Early Years Foundation Stage Curriculum Map 2026-27

Sacred Heart Catholic Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB:** ***These themes may be adapted at various points to allow for children's interests***	**All About Me, Autumn & Harvest**	**My World and Beyond: Space, Festivals and Celebrations**	**Traditional Tales & Exploring other Cultures and Traditions**	**The Great Outdoors: Minibeasts, Plants and Lifecycles**	**Superheroes and People Who Help Us**	**Pirate Adventures & Under the Sea**
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the End of The Earth	Dialogue and Encounter
Enrichment activities	Tour of Church – Baptism and new beginnings Visit to the library Diwali Invite a baby into class	Bonfire Night Road Safety Week Trip to the post box Christmas Experience at Church Fire brigade visit Christmas Fair Christmas Lunch Elf Run Class Liturgy	Chinese New Year celebration Pancake Day – Cooking Pancakes	Caterpillars / tadpoles Planting and growing Easter Experience at Church Easter bonnet parade Easter egg hunt Baking Easter Treats Mini–beast Hunt	Invite real life superheroes in Our pets – bring pets to school/vet surgery	Pirate Party Pirate Ship Role Play Area Trip to the aquarium Summer Fayre
Key dates and celebrations	Harvest Assembly Making Soup Autumn Walk National Poetry Day (Thursday 1st October) Chocolate Bingo Diwali (Sunday 8th November) Black History Month Visit to church- Baptism Nursery visits – teddy bear's picnics – dates TBC	Space picnic with teddy bears (Whatever Next!) Bonfire Night (Thursday 5th November) Remembrance Day (11th November) Nativity Production The Pantomime Anti- Bullying Week (16th – 20th November) Hanukkah (4th Dec – 12th Dec) Christmas	Martin Luther King day – Mon 18th Jan Big Garden Birdwatch – 29th to 31st Jan Chinese New Year 6th Feb Shrove Tuesday / Pancake Day – 9th Feb Safer Internet day – Tues 9th Feb Lent 10th Feb- 28th March Children's Mental Health Week	Holi – Mon 22nd March International Women's Day – 8th March National Nutrition Month Mother's Day 7th March Eid – 9th – 10th March World Poetry Day (21st March) Easter Sunday – 28th March Easter Mass	Numeracy day – Weds 19th May	Father's Day 20th June World Oceans Day – 8th June Pirate Day – date tbc End of Year Trip – date TBC Transitions to year 1

Characteristics of Effective Learning	**Playing and exploring**: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning**: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence **Creating and thinking critically**: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Overarching principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships**: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together. **Enabling Environments**: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time. **Learning and Development:** Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others

British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	Where this might be seen in EYFS: sharing outside area; school rules; just different; visitors to talk to children such as a Hindu or Sikh; festivals and celebrations such as Diwali and Chinese New Year; links to our Core Values; supporting charities such as WWF and the environment.	Where this might be seen in EYFS (in addition to previous): anti- bullying week; faith week; celebrations from all cultures; Children in Need	Where this might be seen in EYFS (in addition to previous): school rules; class rules; encouraging cooperation; people who help us; stranger danger; safeguarding; team games in PE or outside.	Where this might be seen in EYFS (in addition to previous): teaching in RE lessons, exploring our differences; how we are all unique.	Where this might be seen in EYFS (in addition to previous): collective worship; speaking and listening at circle times; developing social skills.	Where this might be seen in EYFS (in addition to previous): Our World - RE topic.

Diversity Texts to be read throughout the year during story time session				
BAME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families

So Much Shine Astro Girl Lulu's First Day Baby Goes to Market Mommy Saying Full, Full, Full of Love Maisie's Scrapbook Jabari Jumps	The Big Book of Families Maisie's Scrapbook Hats of Faith The Jasmine Sneeze Golden Domes and Silver Lanterns We Are All Welcome. Shu Lin's Grandpa	Through the Eyes of Me Loud A Friend for Henry We're All Wonders Incredible You I See Things Differently Because What Makes Me a Me?	Amazing Susan Laughs What Happened to You? Its Ok to Be Different When Charlie met Emma Only One You Don't Call Me Special Happy to Be Me Millie Gets Her Super Ears	Two Homes My Pirate Mums Love Makes a Family The Girl with Two Dads We are Family More People to Love Me Our Class is a Family Love Makes a Family Heather has Two Mummies

Prime Area – Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Self-Regulation Managing Self Building Relationships Children develop their personal, social and emotional skills throughout the year through listening and discussing stories, circle time and high-quality interactions.	*Self-Regulation* - Children will be able to follow one step instructions. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow. instructions involving several ideas or actions. - Children will recognise and name different emotions. - Children will focus during short whole class activities. *Managing Self* - Children will learn to wash their hands independently. - Children will know why hygiene is important *Building Relationships* - Children will seek support from adults and gain confidence to speak to peers and adults. - Know that all families are different	*Self-Regulation* - Children can talk about how they are feeling and consider the feelings of others. *Managing Self* - Children will understand the need to have rules. - Online safety – Chicken Clicking *Building Relationships* - Children will begin to develop friendships. - The Selfish Crocodile and similar stories about sharing and friendship	*Self-Regulation* - Children will be able to focus during longer whole class lessons. *Managing Self* - Children will begin to show resilience and perseverance in the face of a challenge. - Online safety – Smartie The Penguin *Building Relationships* - Children will be able to use taught strategies to support in turn taking.	*Self-Regulation* - Children will identify and moderate their own feelings socially and emotionally. *Managing Self* - Children will develop independence when dressing and undressing. - Children will understand the importance of healthy food choices. - Children will manage their own basic needs independently. - People who help us - Explore why we have teeth and how to look after them. Discuss going to the dentist. - Look at healthy lifestyles and diets – less sugary food and drink, being active, visiting the doctors. *Building Relationships* - Children will listen to the ideas of other children and agree on a solution and compromise.	*Self-Regulation* - Children will be able to control their emotions using a range of techniques. *Managing Self* - Children will manage their own basic needs independently. - Children will learn to dress themselves independently. - Online safety – Digiduck *Building Relationships* - Children will learn to work as a group.	*Self-Regulation* - Children will be able to follow instructions of three steps or more. *Managing Self* - Children will show a 'can do' attitude. - Sun safety – sun protection - Water safety *Building Relationships* - Children will have the confidence to communicate with adults around the school.

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

Early learning Goals

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 to follow instructions involving several ideas or actions.

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.

Prime Area – Communication and Language

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

Listening, Attention and Understanding Speaking C&L is a focus across EYFS. Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions (Wellcomm) and EYFS performances	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	DAILY STORY TIME Nursery Rhyme/Poem LTP (see EAD section for more details) Settling in activities All About me books Making friends Sharing facts about me! Model talk routines through the day e.g. when arriving at school "Good morning, how are you?"	**DAILY STORY TIME** Nursery Rhyme/Poem LTP (see EAD section for more details) Develop vocabulary Tell me a story – retelling stories from key books. Story language. Following instructions. Taking part in discussions. Understanding how to listen carefully and why listening is important. Use new vocabulary through the day.	**DAILY STORY TIME** Nursery Rhyme/Poem LTP (see EAD section for more details) Retell a story using story language. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said top them. Describe events in detail.	**DAILY STORY TIME** Nursery Rhyme/Poem LTP (see EAD section for more details) Describing events in detail. Non-fiction texts to support children knowledge of the world around them. Hold conversations with adults and peers, engaging in back-and-forth exchanges. Using language from Word Hierarchy's in the room.	**DAILY STORY TIME** Nursery Rhyme/Poem LTP (see EAD section for more details) Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives. Develop knowledge of a range of vocabulary.	**DAILY STORY TIME** Nursery Rhyme/Poem LTP (see EAD section for more details) Read books from key books, fiction and non-fiction, that will extend children's knowledge of the world and illustrate a current topic. Continue to develop children's range of vocabulary.

<u>Early learning Goals</u>

<u>Listening, Attention and understanding:</u>

- ✓ 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

<u>Speaking:</u>

- ✓ 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.

Prime Area – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Skills Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)	Daily Squiggle Whilst you wiggle/Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole grasp Pencil grip	Daily Squiggle Whilst you wiggle/Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model the correct letter formation.	Daily Squiggle Whilst you wiggle/Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Begin to form letter correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items, button clothing, cutting with scissors	Daily Squiggle Whilst you wiggle/Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed	Daily Squiggle Whilst you wiggle/Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross	Daily Squiggle Whilst you wiggle/Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks Programmable toys (Beebots/Codeapillar)
Gross Motor Skills (PE Passport)	Fundamental Movement Skills FMS - How to Catch a Star	Max Whitlock Gymnastics FMS – Space	FMS – Castles FMS – Jack and the Beanstalk	FSM – Seaside FSM – Superworm	FMS – Rumble in the jungle FMS – Mini Beasts Sports Day	FMS – Elmer FMS - A visit to the Zoo Games for Understanding
	How? Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson. Gross motor skills developed in the outside area -moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment. Climbing on climbing frame. Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					

	Den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.

Early learning Goals

Gross Motor Skills:

- ✓ Negotiate space and obstacles safely, with consideration for themselves and others.
- ✓ Demonstrate strength, balance and coordination when playing.
- ✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

- ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- ✓ Use a range of small tools, including scissors, paintbrushes and cutlery.
- ✓ Begin to show accuracy and care when drawing.

Specific Area – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Comprehension</u> **Developing a passion for reading** The children will study one core book at a time but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors. Children will also be exposed to our key books in class, a mixture of fiction and non-fiction, on a daily basis. Children will also have: - Daily phonics lessons - Daily story time - Weekly visits to the school library - Book talk - High quality interactions - Literacy-rich enhancements in CP - Role Play - Story vocabulary introduced and revisited regularly <u>Word Reading</u> Daily phonics lesson Target Readers – every morning (T & TA) Volunteer reading – Wednesday morning	Focus texts: Owl babies, Funnybones, We're Going on a Leaf Hunt, Leaf man. Harvest songs and autumn-themed poems such as: *Big Red Combine Harvester* *Cauliflowers Fluffy* *Dingle Dangle Scarecrow* *Harvest Time is Here Again* *Autumn Leaves are Falling Down* *Five Little Acorns* *I Like Autumn* Literacy Focus: - Name writing, mark-making, and initial phonics. - Developing vocabulary related to families, bodies, and seasonal changes. - Sharing and retelling simple texts and rhymes linked to harvest and autumn. Writing outcome 1: All about me booklet – a simple, personal booklet with drawings and early writing (age, name, likes, family). Writing Outcome 2: Leaf Man character description - children will	Focus texts: Star in a Jar, How to catch a star, Whatever Next!, Aliens Love Underpants, The Jolly Christmas Postman Festival stories from different cultures such as: *Lighting a Lamp: A Diwali Story* *Rama and Sita: The Story of Diwali* *Latke, The Lucky Dog (Hanukkah)* *Hanukkah Bear* Literacy Focus: - Building on the children's phonics skills to write simple CVC words linked to their phonics knowledge. - Use themed texts to explore imaginative vocabulary and simple sentence construction. - Exploring traditions through stories and celebrations (Diwali, Christmas, Bonfire Night) - Beginning to write labels, lists, captions, cards and postcards. Writing Outcome 1: Finding narrative – children will draw and write their own simple version of a finding narrative linked to Star in a Jar using planning circles.	Focus texts: Little Red, The Gingerbread Man, The Three Billy Goats Gruff, Handa's Surprise World tales and fables such as: *Why the Sun and the Moon Live in the Sky (Elphinsone Dayrell) [Nigerian folktale]* *Monkey: A Trickster Tale from India (Gerald McDermott) [Indian folktale]* *Yeh-Shen: A Cinderalla Story from China (Ai-Ling Louie) [Chinese version of Cinderella]* *How Maui Slowed the Sun (Peter Gossage) [Polynesian myth]* *Aesop's Fables:* - *The Tortoise and the Hare* - *The Boy Who Cried Wolf* Literacy Focus: - Retelling traditional tales with beginning, middle and end. - Introducing story mapping, sequencing and simple character descriptions. - Exposure to oral storytelling and tales from different cultures. - Writing short sentences using known sounds and common exception words. Writing Outcome 1:	Focus texts: The Extraordinary Gardener, The Very Hungary Caterpillar, Mad About Minibeasts, Jack and the Beanstalk Nature themed non-fiction books Literacy Focus: - Exploring non-fiction texts and simple information writing. - Expanding descriptive language related to nature and life cycles. - Writing simple fact files, labels and recounts based on outdoor exploration. - Encouraging curiosity and questioning through literacy. Writing Outcome 1: Minibeast fact file – children will write facts and label diagrams of a chosen minibeast using phonetic spelling. Writing Outcome 2: Instructions on how to grow a plant – children will write their own set of instructions on how to grow and care for a plant.	Focus texts: Juniper Jupiter, Supertato, Superworm Fact books about real life heroes (fire fighters, doctors, dentists, police officers) Literacy Focus: - Creating comic strips, character profiles and imaginative stories. - Exploring descriptive language and adjectives. - Using capital letters, finger spaces and full stops consistently. - Role-playing real life scenarios about people who help us (police, doctors, fire fighters etc). Writing Outcome 1: Superhero comic strip – children will design their own superhero and write simple captions or speech bubbles to tell a short story. Writing Outcome 2: Superhero onomatopoeic poem – children will use a range of sounds (crash, bang, pow) to create their own comical poem about the superhero they created in WO1.	Focus texts: The Night Pirates, Pirates Love Underpants, Peter Pan, Commotion in the Ocean, Barry the fish with Fingers, Tiddler Sea Shanty's Literacy Focus: - Consolidating reading and writing skills through storytelling and role-play. Writing letters, treasure maps, captain's logs and adventure narratives. - Exploring rhyme and rhythm through poetry and songs. - Reflecting Writing Outcome 1: Pirate adventure story - children will write a simple story with a beginning, middle and end based on a pirate adventure. Writing Outcome 2: Ocean pollution poster – children will create their own poster to raise awareness of pollution in our oceans and suggest ways we can prevent this problem.

Writing There is an overall writing outcome for each half term, however there are many opportunities for writing linked to the focus texts throughout. These are a mixture of adult-led, independent tasks, opportunities though CP. For example: writing station, roleplay, letters, invitations, shopping lists, name writing, post cards. Writing during phonics.	draw and write initial sounds and some CVC words to describe their own leaf man.	Writing Outcome 2: Christmas card and letter to father Christmas – children will write a short message or simple sentence using known sounds and words	Retelling a traditional tale – children will write their own version of The Gingerbread Man using a story map. Writing Outcome 2: Country comparison – children will write simple sentences to compare life here and life in another country linked to the focus text Handa's Surprise.	Writing Outcome 3: Transformational narrative – children will write their own version of The Extraordinary Gardener using a story map.		
Word Reading Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words. Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs. (This planning as a guide)	**Phonics: Read Write Inc** Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	**Phonics: Read Write Inc** Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	**Phonics: Read Write Inc** Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	**Phonics: Read Write Inc** Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	**Phonics: Read Write Inc** Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	**Phonics: Read Write Inc** Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers

Early learning Goals

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.

Specific Area – Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Numerical Patterns	Opportunities for settling in, introducing the areas of provision, key times of the day, class routines and positional language – where does this belong? Math, sort and compare Talk about measure and patterns It's me 1, 2, 3	Number of the week posters It's me 1, 2 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides Time – night and day	Number of the week posters Alive in 5 Introducing zero Mass and capacity Growing 6, 7, 8 Making pairs Combining two groups	Number of the week posters Length, height and time Building 9 and 10 Comparing numbers to 10 Number bonds to 10 Explore 3D shapes	Number of the week posters To 20 and beyond How many now? Manipulate, compose and decompose Consolidation of key skills – subitising, counting, composition, sorting and matching, comparing and ordering	Number of the week posters Sharing and grouping Visualise, build and map Make connections Consolidation of key skills - subitising, counting, composition, sorting and matching, comparing and ordering

Early Learning Goals

Number:

- ✓ Have a deep understanding of number to 10, including the composition of each number.
- ✓ Subitise (recognise quantities without counting) up to 5.
- ✓ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

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

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture & Communities. The Natural World	**Past and Present** Our families and special times Photos of families **People, cultures and Community** Different types of families. Can draw similarities and make comparisons between other families. Diwali – 21st October Bonfire night **Natural World** Exploring Autumn – Autumn Walk Children can talk about their 5 senses – what they can hear, see, smell, touch and taste Special objects and treasures in our environment	**Past and Present** Explore the seasons Bonfire Night Show photos of how Christmas used to be celebrated in the past. **People, cultures and Community** Guy Fawkes and bonfire night Christmas story **Natural World** Light and Dark – day and night Electricity Exploring the night sky and planets	**Past and Present** Traditional tales – explore the culture and history behind them. History of Chinese New Year – look at the origin of the story. **People, cultures and Community** Chinese New Year celebration Tasting Chinese food People Who Help Us **Natural World** Introduce children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we can care for the natural world Use the Bee-Bots and sequencing games	**Past and Present** Growing and how seeds/plants change over time. The Easter Story – discuss what life would have been like 2000 years ago **People, cultures and Community** Exploring Spring Easter Our family traditions Different cultures and traditions Share different cultural versions of famous fairy tales Introduce children to a range of fictional characters and creatures from stories and begin to differentiate these characters from real people in their lives **Natural World** Use Bee-Bots on simple maps Same/Different – Sorting games New Life – baby chicks, life cycles	**Past and Present** VE day – discussing events that have taken place in the past Animals from minibeasts to dinosaurs - understand where dinosaurs are now / that they were alive a long time ago **People, cultures and Community** Celebrating Eid. Encourage children to make comparisons between themselves and other children and families **Natural World** Encourage children to talk about their own home and comment on what it is like. Show photos of children's homes and encourage them to make comparisons Environments – features of the local environment. Maps of the local area. Comparing places on Google Earth – how are they similar/different? Programmable toys (Beebots/Codeapillar) Planting and growing – life cycle of a bean	**Past and Present** Pirates – what life was like for pirates and compare it to life now. Look at boats past and present. Explore different jobs on boats (fishermen) past and present (working conditions, diet, lifestyle, clothes). **People, cultures and Community** Talking about different religions and places of worship and making comparisons between own religion and others **Natural World** Explore a range of animals. Think about conservation and plastic pollution in the ocean Book: Somebody's Swallowed Stanley Share non-fiction texts that offer an insight into contrasting environments Materials: Floating/sinking – boat building. Metallic and non-metallic objects Can children differentiate between land and water

Early Learning Goals

People, Culture & Communities:

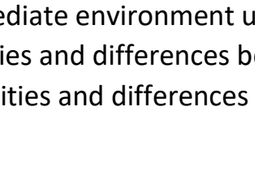
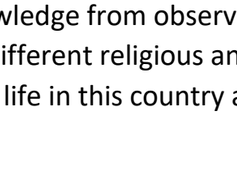
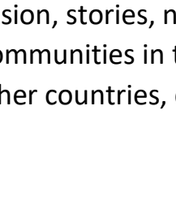
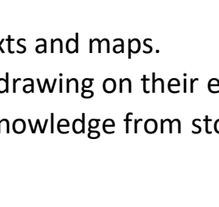
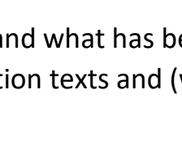
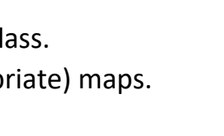
- ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
-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

Specific Area – Expressive Arts and Design

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

Focus Artist and Key Art work Expressive Art & Design	**Autumn on the Seine Claude Monet**	**Starry Night Vincent Van Gogh**	**Yayoi Kusama**	**La Gerbe Henri Matisse**	**Vincent Van Gogh – Sunflowers**	**The Great Wave Hokusai**
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. **Children to produce a piece of art work each half term and display in class/Tapestry – lots of links to fine motor skills. Children to be encouraged**						
	Being Imaginative and Expressive Self-portraits Exploring mark making tools creating pictures to take home Exploring Harvest vegetables using printing and rubbing techniques **Creating with Materials** All about me poster All about me paper bags	**Being Imaginative and Expressive** Bonfire Night Firework pictures Colour mixing – Jackson Pollock Starry Night by Vincent Van Gogh Creativity with the iPad **Creating with Materials** Building space rockets and junk modelling	**Being Imaginative and Expressive** Designing your own pancake using a variety of toppings Paul Klee – linking images to cityscapes and mathematics Using 3d shapes to create cityscapes Mark making animals from CNY story. **Creating with Materials**	**Being Imaginative and Expressive** Using our imagination Spring into Summer – Kandinsky Observational drawing and painting of natural beauty in our garden. **Creating with Materials** Last Supper Art Easter Art – baskets, cards, chicks, eggs	**Being Imaginative and Expressive** Exploring sensory tuff tray with items representing EID. Role playing our favourite stories for world book day. **Creating with Materials** Creating EID celebration cards. Use clay to make a	**Being Imaginative and Expressive** Sea life pictures Hokusai – The Great Wave Picture – making our own versions, paper, collage Water Lilies by Claude Monet Observational painting of lily's using watercolours. **Creating with Materials**

to talk about their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests	Exploring natural Autumn items Creating homes from small world resources and fabrics Make tea light holder for Diwali using clay	Turn ourselves into aliens Create your own planet Exploring Hannukah and Christmas create special items to share with families.	CNY art – lanterns, dragons	Observation drawing, painting and collage of scenes of spring. Easter crafts printing, patterns on Easter eggs. Design and create your own extraordinary garden/ dream gardens Vincent Van Gogh – Sunflowers	Creating moon and star hanging for celebrate Ramadan Comic Strip Art Create a Superhero Create comic book costumes and accessories using craft materials.	Creating pirate hats and accessories to enjoy in our role play. Andy Goldsworthy – Transient Art -Using found item
	Music: Children will sing and perform nursery rhymes. Play pitch matching games, humming or singing **Theme Focus:** Getting to Know You / Daily Routines **Rhyme Objectives:** • Build confidence through familiar songs • Support transition and classroom routine understanding • Encourage participation and language development **Focus Rhymes:** • Twinkle, Twinkle, Little Star • Baa Baa Black Sheep • If You're Happy and You Know It • Head, Shoulders, Knees and Toes • The Wheels on the Bus • This is the Way We… (brush our teeth, wash our face, etc.) **Linked Activities:** • Rhyme action cards for routines • Name songs and circle time rhymes	*Music:* Children will experiment with different instruments and their sounds. Christmas songs/poems. The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories. Nativity role play & performance **Theme Focus:** Space, Festivals & Christmas **Rhyme Objectives:** • Expand vocabulary through thematic content • Explore rhythm and pitch • Celebrate seasonal traditions and diversity **Focus Rhymes:** • Zoom Zoom Zoom, We're Going to the Moon • 5 Little Men in a Flying Saucer • Twinkle, Twinkle (space-themed version) • Jingle Bells • We Wish You a Merry Christmas • Diwali is Here • Hanukkah Song • Feliz Navidad	*Music:* Children will create narratives based around stories. Music from around the world. Listen to music and make their own dances in response. **Theme Focus:** Fairy Tales, Storytelling, Global Rhymes **Rhyme Objectives:** • Enhance storytelling and sequencing through rhyme • Explore songs from different cultures • Foster an appreciation for traditional tales **Focus Rhymes:** • Little Bo Peep • Jack and Jill • Frère Jacques (France) • Che Che Kule (Ghana) • Kookaburra Sits in the Old Gum Tree (Australia) • Tinga Layo (Caribbean) **Linked Activities:** • Character masks and role play • Global music and movement • Compare traditional tale versions	*Music:* Children will move in time to the music. Drama conventions through literacy. **Theme Focus:** Nature, Exploration, Insects **Rhyme Objectives:** • Connect children with the natural world • Use rhymes to support scientific vocabulary • Encourage movement and observational skills **Focus Rhymes:** • Incy Wincy Spider • Here is the Beehive • There's a Worm at the Bottom of My Garden • Ladybird, Ladybird • Five Little Speckled Frogs • Down in the Jungle **Linked Activities:** • Outdoor rhyme hunts • Bug-themed counting songs	*Music:* Children will play an instrument following a musical pattern. **Theme Focus:** Heroic Characters, Confidence & Teamwork **Rhyme Objectives:** • Promote confidence and movement through action rhymes • Develop rhyming vocabulary in creative play • Encourage imaginative thinking **Focus Rhymes:** • Supertato Rhyme (teacher-created) • Action rhymes: "I'm a Superhero" (originals or adapted) • 5 Superheroes (counting rhyme) • If You're a Superhero and You Know It • Ten Little Heroes **Linked Activities:** • Create sound effects with instruments • Movement-based rhyme games	*Music:* Children will invent their own narratives, stories and poems. **Theme Focus:** Adventure, Oceans & Imaginative Play **Rhyme Objectives:** • Inspire storytelling and role-play • Build vocabulary related to sea life and travel • Explore rhythm through clapping and percussion **Focus Rhymes:** • A Sailor Went to Sea, Sea, Sea • Baby Shark • Row, Row, Row Your Boat • Over the Deep Blue Sea • When I Was One (Pirate Song) • What Shall We Do with a Silly Pirate? (adapted) **Linked Activities:** • Pirate day rhyme performance • Water play with floating rhyme cards • Create sea creature instruments

	• Puppet storytelling with classic rhyme	**Linked Activities:** • Space sound effects and instruments (e.g. create a rocket soundscape) • Moon walking actions • Christmas performance songs • Festival-themed music and dance			• Hero-themed rhyme books	

Early Learning Goals

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 and Expressive

- ✓ 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.