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St Paul's C.E Primary School

Early Years (Nursery and Reception)

Progression of Skills & Curriculum Overview 2026-2027

Cycle B

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. In line with the UK Government's 2026 guidance on screen use for children under five, our Early Years setting maintains a minimal use of screens within the Early Years provision. We prioritise a rich, play-based curriculum where learning is active, hands-on and rooted in real-life experiences. Screens are not used as a primary teaching tool; where they are used, this is purposeful, limited, and supports learning through brief visual prompts or shared interactions led by an adult. This approach reflects current guidance emphasising the importance of high-quality interaction, communication, and physical play in supporting children's development, wellbeing, and early learning.

Across our carefully sequenced enquiry-led themes —

Autumn 1: Once Upon a Time... What Happens Next?
Autumn 2: What Are We Celebrating?
Spring 1: Where Will Our Journey Take Us?
Spring 2: How can we look after God's wonderful world?
Summer 1: What lives beneath the waves?
Summer 2: What's on Our Plate?

learning is shaped through open-ended questions that promote curiosity, exploration and sustained thinking. 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.

Learning Overview	Autumn 1 – Settling in **Once Upon a Time... What Happens Next?**	Autumn 2 – **What Are We Celebrating?**	Spring 1 – **Where Will Our Journey Take Us?**	Spring 2 – **How can we look after God's wonderful world?**	Summer 1 – **What lies beneath the waves?**	Summer 2 – Transition Focus **What's on Our Plate?**
Other Possible Themes/ Calendar Events	Settling in Welcome Service for Reception Harvest Time – Late September – October Black History Month (UK) - 1st-31st October Macmillan Coffee Morning National Poetry Day – 1st October Library to visit and share books - TBA National Recycling Day (September 2026)	Autumn Bonfire Night – 5th November Diwali – 6 – 10th November National Nursery Rhyme Week – 9- 13th November Remembrance Day – Sunday 8th/ Wednesday 11th November The Switch Off Fortnight – 9-22nd November Library to visit and share books - TBA Children in Need – 13th November Road Safety – 15th – 21st November Anti-Bullying Week – 16- 20th November Hanukkah - 4 – 12th December Halle Music Orchestra to visit - December Christmas – 25th December	RSPB – The Big Garden Bird Watch – 29th January National Storytelling week- 1st February Lunar New Year – 6th February (The Year of the Goat) Ramadan - 7th February Pancake Day – 7th February Internet Safety Day – 9th February Valentine's Day – 14th February Random Acts of Kindness Week – 14 - 20th February	Easter – Good Friday 26th March – Easter Sunday 27th March Eid al-Fitr – 9th March World Book Day – 4th March Mother's Day- 7th March Visit from the church - TBA Visit to Longton Library - TBA	Earth Day – 22nd April National Walking Month – May Water Safety Week/ Month Walk to School Week – 17 – 21st May Eid al-Adha – 16-17th May Careers & Life Skills Week - TBA Severn Trent Visit – TBA **<u>Transition Focus</u>** Transition from N to R	World Environment Day – 5th June UK Bike Week – 8th June World Music Day – 21st June Father's Day – 20th June Heathy Eating Week – Date TBC Plastic Free July National Ocean and Seas Week – 6-12 June **<u>Transition Focus</u>** EYFS staff to visit new Nursery/ new Reception children Transition from N to R Transition to R/Y1
Enrichment Activities	Making birthday cards for each other Planting vegetables Growth Mindset Focus Harvest Festival STEM focus Welly Wednesday/ Muddy Monday (Forest-school inspired sessions) Librarian visit EYFS Link Governor to visit Joining Whole School Praise EYFS team to attend St Paul's Playgroup	Nursery Rhyme Week Joining Whole School Praise Harvesting vegetables - parents invited in to harvest vegetables Diwali Party Welly Wednesday/ Muddy Monday (Forest-school inspired sessions) STEM focus Nativity Performance Christmas Jumper/Dinner Day Christmas Craft week Christmas Trip/Event - TBA EYFS Link Governor to visit EYFS team to attend St Paul's Playgroup	Joining Whole School Praise and Whole School Worship Librarian visit Chinese New Year Parade Ramadan Pancake making and pancake race Sending Valentine's Day cards to our family members STEM focus EYFS Link Governor to visit Reverend Street to visit EYFS Welly Wednesday/ Muddy Monday (Forest-school inspired sessions) EYFS team to attend St Paul's Playgroup	Joining Whole School Praise and Whole School Worship Parents invited in to plant / vegetable patch Purchase/ arrival of caterpillars/ chicks Growing flowers / Sensory Garden/ Cress Heads STEM focus David Attenborough documentaries World Book Day Eid Easter Bonnet Parade/ Decorate an egg/ Easter egg hunt Mother's Day Event EYFS Link Governor to visit Welly Wednesday/ Muddy Monday (Forest-school inspired sessions)	Potential Trip – Castaway Play TBA Purchase/ arrival of caterpillars/ chicks Eid People who help us visitors – paramedic visit STEM focus Fossil hunting Welly Wednesday/ Muddy Monday (Forest-school inspired sessions) EYFS Link Governor to visit EYFS team to attend St Paul's Playgroup	Potential Trip – Castaway Play TBA Father's Day Lunch/ Stay and Play People who help us visitors – paramedic visit STEM focus Multicultural Day - Food tasting and celebrating different cultures Transition Events Transition Teddy Bear's Picnic (of fruit and vegetables) Reverend Street to visit EYFS EYFS Link Governor to visit Welly Wednesday/ Muddy Monday (Forest-school inspired sessions) EYFS team to attend St Paul's Playgroup

				EYFS team to attend St Paul's Playgroup		
Assessment Intervention Transition Performance Management	Baseline – National RBA Baseline – School (Insight) Stoke Speaks Out Baseline EYFS team meeting - pupil focus/ interventions/ referrals/ reflecting on provision and practice/ data 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> Phonics assessment/ Review groups <u>Transition</u> EYFS team to attend St Paul's Playgroup/ visit feeder nurseries Open days/ evening/ Stay and Plays	SSO Intervention EYFS team meeting – pupil focus/ interventions/ referrals/ reflecting on department and practice/ data In house moderation Analysis of Autumn data Boxall Profile Reading Assessment Parents Evening Meetings SEN meetings - APDR Performance Management <u>Phonics</u> Phonics assessment/ Review groups <u>Transition</u> EYFS team to attend St Paul's Playgroup/ visit feeder nurseries Open days/ evening/ Stay and Plays	Ongoing assessments SSO Intervention, if required Continue Pupil Focus – Review/measure Intervention MAT moderation TBA Rising 3's transition EYFS team meeting Reading Assessment Transition with Y1 – story time/ outdoor play <u>Phonics</u> Phonics assessment/ Review groups <u>Transition</u> EYFS team to attend St Paul's Playgroup/ visit feeder nurseries Open days/ evening/ Stay and Plays	EYFS team meetings Review Pupil Progress SSO Intervention, if required In house moderation with Year 1 incl. data share Analysis of Spring Data Rising 3's transition Boxall Profile Reading Assessment SEN Meetings - APDR Transition with Y1 – story time/ outdoor play Review Performance Management <u>Phonics</u> Phonics assessment/ Review groups <u>Transition</u> EYFS team to attend St Paul's Playgroup/ visit feeder nurseries Open days/ evening/ Stay and Plays	Measure GLD Stoke on Trent Transition event Open Evening – new parents of Nursery and Reception children Rising 3's transition SSO Intervention, if required EYFS team meetings Reading Assessment Transition with Y1 – story time/ outdoor play Transition Nursery to Reception <u>Phonics</u> Phonics assessment/ Review groups <u>Transition</u> EYFS team to attend St Paul's Playgroup/ visit feeder nurseries Open days/ evening/ Stay and Plays	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 Rising 3's transition 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 Handover Meetings <u>Phonics</u> RWI Placement Tracker for Year 1 Phonics assessment/ Review groups <u>Transition</u> EYFS team to attend St Paul's Playgroup/ visit feeder nurseries Open days/ evening/ Stay and Plays
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 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 Learning Together Morning – parents invited to come and spend a morning with us! Open Day/ Evening – prospective parents/pupils invited to look around the school Stay and Read Session	Parents story and rhyme session Mystery Reader Phonics and Reading Workshops Maths Workshops 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 Learning Together Morning – parents invited to come and spend a morning with us! 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 Learning Together Morning – parents invited to come and spend a morning in Year 1! New Nursery Visits New Reception visits Home visits Nursery 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, introduction/ revisiting of vocabulary, phonics sessions, reading opportunities, story time sessions, circle times including Picture News sessions, singing, and speech and language interventions, where appropriate

Vocabulary Progression:

Our vocabulary teaching is planned and intentional, but the opportunities to practise and apply that vocabulary are woven throughout our continuous provision, daily routines and high-quality adult interactions.

Please refer to the vocabulary progression documents on our website.

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

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

Children will begin to talk in front of small groups and their teacher offering their own ideas.

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

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.

Speaking

Learn new vocabulary

Children will be more confident to talk in front of small groups and their teacher offering their own ideas.

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

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

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

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

Articulate their ideas and thoughts

Describe events in some detail

Learn rhymes, poems and songs

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

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

Begin to ask questions to find out more and to check they understand what has been said to them

Begin to use talk to help work out problems and organise thinking and activities

Explain how things work and why they might happen

Begin to connect one idea or action to another using a range of connectives

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition

3- 4 year olds

Knows many rhymes, and 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 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 check they understand what has been said to them

Use talk to help work out problems and organise thinking and activities

Connect one idea or action to another using a range of connectives

Express their feelings/experiences using a range of tenses

Confidently retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

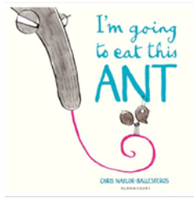
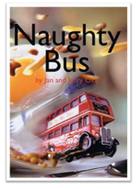
Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.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

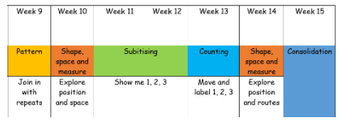
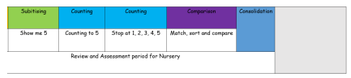
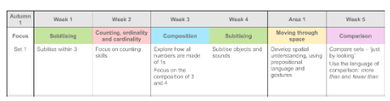
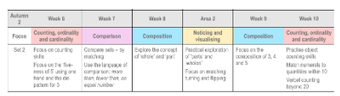
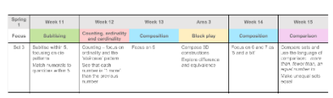
	Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their 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.					
Personal, Social and Emotional Development 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 mainly but being shown The Worry Monster and the Colour Monster in order to understand and be able to share their feelings, worries or concerns. Circle time sessions using No Outsiders texts 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 throughout the year), mealtimes, and snack times • All PSED skills are taken from Development Matters but adapted/ broken down into achievable small steps	**3- 4 year olds** Begin to select and use activities and resources, with help when needed Begin to play with one or more other children Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	**3- 4 year olds** Select and use activities and resources, with help when needed Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	**3- 4 year olds** Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting Begin to develop appropriate ways of being assertive Begin to be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands	**3- 4 year olds** Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive Begin to show more confidence in new social situations Begin to understand gradually how others might be feeling	**3- 4 year olds** Show more confidence in new social situations Understand gradually how others might be feeling Demonstrate appropriate ways of being assertive Begin to talk with others to solve conflicts Begin to make healthy choices about food, drink, and activity	**3- 4 year olds** Is more confidence in new social situations Talk with others to solve conflicts Find solutions to conflicts and rivalries Make healthy choices about food, drink, and activity Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands
	Reception ***Self-Regulation*** Will recognise different emotions Will focus during short whole class activities ***Managing Self*** Begins to manage their own needs: will learn to wash their hands independently ***Building Relationships*** Will begin to see themselves as valuable individuals	***Reception*** ***Self-Regulation*** Will talk about how they are feeling and to consider others' feelings Will be able to focus during longer whole class lessons ***Managing Self*** Begins to manage their own needs: will wash their hands independently ***Building Relationships*** Will begin to develop friendships Will see themselves as valuable individuals	***Reception*** ***Self-Regulation*** Will express their own feelings and consider the feelings of others Will begin to show resilience and perseverance in the face of a challenge ***Managing Self*** Will begin to understand and talk about the different factors that support their overall health and wellbeing Manages their own needs: knows when to wash hands to manage own personal hygiene, begins to develop independence when dressing and undressing ***Building Relationships*** Will begin to build constructive and respectful relationships	***Reception*** ***Self-Regulation*** Children will begin to identify and moderate their own feelings socially and emotionally Will develop their resilience and perseverance in the face of a challenge ***Managing Self*** Manages their own needs: Children will develop independence when dressing and undressing ***Building Relationships*** Will build constructive and respectful relationships Will start to think about the perspective of others	***Reception*** ***Self-Regulation*** Children will be able to identify and moderate their own feelings socially and emotionally Will show their resilience and perseverance in the face of a challenge ***Managing Self*** Will manage their own basic needs independently: Children will learn to dress themselves independently, and be able to narrate decisions about healthy foods ***Building Relationships*** Will continue to build constructive and respectful relationships Will think about the perspective of others	***Reception*** ***Self-Regulation*** Will continue to show their resilience and perseverance in the face of a challenge ***Managing Self*** Will know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' -having a good sleep routine - being a safe pedestrian ***Building Relationships*** Will have built positive constructive and respectful relationships Will continue to think about the perspective of others
	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. ***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. ***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.					

British Values E-Safety	**Nursery** Routines and Golden Rules to be modelled and implemented **NSPCC – and as appropriate** Understand not to show anyone what is in your pants (private). **Reception** **Respect** Recall aspects of respect (treating others like you would want to be treated; celebrating others' achievements). **Behaviour** Use the Zones of Regulation display. Share the school's Golden Rules and give examples of how to achieve them **NSPCC** Understand not to show anyone what is in your pants (private). **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.	**Nursery** Routines to be modelled and implemented Children to be following the Golden Rules with support **Behaviour** Beginning to use the Zones of Regulation display with support Begin to share the school's Golden Rules and give examples of how to achieve them **Reception** **Democracy** Understand that their views count and that it is important to talk about each other's feelings. **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. **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.	**Nursery** Children to be following routines with limited support **Behaviour** Using the Zones of Regulation display with limited support Share the school's Golden Rules and give examples of how to achieve them **Anti-Bullying Week** To know the difference between being unkind and bullying **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 at least one trusted adult who can help them stay safe when using technology/internet. **Reception** **Tolerance** Understand to treat others like they would want to be treated (linking back to respect). **Behaviour** Recall the Golden Rules and give examples of how to achieve them. Give examples of acts of kindness. Recall our school values. **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). **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.	**Nursery** Children to be following routines independently **Behaviour** Using the Zones of Regulation display. Demonstrating the school's Golden Rules **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. **Reception** **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. **E-Safety** Project evolve (privacy and security) Identify and name examples of their own personal information.	**Nursery** Children to be following routines independently **Behaviour** Using the Zones of Regulation display. Demonstrating the school's Golden Rules **E-Safety** Project evolve (Health, wellbeing and lifestyle) Give examples of the rules they have about using technology. 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. **Reception** **Rule of Law** Understand what it means to be fair. **Mental Health Awareness Week** Recall the five ways to wellbeing. *Annual Theme* **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. **E-Safety** Name people they trust and why.	**Nursery** Children to be following routines independently **Behaviour** Using the Zones of Regulation display. Demonstrating the school's Golden Rules **E-Safety** Project evolve (Managing online information) Talk about how they can use the internet to find things out. **Reception** **Liberty** Understand what it means to be independent.
Physical Development Children improve their gross and fine motor skills daily by engaging in daily Funky Fingers activities (threading, cutting,	**3-4 year olds** **Gross Motor Skills** Will climb with little support ***Fine Motor*** Will begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	**3-4 year olds** **Gross Motor Skills** Will run, jump and hop Will climb confidently Will climb stairs/steps using alternate feet ***Fine Motor***	**3-4 year olds** **Gross Motor Skills** Starts taking part in some group activities which they make up for themselves, or in teams Will begin to use large scale muscle movements e.g. waving streamers, making marks on the ground	**3-4 year olds** **Gross Motor Skills** Will decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc Begin to remember sequences of movements which are related to music and rhythm Will begin to choose the right resources to carry out their plan	**3-4 year olds** **Gross Motor Skills** Will collaborate with others to manage large items, such as moving a long plank safely Will use large scale muscle movements confidently e.g. waving flags, painting/ making marks on the ground Will confidently select the right resources to carry out their plan	**3-4 year olds** **Gross Motor Skills** Can balance (bikes, scooters, climbing) Can skip, hop and stand on one leg Is increasingly able to remember sequences of movements which are related to music and rhythm ***Fine Motor***

weaving, playdough), mark making, daily handwriting sessions, construction, drawing, writing, Dough Disco, We use Get Set for PE for our PE sessions which cover elements such as gymnastics, dance, and ball skills Children also participate in Muddy Mondays and Welly Wednesdays forest-school-style sessions Our EYFS environment also provides vast opportunities for the children to develop these fundamental skills.		Will start to eat using a knife and fork Will use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc) Will start to manage getting themselves dressed/undressed by putting on coats/ aprons	***Fine Motor*** Will show a preference for a dominant hand Will begin to use one handed tools confidently for example cutting with scissors, hammering	***Fine Motor*** Will eat using a knife and fork (maybe with a little support) Will become more confident to manage getting themselves dressed/undressed by putting on coats and trying to do zips	***Fine Motor*** Will use one handed tools confidently for example cutting with scissors Be increasingly independent as they get dressed and undressed e.g., putting on coats, doing up zips	Can use a comfortable grip with good control when using pens/pencils
	Reception ***Gross Motor*** Will learn to move safely in a space. Revise the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing ***Fine Motor*** To continue to develop small motor skills – children will experience and explore threading, pouring liquids, stirring, using spray bottles, dressing/undressing dolls etc	**Reception** ***Gross Motor*** Continue to revise and refine the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing Uses their core muscle strength to begin to develop a good posture when sitting at a table or sitting on the floor They will begin to develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking) ***Fine Motor*** Children will start to use scissors, pencils/ pens and glue more effectively	**Reception** ***Gross Motor*** Move safely in a space. Progress towards a more fluent style of moving, with developing control Children will balance on a variety of equipment and climb. ***Fine Motor*** To develop small motor skills – children will begin to use a tripod grip when using mark making tools Children will handle scissors, pencil and glue effectively.	**Reception** ***Gross Motor*** Further develop and refine a range of ball skills including throwing, catching, kicking, passing, aiming Further develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking) Uses their core muscle strength to further develop a good posture when sitting at a table or sitting on the floor ***Fine Motor*** Children will use cutlery appropriately Children will start to form letters more accurately and with correct directionality	**Reception** ***Gross Motor*** Combine different movements with ease and fluency Children will be able to control different sized balls Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ***Fine Motor*** Children will form letters correctly using a tripod grip	**Reception** ***Gross Motor*** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions ***Fine Motor*** Develop the foundations of a handwriting style which is fast, accurate and efficient
	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. ***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.					
Literacy including Phonics 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.	**3-4 year olds** **Reading** Begin to understand the five key concepts about print: - 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	**3-4 year olds** **Reading** Continue to develop their understanding of the five key concepts about print: - 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	**3-4 year olds** **Reading** Have a better understanding and be able to talk about the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom	**3-4 year olds** **Reading** Begin to develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother **Writing**	**3-4 year olds** **Reading** Have an increased phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	**3-4 year olds** **Reading** Have a sound phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary

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

			Spell words by identifying the sounds and then writing the sound with letter/s	Begin to re-read what they have written to check that it makes sense	Re-read what they have written to check that it makes sense	correspondences using a capital letter and full stop 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** 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,	PtW: The Gingerbread Man – Mara Alperin  The Rainbow Fish – Marcus Pfister Whatever Next – Jill Murphy The Little Red Hen- Traditional Tale The Ugly Duckling – Traditional Tale Rosie's Walk - Pat Hutchins The Scarecrow's Wedding – Julia Donaldson **Enhanced**: Olu's Teacher - Jamel C. Campbell and Lydia Mba (Windows and Doors)	PtW: I'm Going to Eat This Ant! – Chris Baylor-Ballesteros  Flashlight by Lizi Boyd Stickman – Julia Donaldson The Jolly Postman at Christmas – Janet and Allan Ahlberg Dear Santa - Rod Campbell We're Going on an Elf Chase – Martha Mumford The Christmas Story – Ian Beck **Enhanced:**	PtW: The Naughty Bus – Jan Oke  Mrs Armitage on Wheels - Quentin Blake Mr Grumpy's Motor Car – John Burningham All Aboard for the Bobo Road – Stephen Davies Beegu – Alexis Deacon The Train Ride - June Crebbin **Enhanced**:	PtW: The Journey Home by Hattie Peck  Jack and the Beanstalk – Traditional Tale Superworm – Julia Donaldson Billy's Sunflower – Nicola Moon The Way Back Home - Oliver Jeffers The Very Hungry Caterpillar – Eric Carle **Enhanced:** We're Going on an Easter Hunt – Martha Mumford (Easter focus)	PtW: The Whale Who Wanted More by Rachel Bright  Barry the Fish with Fingers – Sue Hendra Someone Swallowed Stanley – Sarah Roberts Commotion in the Ocean – Giles Andreae Tiddler – Julia Donaldson Snail and the Whale – Julia Donaldson Shark in the Park – Nick Sharratt	PtW: Supertato by Sue Hendra  Super Duper You – Sophy Henn The Runaway Pea – Alex Willmore A Superhero like you – Dr Ranj Singh Ready Steady Mo – Mo Farah Coming to England – Floella Benjamin The Enormous Turnip - Traditional Tale What makes me a me? – Ben Faulks Other books:

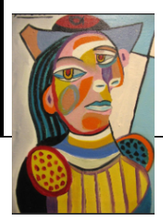
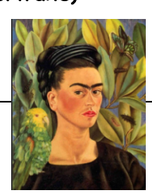
and to develop their segmenting/ blending skills in order to be confident readers and writers.	All Are Welcome – Alexandra Penfold (Inclusivity/ Diversity) The Rhyming Rabbit – Julia Donaldson (N) Each Peach, Pear Plum – Janet and Allan Ahlberg	Giraffes Can't Dance – Giles Andreae (Stokes 100 Reads) Swirl by Swirl – Joyce Sidman (poetry) **Other books:** World Atlases – NF	All the Ways to be Smart - Davina Bell and Allison Colpoys Mr Wolf's Pancakes – Jan Fearnley **Other books:** World Atlases - NF	The Easter Story – The Beginners Bible **Other books:** Lifecycles NF World Atlases - NF	Enhanced: The skin you live in – Michael Tyler And Tango Makes Three - Justin Richardson and Peter Parnell **Other books:** World Atlases – NF Lifecycles NF	People who help us NF
No Outsiders Texts – **Linked to PSED**	**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.	**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 **Nursery** In Nursery, we follow the White Rose Maths scheme, which is adapted to include opportunities to pre-teach, revisit, apply and practise new learning, with a strong focus on high-quality mathematical vocabulary and stem sentences. We use the 'I do, We do, You do' approach in all sessions. **Reception** In Reception, we follow the NCETM Mastering Number programme which, alongside reactive intervention, enables children to keep up not catch up and fosters a love of mathematics from an early age. Children are taught to subitise, count, recognise numerals, identify patterns within numbers and recall number facts. We now use this to support the teaching of spatial reasoning and other aspects of the mathematics curriculum. We also use the 'I do, We do, You do' approach in all sessions.	**3-4 year olds** **See Long Term Nursery Maths Plan**  	**3-4 year olds** **See Long Term Nursery Maths Plan**  	**3-4 year olds** **See Long Term Nursery Maths Plan**  	**3-4 year olds** **See Long Term Nursery Maths Plan**  	**3-4 year olds** **See Long Term Nursery Maths Plan**  	**3-4 year olds** **See Long Term Nursery Maths Plan** 
	Reception –  	**Reception –**  	**Reception-**  	**Reception-**  	**Reception-**  	**Reception** **Mastering Number** In this half-term, the children will mostly consolidate their understanding of concepts previously taught relating to number and spatial reasoning. 

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.

Please see the Long Term Reception Maths Plan and White Rose/Mastering Number overviews for further details.						
Understanding the World We follow the scheme RE Today 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 as well as 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	**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** **The Creation of the World** (key vocabulary: create, world, sky, sea, animals, thank you) **Celebration: Harvest Festival** (key vocabulary: harvest, farmer, farm, crops, fruit, vegetables, wheat, share)	**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** **Jesus' Birth/ The Nativity** (key vocabulary: Jesus, Mary, Joseph, stable, donkey, shepherd, wise men, angels, gifts)	**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** (key vocabulary: ark, rainbow, animals, flood, promise) **Stories from the New Testament** **Jesus Calms the Storm** (key vocabulary: boat, storm, wind, calm, trust)	**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 Old Testament** **The Lost Sheep** (key vocabulary: shepherd, sheep, lost, found, love) **Stories from the New Testament** **The Easter Story** (key vocabulary: Jesus, cross, tomb, alive, Easter)	**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 Old Testament** **The Good Samaritan** (key vocabulary: help, neighbour, kind, share, care) **Stories from the New Testament** **Jesus feeds the 5000** (key vocabulary: bread, fish, share, crowd, miracle)	**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** (key vocabulary: Jesus, blind, see, heal, faith) **Walking on the Water** (key vocabulary: Jesus, water, boat, trust, miracle)
	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	**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.	**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	**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	**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	**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

Picture News with the class to help raise awareness of the wider world and discuss the themes that arise.	immediate environment. *The Natural World* Children will understand the terms 'same' and 'different' Children can describe what they see, hear and feel whilst outside. *(RE)* **Why is the word God so important to Christians?** **Learning Outcomes** • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about life. • Think about the wonders of the natural world, expressing ideas and feelings. • Talk about how people think of the world and what they do to look after it. • Retell stories, talking about what they say about the world, God, human beings. • Say how and why Christians like to thank their Creator.	*The Natural World* Children will explore and ask questions about the natural world around them. *(RE)* **Why do Christians perform nativity plays at Christmas?** **Learning Outcomes** · Talk about people who are special to them · Say what makes their family and friends special to them · Retell religious stories, making connections with personal experiences · Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus · Recall simply what happens at a traditional Christian festival (Christmas)	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. *(RE)* **Being Special; Where do we belong?** **Learning Outcomes** • Share and record occasions when things have happened in their lives that made them feel special • Retell religious stories making connections with personal experiences • Recall simply what happens at a traditional Christian baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity	about plants discussing similarities and differences. Children can draw information from a simple map. *(RE)* **Why do some Christians put a cross in the Easter garden?** **Learning outcomes** • Talk about new ideas of new life in nature • Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs and make connections with signs of new life on nature • Recognise and retell stories connected with the celebration of Easter • Say why Easter is a special time for Christians • Recognise some ways Christians remember these stories at Easter	different languages. *The Natural World* Children will make observations about animals discussing similarities and differences *(RE)* **Which places are special and why?** **Learning outcomes** Talk about somewhere that is special to themselves and say why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world Begin to recognise that for Christians, Muslims or Jews these special things link to beliefs about God Recognise that some religious people have places which have a special meaning to them Talk about the things that are special and are valued in a place of worship	*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. *(RE)* **Which stories are special and why?** **Learning outcomes** • Identify some of their own feelings in the stories they hear • Talk about some religious stories • Recognise some religious words e.g. about God • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten leapers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right) etc.
	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	**3-4 year olds** I can explore art materials for large and small scale art e.g. drawing, paint, sculpture I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum I can express my ideas through play, particularly pretend play I can create closed shapes with continuous lines, and begin to use these shapes to represent objects	**3-4 year olds** I can use different art materials and am starting to refine my ways of creating art I can explore using different coloured paints I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make I can engage in simple pretend play, using some objects to represent others I can begin to draw with detail, such as representing a face with a circle and including details.	**3-4 year olds** I can explore colour mixing using different coloured paints Join different materials and explore different textures I can listen with increased attention to sounds Sing the pitch of a tone sung by another person ('pitch match') Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 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	**3-4 year olds** I can use self- chosen materials to create my own ideas I can sing my own created songs and begin to follow pitch, melody, rhythm and tone I can play musical instruments with greater control and purpose I can create more complex small world set ups to adapt and create stories I can use drawings to represent ideas like movement or loud noises	**3-4 year olds** Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc I can sing my own created songs and follow pitch, melody, rhythm or tone Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control to express their feelings and ideas.	**3-4 year olds** I can use a range of art materials, joining and colour mixing purposefully and freely I can sing, respond to and create my own music with instruments showing some awareness of pitch, melody or rhythm I can start to develop my own stories linked to what I know through role & all world play
	Reception *Being Imaginative* Children will sing and perform nursery rhymes. *Creating with Materials* Children will experiment mixing with colours. **Artist Focus:** **Wassily Kandinsky (exploring colour mixing)** 	**Reception** *Being Imaginative* Children will experiment with different instruments and their sounds. Sing a range of well-known nursery rhymes and songs *Creating with Materials* Children will experiment with different textures. **Artist Focus:** **Eric Carle** 	**Reception** *Being Imaginative* Children will create narratives based around stories in their play Children will move in time to the music. *Creating with Materials* Children will begin to create collaboratively, sharing ideas, resources and skills. Children will safely explore different techniques for joining materials e.g. PVA, glue sticks, Velcro, string, sticky tape, masking tape, pipe cleaners, split pins **Artist Focus:** **Andy Goldsworthy (natural art)** 	**Reception** *Being Imaginative* Children will listen attentively, move to and talk about music, expressing their feelings and responses. *Creating with Materials* Return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will make props and costumes for different role play scenarios. **Artist Focus:** **Oliver Jeffers (making props from the story)**	**Reception** *Being Imaginative* Children will play an instrument following a musical pattern Children can watch and talk about dance and performance art, expressing their feelings and responses. *Creating with Materials* Children will create collaboratively, sharing ideas, resources and skills. Children will explore and use a variety of artistic effects to express their ideas and feelings. **Artist Focus:** **Pablo Picasso (portraits)** 	**Reception** *Being Imaginative* Children will invent their own narratives, stories and poems Children will sing in a group or on their own, increasingly matching the pitch and following the melody. *Creating with Materials* Children will share creations, talk about process and evaluate their work. **Art Outcomes:** **Children are confident to discuss their work and evaluate it** **Artist Focus:** **Revisit Frida Khalo (more intricate self-portraits)** 

						
	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.					