

St Nicholas EYFS Curriculum 2025 – 2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Marvellous Me	How do we celebrate around the world?	Amazing Animals	Terrific Tales - Once Upon a time	Farm, Food and Growing	Fun at the Seaside
Focus Topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Autumn Customs around the world Winter Polar Regions Climates and contrasting environments	Animals around the world Animal patterns Hibernation Contrasting habitats	The Three Little Pigs Signs of Spring Fantasy Creatures The Great outdoors	Farm Healthy Eating Growing Life Cycles – Chicks eggs Habitats Occupations	Underwater worlds Marine life Travel Transport Seaside Recycling
Role Play	Home Corner	Home Corner Santa’s Workshop	Vets	Fairy tale Castle	Garden Centre / Grocers	Ice Cream Parlour
Wow Moments/Key events	Transitions Birthdays Harvest – Parent Stay and Learn Session Autumn Trail Black History Month Harvest collections STEAM DAY -	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas – Parent stay and Learn session Santa Visit Friendship party Nativity	Winter Walk Pancake Day Chinese New Year – Parent Stay and Learn Session Food tasting – different cultures	World Book Day – Parent stay and Learn Easter Ash Wednesday Service Holy Week Ramadan and Eid Mother’s Day	Class Assembly Visit to the allotment Father’s Day Growing Seed Chick Eggs	PCSO Visit Fire engine Visit Summer Fun – Parent Stay and Learn St Nicks beach – set up beach experience in outdoor learning provision Visit to the Seaside?
Key Stories	The Rainbow Fish The Colour Monster Supertato	Owl Babies Stick Man The Jolly Postman	The Very Hungry Caterpillar The Tiger who came to Tea	Three Little Pigs Little Red Hen Little Red Riding Hood	Jack and the beanstalk The Giant Turnip Farmer Duck	What the Ladybird Heard Tiddler
Other Texts available	Dogger Cottonwool Colin My Monster and Me Elmer Five Minutes Peace	Funnybones stories Rama and Sita The Jolly Christmas Postman Christmas Stories/Nativity				

PRIME AREAS

Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Kapow/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.

Listening, Attention and Understanding	Settling in activities and carpet times. Listening to the Colour Monster – Moods and feelings <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Understand ‘why’ questions, e.g “Why do 	Links to festivals children’s experiences, talking about shared experiences. <ul style="list-style-type: none"> Songs – Nativity and Christmas songs. Sharing weekend news. 	Links to the World Around Us, talking about shared experiences – Winter Walk, Chinese New Year, news from home. <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. 	Links to stories and Easter, talking about shared experiences – Pancake Day, Mother’s Day, news from home. <ul style="list-style-type: none"> Sustained focus when listening to a story. Learn rhymes, poems and songs. 	Early Learning Goal – Listening, Attention and Understanding <ul style="list-style-type: none"> Holding conversation in back and forth exchanges with adults and peers. 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.
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	<p>you think the colour monster is Red?’</p> <ul style="list-style-type: none"> • Learn New vocabulary • Understand a question or instruction that has 2 parts e/g “put on your coat and line up at the door”. • Engage in story times • Learn rhymes and songs. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Learn new vocabulary. • Use new vocabulary throughout the day. • Engage in story times. 	<ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Learn new vocabulary. • Use new vocabulary throughout the day. • Engage in non-fiction books. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding.
Speaking	<ul style="list-style-type: none"> • Develop social phrases. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” • Connect one idea or action to another using a range of connectives. • Use talk to organise themselves and their play. • Individual speech assessment 	<ul style="list-style-type: none"> • Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Start a conversation with an adult or a friend and continue it for many turns. • Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> • Describe events in some detail. • Connect one idea or action to another using a range of connectives. • Articulate ideas and thoughts in well-formed sentences 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<p>Early Learning Goal – Speaking</p> <ul style="list-style-type: none"> • 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Personal, Social and Emotional Development	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait 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. Sensory/Calm corner to be set up within the classroom.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>				<p>Early Learning Goal – Self Regulation</p> <p>Give focus attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>
	<p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships. Healthy and unhealthy choices Tidy up time in the classroom</p>	<p>Managing Self: Getting on and falling out How to deal with anger emotions Self-Confidence Build constructive and respectful relationships As children to explain how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Managing Self Good to be me, Feelings Learning about qualities and differences Celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others giving explicitly examples of how others might feel in particular scenarios</p>	<p>Managing Self: Relationships What makes a good friend? Looking after those we love Giving children strategies to stay calm in the face of frustrations Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Looking after others, our friendships. What are our dreams and our goals – what do we want to be? Showing resilience</p>

						importance of healthy food choices.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.				Early Learning Goal – Building Relationships Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others.	
	Kapow -Self Regulation Making a calm corner – teaching children how to access Identifying my feelings Feeling jars Coping Strategies Describing Feelings Facial Expressions	Kapow – Building Relationships– My friends and family Thinking about others and learning about how different beliefs celebrate special times Know why sharing is important Understanding the characteristics that make a good friends Learning the importance of supporting others by being kind Planning a party to celebrate the special friendships in class	Kapow– Self Regulation – Listening and following instructions Learning the importance of listening carefully playing recall games Understanding the importance of listening carefully, telling the truth and thinking of other's feelings Following instructions and persevering when things get difficult	Kapow– Managing self– Taking on Challenges Understand why we have rules. Understand the importance of persistence in the face of challenge and develop confidence in their own ability to solve problems Working together as a group and communicate Learn and practice grounding coping strategies	Kapow– Building relationships Talk about our families Identify people who are special to us Learning the importance of sharing Seeing themselves as valuable individuals Explore diversity through thinking about similarities and differences	Kapow– Managing Self– My wellbeing Learning the importance of exercise and exploring how exercise affects our bodies Understand why it is important to take care of ourselves Exploring what it means to be a safe pedestrian What does it mean to eat healthy? Making healthy food choices.
Physical Development	Cooperation and Moving Gross Motor: <ul style="list-style-type: none"> Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. 	Ball skills and wheeled toys Gross Motor: <ul style="list-style-type: none"> Ball skills – throwing and catching. Different ways of moving. Changing direction. Moving in time to music (Nativity preparation) Different ways of rocking and rolling Balancing two-wheeled balance bikes and pedal bikes 	Ball skills and moving to music Gross Motor: <ul style="list-style-type: none"> Ball skills -aiming, dribbling, pushing, throwing & catching, patting or kicking. Gymnastics Balancing Travelling confidently Jumping and landing 	Balance Gross Motor: <ul style="list-style-type: none"> Balance – children moving with confidence dance related activities Underarm throwing, kicking, rolling, catching, aiming a ball. Hand-eye Co-ordination 	Obstacles Gross Motor <ul style="list-style-type: none"> Running Jumping Throwing Athletics Balance Stretching 	Early Learning Goal – Gross Motor Skills Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others
	Fine Motor: <ul style="list-style-type: none"> Dough Disco activities. Daily name writing activities. Threading, cutting, weaving, playdough. 	Fine Motor: <ul style="list-style-type: none"> Dough Disco. Daily name writing/CVC writing activities. Threading, cutting, weaving, playdough, 	Fine Motor: <ul style="list-style-type: none"> Daily name writing/CVC writing activities Dough Disco Threading, cutting, weaving, playdough. Begin to form letters correctly. 	Fine Motor <ul style="list-style-type: none"> Daily name/CVC/Sentence writing activities. Dough Disco Threading, cutting, weaving, playdough 	Fine Motor <ul style="list-style-type: none"> Daily name/CVC/Sentence writing activities. Dough Disco Threading, cutting, weaving, playdough 	Early Learning Goal – 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, paint brushes and cutlery.

	<ul style="list-style-type: none"> • Manipulate objects with good fine motor skills. • Show preference for dominant hand. • Draw lines and circles using gross motor movements. • Hold pencil/paint brush beyond whole hand grasp. • Pencil Grip – encourage tripod grip • Using a knife and Fork 	<ul style="list-style-type: none"> • Develop muscle tone to put pencil pressure on paper. • Use tools to effect changes to materials. • Show preference for dominant hand. • Engage children in structures activities guide them what to draw, write or copy. • Teach and model correct letter formation. 	<ul style="list-style-type: none"> • Handle tools, objectives and construction and malleable materials with increasing control. • Encourage children to draw freely. • Holding small items/button clothing/cutting with scissors 	<ul style="list-style-type: none"> • Hold pencil effectively with comfortable grip. • Forms recognisable letters mostly formed correctly. 	<ul style="list-style-type: none"> • Develop Pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. • Cut along a straight line with scissors and start to cut along a curved line/circle. 	<p>Begin to show accuracy and care when drawing.</p>
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Specific Areas

Literacy Comprehension	<p>Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p>	<p>Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event/setting in a story. May include labels, sentences or captions.</p>	<p>Early Learning Goal – Comprehension Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</p> <p>Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead, and that fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</p>
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<p>Literacy– Word Reading</p>	<p>Linking sounds to letters. Phonic Sounds: ULS Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound blending. Phonic Sounds: ULS Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Introducing digraphs. Phonic Sounds: ULS Differentiated groups. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ or ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Begin to read simple sentences. Phonic Sounds: ULS Differentiated groups. Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Read and understand simple sentences. Phonic Sounds: ULS Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet confidently. Distinguishing capital letters and lower case letters.</p>	<p>Early Learning Goal – Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: ULS Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
<p>Literacy– Writing</p>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard. Practising correct letter formation</p>	<p>Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p>Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Early Learning Goal – Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write recognisable letters, most of which are correctly formed. Writing simple sentences and phrases that can be read by others.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation</p>

Mathematics	<p>Mathematical experiences: Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives.</p> <p>Matching, Sorting and Patterns. Opportunities at looking at different shapes, sizes, and colours of objects both man-made and natural. Children should be able to identify, describe the objects, match and sort into the same category. Opportunities to compare amounts and say which has more or fewer, which is taller/shorter, longer/shorter. Opportunities to make a pattern. Children should explore how to make their own repeating pattern. They should be able to complete a repeating pattern using colour, size or different sizes.</p> <p>Exploring the numbers 1,2,3 Children should be given the opportunities to look, count and subitise the numbers 1, 2 and 3. They should be able to show the correct number on their fingers and match numeral to correct quantity.</p>	<p>Four and Five: Children count on or back to 4 and 5. They count or subitise sets of up to 4/5 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. They use their own mark-making to represent numbers to 4 and 5.</p> <p>One More and One Less: Children continue to count, subitise and compare as they explore one more and one less. Children to see the link between counting forwards and the one more pattern and counting back and the one less pattern.</p> <p>Shapes with 4 sides: Children learn that squares and rectangle have 4 straight sides and 4 corners. They begin to recognize these shapes on everyday items in the classroom and outside.</p> <p>Night and Day: Children talk about night and day and order key events in their daily routines. They use language to describe when events happen, e.g. day, night, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways, e.g. counting</p>	<p>Introducing Zero The children will already have some practical understanding of ‘nothing there’ or ‘all gone’. Learning that the number zero and the numeral 0 can be used to represent this.</p> <p>Comparing Numbers to 5 Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. Children will continue to develop the understanding that all numbers are made up of smaller numbers. Exploring compositions of 4 and 5.</p> <p>Compare Mass Children to have experiences of comparing heavy and light, using the language of heavy, heavier than, heaviest, light, lighter than and lightest.</p> <p>Compare Capacity: Children to make direct comparisons to understand full, empty, half full, nearly full and nearly empty.</p> <p>Composition of 6,7 and 8 Children continue to apply the counting principles when counting to 6, 7 and 8. The represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7</p>	<p>Building 9 and 10: Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging 9 or 10 items in small groups will support the children to conceptually subitise these larger numbers and explore their composition. Children notice that a 10 frame is full when there is 10. They can use 10 frames, fingers and bead strings to subitise groups of 9 and 10.</p> <p>Comparing numbers to 10: Children continue to make comparisons. They understand that when making comparisons a set can have more items, fewer items or the same number of items.</p> <p>Bonds to 10: Children explore number bonds to 10 using real object in different contexts.</p> <p>3-D Shape: Children will naturally explore and manipulate 3-D shapes through their block play and modelling. Considering which shapes roll and which shapes stack. Introduce the names of the shapes and children to be given opportunities to explore similarities and differences.</p> <p>Pattern (2):</p>	<p>Building numbers beyond 10: Children to build and identify numbers to 20 (and beyond) using a range of resources. Provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10.</p> <p>Counting patterns beyond 10: Provide regular opportunities for children to count on and back beyond 10. Provide representations which clearly show the full 10s and the part of 10. Children to count on and back from different starting points, to say which number comes before or after a given number.</p> <p>Spatial reasoning: Provide opportunities to select and rotate shapes to fill a given space. Children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. Provide opportunities for children to explore how shapes fit together/separated to make new shapes.</p> <p>Adding more: Children to use real objects to see that the quantity of a</p>	<p>Doubling: Learning that double means ‘twice as many’. Children to build doubles using real objects and mathematical equipment.</p> <p>Sharing and grouping: Children to be given experiences of sharing equally, to recognise and make equal groups. Children to notice that there can be items left over when they share.</p> <p>Even and odd: Children to understand that some quantities will share equally into 2 groups and some will not.</p> <p>Spatial reasoning: Children understand that places and models can be replicated. Positional language to be used to describe where objects are in relation to other items.</p>	<p>Early Learning Goal – Number Have a deep understanding of number to 10, including the composition of each number. Subitise 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.</p>
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		the number of sleeps or using timers.	or 8 items into smaller groups to conceptually subitise and see how the numbers are made up of smaller numbers.	Build on the pattern AB work by introducing more complex patterns. ABB, AAB, AABB, AABBB etc.	group can be changed by adding more. Firstly by re-counting all the items altogether then encouraging them to count on. Taking away: Children to use real objects to see that a quantity of a group can be changed by taking items away. Firstly by counting the items at the start, and then subitise or recount to how many are left.	Early Learning Goal – Numerical Patterns 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. Verbally count beyond 20, recognising the pattern of the counting system.
Understanding the Word	Past and Present Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Their past and their life as a baby STEAM – St Teresa (Mother Teresa)	Past and Present Links to festivals: Bonfire Night, Christmas Discuss photos of Christmas in the Past	Past and Present	Past and Present Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle. Understanding the past through stories and storytelling. STEAM – Annette Ashberry	Past and Present Looking at photos of occupations past and present. Discussing how they have changed. How do we know it's an old photo?	Past and Present Exploring the seaside now and in the past STEAM – Johanna Lucht Early Learning Goal 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
	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities Where do we come from?	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities Early Learning Goal

	<p>Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.</p>	<p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p>Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important.</p> <p>STEAM – Mae Jamison</p>	<p>Celebrating the diversity of the class.</p> <p>Chinese New Year – How is it celebrated?</p> <p>Describing their local habitats and a contrasting habitat – what are the similarities and differences? Exploring the Habitats of Animals around the world.</p> <p>STEAM – Wallace and Gromit</p>	<p>Maps of Little Red Hen’s farmyard. Maps of Little Red Riding Hood’s journey through the wood. Developing maps of the outdoor area. Significant cultural events: Pancake Day Easter – Holy Week Mother’s Day</p> <p>Ramadan and Eid – how is this celebrated – encourage children to share experiences.</p>	<p>Describe the farm environment and what the animals needs are.</p> <p>Exploring the difference between life in our town and life on a farm.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p>
	<p>The Natural World Exploring the natural world around the outdoor area and school grounds.</p> <p>Describing what they can see, hear and feel outside.</p>	<p>The Natural World Exploring light and dark. How can we see in the dark?</p> <p>Seasons – Autumn differences and changes over time – weather, animals and plants.</p> <p>Kapow – Changing Seasons</p>	<p>The Natural World Seasons – Winter – differences and changes over time – weather animals, and plants.</p> <p>Non Fiction Animal books</p> <p>Animals small world role-play</p> <p>Drawing our favourite animals and explaining why.</p> <p>Kapow Science Animal Adventures To sort objects into living and non living. Finding and describing minibeasts. To sort and describe farm animals Sorting animals based on here they live Comparing their home with a zoo animal home.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences</p> <p>Kapow Science – I am a Scientist Exploring how to make objects move Exploring different sounds Explore if objects float or sink Exploring freezing and melting Exploring how we can make shadows.</p>	<p>The Natural World</p> <p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Growing food – visiting an allotment to explore how food is grown. Observing minibeasts. Looking after the caterpillars.</p> <p>Kapow Science – Our beautiful Planet Explore the natural world around them making observations and drawing pictures of animals and plants. Understand some important changes in the natural world around them.</p>	<p>The Natural World Exploring the differences between land and water. Introduce the 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 care for the natural world around us.</p> <p>Early Learning Goal. 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</p>

						world around them, including the seasons and changing states of matter.
Religious Education and CST	<p>Branch 1 – Creation and Covenant</p> <p>CST Care for God’s Creation “God’s Creation”</p>	<p>Branch 2 – Prophecy & Promise</p> <p>CST Call to family, community and participation “We are one!”</p>	<p>Branch 3 – Galilee to Jerusalem</p> <p>CST Life and Dignity of the Human Person “We all matter!”</p>	<p>Branch 4 – Desert to Garden</p> <p>CST Option for the poor and vulnerable “That’s not fair!”</p>	<p>Branch 5 – Ends of the Earth</p> <p>CST Rights and Responsibilities “I am Responsible!”</p>	<p>Branch 6 – Dialogue and Encounter</p> <p>CST The dignity of work and rights of workers/solidarity. “A powerful World!”</p>
Expressive Arts and Design	<p>Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.</p>	<p>Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p>	<p>Creating with Materials: Winter Picture Scenes Chinese New Year Lanterns Animal paintings, print, collage</p>	<p>Creating with Materials: Spring Pictures Flower Artwork Book Character Models Castles</p>	<p>Creating with Materials: Farm pictures Healthy Eating collages.</p>	<p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports.</p>
	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Nursery Rhymes (Weekly Nursery Rhyme) Role-play – home corner. Small world play</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role play – Santa’s Workshop</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs. Role-play – Vets. Small world – Animals and Habitats . Chinese New Year songs.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – Once upon a time storytelling. (Fairytale castle) Small world – Castles and Dragons.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards. STEAM – Andy Warhol</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – Ice Cream Shop</p>
SMSC	Mutual respect. We are all unique.	Mutual Tolerance. Everyone is valued, all	Rule of law.	Individual liberty.	Democracy.	British Values.

	<p>We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>Assessments</p>	<p>Speech Assessment In-house baseline data National Reception Baseline Assessment (RBA) Observations Baseline on Insight Parent/pupil meeting – settling in.</p>	<p>Wellcomm Assessments Observations on Evidence me. ULS Assessments Pupil Progress meetings In-House moderation/Trust meetings Parent meetings – sharing targets</p>	<p>Observations on Evidence me ULS Assessments INSIGHT Data tacking upload (GLD predictions) In house moderation</p>	<p>Finalise GLD Predictions Observations on Evidence me ULS Assessments Wellcomm Assessments Pupil Progress Meetings Trust EYFS meetings Parent meetings</p>	<p>Observations on Evidence me Pupil Progress meeting – finalise data for GLD Trust Moderation LA moderation Insight data upload</p>	<p>End of year data submitted Target children for Y1 identified End of year reports to parents ULS final assessments</p>