do if they are worried or unsure about something online.</p>	<p>E-Safety Project evolve (Managing online information) Talk about how they can use the internet to find things out. Identify devices they could use to access information on the internet. hat.</p> <p>E-Safety Project evolve (privacy and security) Identify and name examples of their own personal information.</p>	<p>Rule of Law Understand what it means to be fair.</p> <p>Mental Health Awareness Week Recall the five ways to wellbeing. Annual Theme</p> <p>E-Safety Project evolve (Online Reputation) Understand what the word 'information' means. Understand what 'online' means. Understand that they can put information online for others to see.</p> <p>E-Safety Name people they trust and why.</p>	<p>Liberty Understand what it means to be independent.</p>
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in daily Funky Fingers activities (threading, cutting, weaving, playdough), mark</p>	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Will climb with little support</p> <p>Fine Motor</p> <p>Will begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p>	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Will run, jump and hop</p> <p>Will climb confidently</p> <p>Will climb stairs/steps using alternate feet</p> <p>Fine Motor</p> <p>Will start to eat using a knife and fork</p>	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Starts taking part in some group activities which they make up for themselves, or in teams</p> <p>Will begin to use large scale muscle movements e.g. waving streamers, making marks on the ground</p>	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Will decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc</p> <p>Begin to remember sequences of movements which are related to music and rhythm</p> <p>Will begin to choose the right resources to carry out their plan</p>	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Will collaborate with others to manage large items, such as moving a long plank safely</p> <p>Will use large scale muscle movements confidently e.g. waving flags, painting/ making marks on the ground</p> <p>Will confidently select the right resources to carry out their plan</p>	<p>3-4 year olds</p> <p>Gross Motor Skills</p> <p>Can balance (bikes, scooters, climbing)</p> <p>Can skip, hop and stand on one leg</p> <p>Is increasingly able to remember sequences of movements which are related to music and rhythm</p> <p>Fine Motor</p>

<p>making, daily handwriting sessions, construction, drawing, writing, Dough Disco,</p> <p>PE sessions cover elements such as gymnastics, dance, and ball skills</p>		<p>Will use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc)</p> <p>Will start to manage getting themselves dressed/undressed by putting on coats/aprons</p>	<p>Fine Motor</p> <p>Will show a preference for a dominant hand</p> <p>Will begin to use one handed tools confidently for example cutting with scissors, hammering</p>	<p>Fine Motor</p> <p>Will eat using a knife and fork (maybe with a little support)</p> <p>Will become more confident to manage getting themselves dressed/undressed by putting on coats and trying to do zips</p>	<p>Fine Motor</p> <p>Will use one handed tools confidently for example cutting with scissors</p> <p>Be increasingly independent as they get dressed and undressed e.g., putting on coats, doing up zips</p>	<p>Can use a comfortable grip with good control when using pens/pencils</p>
<p>They also participate in Muddy Mondays and Welly Wednesdays forest-school-style sessions</p> <p>Our EYFS environment also provides vast opportunities for the children to develop these fundamental skills.</p>	<p>Reception</p> <p>Gross Motor</p> <p>Will learn to move safely in a space.</p> <p>Revise the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Fine Motor</p> <p>To continue to develop small motor skills - children will experience and explore threading, pouring liquids, stirring, using spray bottles, dressing/undressing dolls etc</p>	<p>Reception</p> <p>Gross Motor</p> <p>Continue to revise and refine the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Uses their core muscle strength to begin to develop a good posture when sitting at a table or sitting on the floor</p> <p>They will begin to develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking)</p> <p>Fine Motor</p> <p>Children will start to use scissors, pencils/ pens and glue more effectively</p>	<p>Reception</p> <p>Gross Motor</p> <p>Move safely in a space.</p> <p>Progress towards a more fluent style of moving, with developing control</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor</p> <p>To develop small motor skills - children will begin to use a tripod grip when using mark making tools</p> <p>Children will handle scissors, pencil and glue effectively.</p>	<p>Reception</p> <p>Gross Motor</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, aiming</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking)</p> <p>Uses their core muscle strength to further develop a good posture when sitting at a table or sitting on the floor</p> <p>Fine Motor</p> <p>Children will use cutlery appropriately</p> <p>Children will start to form letters more accurately and with correct directionality</p>	<p>Reception</p> <p>Gross Motor</p> <p>Combine different movements with ease and fluency</p> <p>Children will be able to control different sized balls</p> <p>Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Fine Motor</p> <p>Children will form letters correctly using a tripod grip</p>	<p>Reception</p> <p>Gross Motor</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</p> <p>Fine Motor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						
<p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p>Literacy including Phonics</p> <p>We use the Read, Write Inc (RWI) Phonics programme as the foundations to our children's phonemic awareness, and to develop their segmenting/ blending skills in order to be confident readers and writers.</p>	<p>3-4 year olds</p> <p>Reading</p> <p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>3-4 year olds</p> <p>Reading</p> <p>Continue to develop their understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>3-4 year olds</p> <p>Reading</p> <p>Have a better understanding and be able to talk about the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book 	<p>3-4 year olds</p> <p>Reading</p> <p>Begin to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Writing</p>	<p>3-4 year olds</p> <p>Reading</p> <p>Have an increased phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Begin to engage in extended conversations about stories, learning new vocabulary</p>	<p>3-4 year olds</p> <p>Reading</p> <p>Have a sound phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary</p>

We use Read, Write Inc's (RWI) Reading Programme in order for children to develop their oracy and comprehension skills to prepare them for KS1



<p>Writing</p> <p>Begins to use some of their print in their early writing</p>	<p>Writing</p> <p>Develops their print in their early writing</p>	<p>- page sequencing</p> <p>Writing</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Write some or all of their name</p>	<p>Continues to use their print and letter knowledge in their early writing Writes (some) or all of their name</p>	<p>Writing</p> <p>Use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy</p> <p>Writes all of their name and begins to write some letters accurately</p>	<p>Writing</p> <p>Continues to use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy</p> <p>Writes all of their name and writes most of these letters (amongst others) accurately</p>
<p>Reception</p> <p>Comprehension</p> <p>Children will have access to and enjoy an increasing range of books</p> <p>Word Reading</p> <p>Begin to read learned individual letters by saying the sounds for them</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Writing</p> <p>Begin to spell some words by identifying the sounds and then writing the sound with letter/s</p> <p>Will form some learned lower-case letters correctly</p>	<p>Reception</p> <p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books and begin to be able to discuss parts of it</p> <p>Word Reading</p> <p>Read learned individual letters by saying the sounds for them</p> <p>(Some) Children will begin read books matched to their phonics ability</p> <p>Will blend sounds into words more confidently, so that they can read short words made up of known letter- sound correspondences</p> <p>Read a few common exception words matched to our school's phonics programme</p> <p>Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Will continue to form some learned lower-case letters correctly</p>	<p>Reception</p> <p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books and be able to discuss parts of it</p> <p>Children will act out stories using recently introduced vocabulary</p> <p>Word Reading</p> <p>Children will read books matched to their phonics ability (using decoding strategies)</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>Begin to read some letter groups that each represent one sound and say sounds for them</p> <p>Begin to read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few common exception words</p> <p>Read further learned common exception words matched to our school's phonics programme</p> <p>Writing</p> <p>Form lower-case letters correctly</p> <p>Write short phrases with words with known sound-letter correspondences</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Reception</p> <p>Comprehension</p> <p>Children will begin to be able to talk about the characters/settings in the books they are reading</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Children will begin to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few common exception words</p> <p>Read furthermore common exception words matched to the school's phonic programme</p> <p>Writing</p> <p>Form lower-case and some capital letters correctly</p> <p>Begin to write short sentences with words with known sound-letter correspondences</p> <p>Begin to re-read what they have written to check that it makes sense</p>	<p>Reception</p> <p>Comprehension</p> <p>Children will retell a story using vocabulary influenced by their book</p> <p>Children will be able to answer questions about what they have read</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Children will re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read further simple phrases and sentences made up of words with known letter- sound correspondences and a few common exception words</p> <p>Read a range of common exception words matched to our school's phonics programme</p> <p>Writing</p> <p>Form lower-case and most capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop with increasing independence</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Reception</p> <p>Comprehension</p> <p>Children will be able to answer questions about what they have read and be able to offer sound predictions</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Children will continue to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Confidently and fluently read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words</p> <p>Read all common exception words matched to the school's phonic programme</p> <p>Writing</p> <p>Form lower-case and all capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Independently write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>

						Re-read what they have written to check that it makes sense (and edit accordingly)
RWI Breakdown of Programme	Set 1a masdtinpgockubfe - Know the first 16 sounds Green words - segmenting and blending to read	Set 1b lhrjvywzx - Know all 26 single sounds Green words - segmenting and blending to read	Set 1c Green words - segmenting and blending to read Green words - segmenting and blending to spell using Fred fingers (links to writing).	Ditty/Red Set 1 Special Friends - sh, th, ch, qu, ng, nk. Red words - put, the I, no, of my, for, he. Read 3 sound nonsense words. Spell words containing Set 1 Special Friends using Fred fingers (links to writing).	Green Set 2 Special Friends - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Red words - your, said, you, be, are. Read nonsense words. Spell words containing Set 2 Special Friends using Fred fingers (links to writing).	Purple Set 2 Special Friends - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Red words - to, me, go, baby, paint. Read nonsense words. Spell words containing Set 2 Special Friends using Fred fingers (links to writing).
	Achieve these points in line with their phonics group below:- Read individual sounds (in line with those taught below RWI). Blend sounds into words, so that they can read short words made up of single sounds (in line with those below RWI). Read simple phrases and sentences made up of words with known single sounds (in line with those below RWI). Recognise some red words (common exception words) that have been introduced during literacy texts and the environment (e.g. I, the).				Achieve these points in line with their phonics group below:- Read some special friends (digraphs). Segment and blend words containing these special friends. Read a few red words (common exception words). Read simple phrases and sentences made up of words with known single sounds, special friends and red words). Be more fluent when reading (familiar texts/words in line with their phonic level).	
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.						
Pathways to Write Text Focus and 'Super Six' Reads	PtW: Peace At Last - Jill Murphy 	PtW: The Three Little Pigs - Mara Alperin 	PtW: Let's all Creep through Crocodile Creek - Jonny Lambert 	PtW: The Pirates are Coming! - John Condon 	PtW: Gigantosaurus - Jonny Duddle 	PtW: The Sea Saw - Tom Percival 
	We use the Pathways to Write scheme to support and enrich our learning environment. We use the cross curricular high-quality texts to support all areas of the EYFS curriculum but specifically to drive our pupils' oracy, communication and language skills and vocabulary as well as develop their Literacy skills such as reading and writing. We also apply the Read, Write, Inc phonics programme as the foundations to our children's phonemic awareness, and to develop their segmenting/	Goldilocks and the Three Bears - Lauren Child Whatever Next - Jill Murphy Lullabyhullabaloo - Mick Inkpen Home - Carson Ellis Home is where the heart is - Johnny Lambert The Scarecrow's Wedding - Julia Donaldson One Day at a Time - Rachel Ip and Natelle Quek Enhanced: Geoffrey gets the jitters - Nadia Shireen (Windows and Doors)	There's a pig up my nose - John Dougherty The Three Billy Goats Gruff - Traditional Tale Little Red Riding Hood - Traditional Tale The Jolly Postman/ The Jolly Postman at Christmas - Janet and Allan Ahlberg The Christmas Story Enhanced: Giraffes Can't Dance - Giles Andreae (Stoke's 100 Reads)	Find me a Tiger - Lynley Dodd All Aboard for the Bobo Road - Stephen Davies The Gruffalo/ The Gruffalo's Child - Julia Donaldson (Stoke's 100 Reads) Alfie's Feet - Shirley Hughes The Selfish Crocodile - Faustin Charles Enhanced: Mr Wolf's Pancakes - Jan Fearnley Amy Wu and the Perfect Bao - Kat Zhang (Windows and Doors)	The Pirates Next Door - Jonny Duddle How I became a Pirate - Melinda Long Commotion in the Ocean - Giles Andreae Pirates love underpants - Claire Freedman Titch - Pat Hutchins *Ten Little Pirates - Mike Brownlow Enhanced: The Easter Story - The Beginners Bible Peter Pan (1953 animation) - Disney Coming to England - Floella Benjamin All the Ways to be Smart - Davina Bell and Allison Colpoys	Dinosaur Roar - Paul and Henrietta Stickland (Stoke's 100 Reads) Katie and the Dinosaurs - James Mayhew Tyrannosaurus Drip - Julia Donaldson (Stoke's 100 Reads) How big is a million? - Anna Milbourne Volcanoes - Usborne Beginners (NF) Dinosaurs love underpants - Claire Freedman Enhanced: The big book of dinosaurs - Usborne (NF) And Tango Makes Three - Justin Richardson and Peter Parnell

blending skills in order to be confident readers and writers.

No Outsiders Texts

You Choose
Talk about the things that they like and can make their own mind up.
Talk to others about what they think.

Red Rockets and Rainbow Jelly
Understand that their friends may like to do different things, but that they can still be friends.

Amy Wu and the Perfect Patchwork Dragon - Kat Zhang (Windows and Doors)

Hello Hello
Talk about their peers being different, but that they can still be friends.
Talk about how to make friends.

The Family Book
Talk about their family.
Understand that all families are different.

Mummy Momma and Me
Understand that my family are special and can talk about who loves them.

Blue Chameleon
Understand that everyone in their class is different, but that they can still be friends with everyone.

Mathematics



We follow the NCETM Mastering Numberblocks support materials for Nursery, and the Mastering Number Scheme in Reception which, alongside reactive intervention, allows all children to keep up not catch up, and promotes a real love for maths from an early age. Children are taught to subitise, count, recognise numerals, look for patterns in numbers and recall number facts.

We use the White Rose programme to support all Spatial Reasoning aspects of Maths

3-4 year olds
See Long Term Nursery Maths Plan

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Routines	Comparison	Shape, space and measure	Pattern	Counting	Counting	Subitising	
	More than, fewer than, same	Explore and build with shapes	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3	

3-4 year olds
See Long Term Nursery Maths Plan

Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Pattern	Shape, space and measure	Subitising	Counting	Shape, space and measure	Consolidation	
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes		

3-4 year olds
See Long Term Nursery Maths Plan (6 weeks)

Subitising	Counting	Shape, space and measure
Explore own first pattern	Take and give 1, 2, 3	Match, talk, push and pull

3-4 year olds
See Long Term Nursery Maths Plan (5 weeks)

Subitising	Comparison	Consolidation
Talk about dots	Compare and sort collections	

3-4 year olds
See Long Term Nursery Maths Plan (4 weeks)

Pattern	Shape, space and measure
Lead on own repeats	Start to puzzle

3-4 year olds
See Long Term Nursery Maths Plan (6 weeks)

Pattern	Subitising	Counting	Counting	Comparison	Consolidation
Making patterns together	Show me 5	Counting to 5	Stop at 1, 2, 3, 4, 5	Match, sort and compare	

Reception - See Long Term Reception Maths Plan

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Match, sort and compare	Talk about measure and pattern	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Circles and triangles	
WRH	Focus on counting skills.	Focus on counting skills.	Explore how numbers are made of 1s. Focus on composition of 3 and 4.	Subitise objects and sounds.	WRH		

Subitising

- perceptually subitise within 3
- identify sub-groups in larger arrangements
- create their own patterns for numbers within 4
- practise using their fingers to represent quantities which they can subitise
- experience subitising in a range of contexts, including temporal patterns made by sounds.

Cardinality, Ordinality, Counting

- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
- have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
- have opportunities to develop an understanding that anything can be counted, including actions and sounds
- explore a range of strategies which support accurate counting.

Composition

- see that all numbers can be made of 1s

Reception - See Long Term Reception Maths Plan

Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Comparison	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality	Shapes with 4 sides
Comparison of sets - just by looking. Use the language of comparison.	Focus on counting skills. Focus on the 'five-ness of 5' using one hand.	Comparison of sets by matching.	Explore the concept of 'whole' and 'part'.	Focus on the concept of composition of 3, 4 and 5.	Practise object counting. Match numerals to quantities within 10.	WRH

Subitising

- continue from first half-term
 - subitise within 5, perceptually and conceptually, depending on the arrangements.
- Cardinality, Ordinality, Counting**
- continue to develop their counting skills
 - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
 - begin to count beyond 5
 - begin to recognise numerals, relating these to quantities they can subitise and count.

Composition

- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
 - explore the composition of numbers within 5.
- Comparison**
- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
 - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they

Shape and Space

- Create and extend a 3 repeated pattern

Reception - See Long Term Reception Maths Plan

Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition	Counting, ordinality and cardinality
Subitising within 5. Match numerals to quantities.	Counting - focus on ordinality and the 'staircase' pattern.	Focus on 5.	Focus on 6 and 7	Compare sets and use language of comparison.	Focus on the 'staircase' pattern and ordering numbers

Subitising

- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part

Cardinality, Ordinality, Counting

- begin to become familiar with the counting pattern beyond 20.
- recognise numbers to 10
- order numbers to 10
- link the numeral with its cardinal number value to 10
- begin to understand the concept of 1 more and 1 less to 10

Reception - See Long Term Reception Maths Plan

Comparison	Composition	Composition	Composition	Shapes with 4 sides
Focus on ordering of numbers to 8.	Focus on 7	Doubles with two equal parts.	Sorting numbers	WRH

Subitising

- explore symmetrical patterns, in which each side is a familiar pattern, linking this to doubles.
- confidently subitise to 5

Cardinality, Ordinality, Counting

- continue to consolidate their understanding of cardinality, working with larger numbers within 10
- become more familiar with the counting pattern beyond 20.
- understand the concept of 1 more and 1 less to 10

Composition

- explore the composition of odd and even numbers, looking at the 'shape' of these numbers
- begin to link even numbers to doubles
- embed automatic recall of addition bonds for 5 and some subtraction bonds

Reception - See Long Term Reception Maths Plan

Counting, ordinality and cardinality	Subitising	Composition	Comparison
With rekenrek, subitise to 5.	Automatic recall of bonds to 5.	Composition of 10	Comparison linked to ordinality

Subitising

- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns
- use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number
- subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.
- confidently subitise to 5

Cardinality, Ordinality, Counting

- continue to develop verbal counting to 20 (recognising the pattern of the counting system) and beyond, including

Reception

Explore 10 shapes	Length, height and time	Manipulate, compare and describe	Mass and capacity	Visualise build and map	Make connections
WRH	WRH	WRH	WRH	WRH	WRH

Review and Assessment period for ELS

In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

<ul style="list-style-type: none"> compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' 	
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<ul style="list-style-type: none"> introduce doubling and halving <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 automatically recall addition bonds for 5 begin to recall some subtraction bonds for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal or unequal <p>Shape and Space</p> <ul style="list-style-type: none"> Recognise some 2D shapes (circle, square, rectangle, triangle) Recognise some 3D shapes (cuboid, cube, sphere and cylinder) 	
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<ul style="list-style-type: none"> begin to explore the composition of numbers within 10 and maybe able to recall some of the different ways to make 10 (number bonds addition and subtraction). <p>Comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system. develop understanding of comparing quantities up to 10 in different contexts, recognising when one quantity is more than, fewer than or the same as the other quantity. <p>Shape and Space</p> <ul style="list-style-type: none"> embed 2D and 3D shapes Use everyday language to talk about some of the following: <u>weight</u>, <u>height</u>, <u>capacity</u>, time and money 	
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<p>counting from different starting numbers</p> <ul style="list-style-type: none"> continue to develop confidence touch counting to 10 and beyond order sets of objects, linking this to their understanding of the ordinal number system. <p>Composition</p> <ul style="list-style-type: none"> explore and represent patterns within numbers up to 10 including evens, odds, double facts and how quantities can be distributed automatically recall the addition and subtraction bonds for 5 name some of the bonds for 10. Recall some of the double facts to 10 have a deep understanding of numbers to 10 including the composition of each number <p>Comparison</p> <ul style="list-style-type: none"> Embed understanding of comparing quantities up to 10 in different contexts, recognising when one quantity is more than, fewer than or the same as the other quantity. <p>Shape and Space</p> <ul style="list-style-type: none"> Talk about 2D and 3D shapes using informal mathematical language Use everyday language to talk about some of the following: <u>weight</u>, <u>height</u>, <u>capacity</u>, <u>time</u> and <u>money</u> 	
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Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World



We follow the 'Understanding Christianity' Scheme and the 'LA Agreed Syllabus' scheme for Religious Education to teach our Reception children about Christianity and other faiths. This is delivered through a range of adult led sessions, circle times, events, or enhanced provision. Our Nursery children are exposed to stories from the Bible specifically linked to the New Testament as well as

3-4 year olds

I can start to show I know who I am in terms of preferences
I can start to notice some of the differences between people
I can explore natural and manmade materials

RE

Celebration:

Harvest Festival

3-4 year olds

I know who I am in terms of preferences
I can talk about myself and my immediate family
I can talk about different occupations and job roles
I can begin to talk about natural materials using a wide vocabulary linked to all my senses

RE

Stories from the Old Testament

The Story of Jesus' Birth/
The Nativity

3-4 year olds

I can talk about myself and my immediate family
I can talk about different occupations and job roles
I can talk about natural materials using a wide vocabulary linked to all my senses
I am starting to explore how things work

RE

Stories from the Old Testament

Noah's Ark

3-4 year olds

I can talk about some of the ways I have changed over my life
I can name some countries in the world
I am positive about the differences between people
I can explore collections of materials with similar and/or different properties
I am beginning to show care for my environment and plant and care for plants

RE

Stories from the New Testament

The Easter Story

3-4 year olds

I can name other countries in the world (and look for them on a map)
I can explore the different forces that I can feel.
I can talk about the differences between materials and changes they notice.
I can talk about the differences between people
I can show care for my environment and plant and care for plants
I confidently explore how things work
I can explore the key features of life cycles of animals and plants

RE

Stories from the New Testament

Jesus feeds the 5000

3-4 year olds

I can talk about some of my own and my family's history
I can explore and talk about the different forces I can feel.
I can talk positively about the differences I have seen in people, countries and communities
I can understand the key features of life cycles of animals and plants using key vocabulary
I can talk about the world around us observing animals and plants
I know that there are different countries in the world and talk about the differences I have experienced (or seen in photos)

RE

Stories from the New Testament

Jesus Heals a Blind Man, The Good Samaritan

celebrating special Christian events and other religious/ cultural celebrations

We provide high quality texts including our 'No Outsiders' scheme as well as enhanced provision in order to expose our children to the skills linked to Past and Present, People, Culture and Communities, and The Natural World, whilst also addressing the diversity needs and issues that arise in our world in order to model and promote inclusive behaviour. We share weekly Picture News with the class to help raise awareness of the wider world and discuss the themes that arise.

Reception
Past and Present
 Children can name people who are familiar to them.
 Children can begin to comment on images of familiar situations in the past.
 Children will know about their own life story and how they have changed
People, Culture and Communities
 Children will know about features of the immediate environment.
The Natural World
 Children will understand the terms 'same' and 'different'
 Children can describe what they see, hear and feel whilst outside.
People, Culture and Communities (RE)
Being special: where do we belong?

Reception
Past and Present
 Children can name and describe people who are familiar to them.
 Children will know some similarities and differences between things in the past and now
People, Culture and Communities
 Children will know that there are many countries around the world.
The Natural World
 Children will explore and ask questions about the natural world around them.
People, Culture and Communities (RE)
INCARNATION: Why do Christians perform nativity plays at Christmas? (Understanding Christianity)

Reception
Past and Present
 Children will talk about the lives of people around them.
 Children will begin to compare past and present objects/artefacts
People, Culture and Communities
 Children will begin to understand that people around the world have different religions, beliefs and celebrate times in different ways
The Natural World
 Children will talk about features of the environment they are in and learn about the different environments and seasons.
People, Culture and Communities (RE)
GOD/CREATION: Why is the word 'God' so important to Christians?

Reception
Past and Present
 Children will talk about past and present events in their lives and what has been read to them.
People, Culture and Communities
 Children will know about people who help us within the community.
The Natural World
 Children will make observations about plants discussing similarities and differences.
 Children can draw information from a simple map.
People, Culture and Communities (RE)
SALVATION: Why do Christians put a cross in the Easter garden? (Understanding Christianity)

Reception
Past and Present
 Children will know about the past through settings and characters.
 Children will compare past and present objects/artefacts and discuss their findings
People, Culture and Communities
 Children will know that people in other countries may speak different languages.
The Natural World
 Children will make observations about animals discussing similarities and differences
People, Culture and Communities (RE)
Which places are special and why?

Reception
Past and Present
 Children will know about the past through settings, characters and events.
People, Culture and Communities
 Children will recognise and understand fully that people around the world have different religions, beliefs and celebrate times in different ways
The Natural World
 Children will know that simple symbols are used to identify features on a map.
 Children will know some important processes and changes in the natural world, including changing seasons and some states of matter.
People, Culture and Communities (RE)
Which stories are special and why?

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

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.







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

RE: Please refer to separate RE Progression of Skills for outcomes

Expressive Arts and Design



<p>3-4 year olds</p> <p>I can explore art materials for large and small scale art e.g. drawing, paint, sculpture</p> <p>I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum</p> <p>I can express my ideas through play, particularly pretend play</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects</p>	<p>3-4 year olds</p> <p>I can use different art materials and am starting to refine my ways of creating art</p> <p>I can explore using different coloured paints</p> <p>I can remember and sing a range of familiar songs</p> <p>I can explore the different sounds musical instruments make</p> <p>I can engage in simple pretend play, using some objects to represent others</p> <p>I can begin to draw with detail, such as representing a face with a circle and including details.</p>	<p>3-4 year olds</p> <p>I can explore colour mixing using different coloured paints</p> <p>Join different materials and explore different textures</p> <p>I can listen with increased attention to sounds</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can now draw with increasing complexity and detail, such as representing a face with a circle and including details such as earrings, hair strands</p>	<p>3-4 year olds</p> <p>I can use self- chosen materials to create my own ideas</p> <p>I can sing my own created songs and begin to follow pitch, melody, rhythm and tone</p> <p>I can play musical instruments with greater control and purpose</p> <p>I can create more complex small world set ups to adapt and create stories</p> <p>I can use drawings to represent ideas like movement or loud noises</p>	<p>3-4 year olds</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p> <p>I can sing my own created songs and follow pitch, melody, rhythm or tone</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>3-4 year olds</p> <p>I can use a range of art materials, joining and colour mixing purposefully and freely</p> <p>I can sing, respond to and create my own music with instruments showing some awareness of pitch, melody or rhythm</p> <p>I can start to develop my own stories linked to what I know through role & all world play</p>
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<p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will sing and perform nursery rhymes.</p> <p><i>Creating with Materials</i></p> <p>Children will experiment mixing with colours.</p> <p>Artist Focus:</p> <p>Wassily Kandinsky (exploring colour mixing)</p> 	<p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will experiment with different instruments and their sounds.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p><i>Creating with Materials</i></p> <p>Children will experiment with different textures.</p> <p>Artist Focus:</p> <p>Continue to be inspired by Wassily Kandinsky and explore colour mixing independently</p> 	<p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will create narratives based around stories in their play</p> <p>Children will move in time to the music.</p> <p><i>Creating with Materials</i></p> <p>Children will begin to create collaboratively, sharing ideas, resources and skills.</p> <p>Children will safely explore different techniques for joining materials e.g. PVA, glue sticks, Velcro, string, sticky tape, masking tape, pipe cleaners, split pins</p> <p>Artist Focus:</p> <p>Andy Goldsworthy (natural art)</p> 	<p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i>Creating with Materials</i></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children will make props and costumes for different role play scenarios.</p> <p>Artist Focus:</p> <p>Andy Goldsworthy (natural art)</p> 	<p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will play an instrument following a musical pattern</p> <p>Children can watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><i>Creating with Materials</i></p> <p>Children will create collaboratively, sharing ideas, resources and skills.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Artist Focus:</p> <p>Pablo Picasso (portraits)</p> 	<p>Reception</p> <p><i>Being Imaginative</i></p> <p>Children will invent their own narratives, stories and poems</p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><i>Creating with Materials</i></p> <p>Children will share creations, talk about process and evaluate their work.</p> <p>Art Outcomes:</p> <p>Children are confident to discuss their work and evaluate it</p> <p>Artist Focus:</p> <p>Revisit Frida Khalo (more intricate self-portraits)</p> 
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Creating with Materials: 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.

Being Imaginative: 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.