



EYFS Curriculum at St Bernard's Catholic Primary School



Nursery & Reception	Autumn 1 All About Me	Autumn 2 Let's Celebrate!	Spring 1 People Who Help Us	Spring 2 Under the Sea	Summer 1 Vehicles and Transport	Summer 2 Growing and Changing
Why?	PSED- To settle into school rules and routines. To develop self-regulation skills and confidence to access the classroom environment effectively. To identify themselves within their wider family, school family and God's family	PSED (RE) - To develop an awareness and mutual respect for religious celebrations and festivals from around the world as well and celebrate and strengthen their knowledge and understanding of the Catholic faith of our school.	UtW/PSED (Geography + History)- To develop an understanding of the community they live in and how people within their community help them and inspire them.	UtW/ PSED (Science + Geography) - To consider the implications of our lifestyle on the world around us.	UtW (Geography + History)- To develop foundational geographical language and understanding of the local area and explore forms of transport past and present.	UtW (Science)- To develop knowledge and understanding of seasonal change and observe scientific changes. Observe scientific changes that increase understanding of the life cycles of plants and animals (including humans).
Possible focus areas:	<ul style="list-style-type: none"> Rules and routines Emotions and feelings Our bodies and senses Our families People who help us in school Personal health and hygiene. 	<ul style="list-style-type: none"> Pumpkins Bonfire night/fireworks Diwali Eid Nativity/Christmas Remembrance Day 	<ul style="list-style-type: none"> Visitors and visits from/to the people who help us How roles have changed past/present 	<ul style="list-style-type: none"> Easter/Shrove Tuesday Mother's Day Under the sea Sea pollution-looking after our planet Plastic pollution - recycling Fantasy/story telling/role-play 	<ul style="list-style-type: none"> Mapping of local area Buildings in the local area Transport - junk modelling/transport past and present 	<ul style="list-style-type: none"> Life cycles of butterflies and ducks Planting and growing - cress and beans Life cycles of humans and human change and growth. Transition Seasons
Texts	<ul style="list-style-type: none"> - My Family, Your Family - My Big Fantastic Family - Super Duper You - Can I Build Another Me? - We are all Different 	<ul style="list-style-type: none"> - Punkin Soup - Supertato Carnival Catastro-Pea! - Dipal's Diwali - Hetty's Hanukkah - Rameena's Ramadan - A Festive Feast 	<ul style="list-style-type: none"> - The Jolly Postman - Luna Loves Library Day - Charlie the Firefighter - Going to the Doctor (Biff, Chip & Kipper) - PC Ben 	<ul style="list-style-type: none"> - The rainbow fish - Tiddler - Shark Lady - Aqua Boy - Captain Green and the Plastic Scene - Alba the One Hundred Year Old Fish 	<ul style="list-style-type: none"> - You can't take an elephant on a bus - Bug's Big Trip - The Naughty Bus - Duck in the Truck - Amelia Earhart (Little People, Big Dreams) 	<ul style="list-style-type: none"> - The Ugly Duckling - The Very Hungry Caterpillar - The Egg Book - Ten Seeds - Growing and Changing: All About Life Cycles

		<ul style="list-style-type: none"> - Every Bees Birthday 				
Phonics - Super Sounds	Step 1: Make, match and copy everyday sounds.	Step 2: Make, match and copy lots of sounds with our voices and bodies	Step 3: Break words into syllables by playing with rhythm	Step 4: Break spoken words into chunks by hearing, copying and making rhymes	Step 5: Hear the similarities and differences in spoken sounds at the start of words.	Step 6: Hear and say separate sounds in words, ready for making and reading words when school starts.
Phonics - Red Rose	<u>Phase 2</u> s, a, t, p, i, n, m, d, g, o, c, k Tricky • the	<u>Phase 2</u> ck, e, u, r, h, b, f, ff, l, ll, ss Tricky • I, to, no, go, into	<u>Phase 3</u> j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng Tricky • he, she, we, be, me, was, my, you, they	<u>Phase 3</u> ai, ee, igh, oa, oo, oo, ar, or Tricky • her, all, are	<u>Phase 3</u> ur, ow, oi, ear, air, ure, er Tricky • like, said, when, have, one, come, do, so, were, some, there, out, little, what, it's	<u>Phase 4</u> ccvc/ccvcc
PSED:	<ul style="list-style-type: none"> To begin to separate from their parents/carers with support To start to form positive relationships with their key worker and other adults in the classroom To play alongside others and show interest in their peers To begin to talk about their feelings and use simple emotion words like 'happy, sad, scared, angry' To begin to follow simple routines with support To show awareness of the boundaries 	<ul style="list-style-type: none"> To play alongside and begin to play with one other child. To explore turn-taking with lots of adult modelling. To show early empathy (comforting peers, noticing feelings). To understand visual rules and begin to follow simple instructions. To begin to manage transitions with increasing confidence. To express needs verbally (e.g., toilet, help, hunger). 	<ul style="list-style-type: none"> To manage some personal needs independently (handwashing, toileting) To begin to put on own coat and attempt zips/buttons. To talk about their own interests and preferences. To begin to solve small conflicts when sharing with friends with adult support To understand simple concepts of keeping healthy. To show growing independence in selecting activities. 	<ul style="list-style-type: none"> To take part in small-group activities with support. To follow simple two-step routines (tidy up then sit on the carpet). To increasingly understand others have feelings, wants and needs that may differ from their own. To seek out friends to play with. To show resilience when something is difficult. To continue developing confidence in trying new activities. 	<ul style="list-style-type: none"> To begin to label their own feelings more accurately (excited, worried, calm). To begin using taught strategies to manage emotions (deep breaths, asking for help). To share resources with adult support and some success independently. To negotiate roles in play more confidently. To show understanding of simple safety rules (kind hands, walking feet). To take responsibility for tidying up during tidying up times 	<ul style="list-style-type: none"> To show confidence in new situations and when meeting new people. To demonstrate greater independence in personal care routines. To talk about themselves positively ("I'm good at..."). To recognise that others have different likes, families and beliefs. To begin to moderate their feelings with increasing independence. To collaborate with peers during longer, more complex play episodes.

	and expectations in the classroom					
PSHE: Ten Ten		<ul style="list-style-type: none"> Hand made with love 	<ul style="list-style-type: none"> Role Model 	<ul style="list-style-type: none"> Who's who? You've got a friend in me Forever friends 	<ul style="list-style-type: none"> What is the internet Playing online Safe inside and out My body, my rules Feeling poorly <p>People who help us</p>	<ul style="list-style-type: none"> God is love Loving God, loving others Me, you, us
PSED:	<ul style="list-style-type: none"> To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To begin to play with one or more other children, extending and elaborating play ideas. To begin to build constructive and respectful relationships with both adults and peers. To increasingly follow rules. Manage their own needs: personal care, hygiene. 	<ul style="list-style-type: none"> To continue to build constructive and respectful relationships. To play with one or more other children, extending and elaborating play ideas. See themselves as a valuable individual. Manage their own needs: personal care, hygiene. To follow rules, understanding why they are important. To understand gradually how others might be feeling. 	<ul style="list-style-type: none"> To express their feelings. Show resilience and perseverance in the face of challenge. Manage their own needs: regular physical activity, healthy eating and tooth brushing. To follow rules, understanding why they are important and follow these without reminders from adults. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others. Think about the perspectives of others. Manage their own needs: regular physical activity, healthy eating etc 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Manage their own needs. Begin to think about the perspectives of others. 	<ul style="list-style-type: none"> Think about the perspectives of others. Confidently manage their own needs. Confidently identify and moderate their own feelings socially and emotionally.

Children in Reception come to school wearing full school uniform each day. They are taught how to dress and undress by themselves, look after their belongings, and ask for help during PE lessons, taught twice weekly. This supports their confidence and sense of self.

PSHE: Ten Ten		<ul style="list-style-type: none"> Hand made with love 	<ul style="list-style-type: none"> I am me Head, shoulders, knees and toes Ready Teddy? 	<ul style="list-style-type: none"> I like, you like, we all like! All the Feelings! Let's get real 	<ul style="list-style-type: none"> Growing up New people, new places 	<ul style="list-style-type: none"> God is love Loving God, loving others Me, you, us When I grow up Money doesn't grow on trees
St Bernard's Values		Passion/Joy	Resilience	Integrity	Excellence	Compassion
ELG		<ul style="list-style-type: none"> 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 focus and 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. 				

	<ul style="list-style-type: none"> Managing self- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. 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 other's needs.
C&L	<ul style="list-style-type: none"> To start a conversation with an adult or a friend To use talk to organise themselves and their play. To be able to talk about familiar books To begin to understand how to listen carefully. <ul style="list-style-type: none"> To understand how to listen carefully and why listening is important. Describe events in some detail Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. <ul style="list-style-type: none"> Learn new vocabulary Ask questions to find out more Begin to articulate their ideas and thoughts. Begin to use talk to help work out problems <ul style="list-style-type: none"> Learn new vocabulary Enjoy stories and talk about them with friends Learn rhymes. Discuss what they enjoyed or didn't enjoy about a story <ul style="list-style-type: none"> Learn new vocabulary Articulate their ideas Learn poems. Retell a story using sentences To be able to express a point of view <ul style="list-style-type: none"> Connect one idea or action to another. Use new vocabulary in different contexts. 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.
C&L	<ul style="list-style-type: none"> To start a conversation with an adult or a friend and continue it for many turns. To use talk to organise themselves and their play. 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. To be able to talk about familiar books, and be able to tell a simple story. To begin to understand how to listen carefully and why listening is important. <ul style="list-style-type: none"> To understand how to listen carefully and why listening is important. Describe events in some detail Use talk to help work Engage in non-fiction books Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. <ul style="list-style-type: none"> Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Begin to articulate their ideas and thoughts in well-formed sentences. Begin to use talk to help work out problems and organise thinking. Use talk to discuss activities and explain how things work and why they might happen. <ul style="list-style-type: none"> Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about stories to build familiarity and understanding. Learn rhymes. Begin to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Learn poems. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts.
ELG	<ul style="list-style-type: none"> 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. Speaking- participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary

PD - fine motor	<ul style="list-style-type: none"> Explore malleable materials using whole-hand movements Squeeze, squash, pull and roll playdough Manipulate large objects using two hands Mark make using large movements (brushes, chalk, fingers) Use tools with support (spoons, dough tools, large crayons) Begin to explore scissors through supervised snipping 	<ul style="list-style-type: none"> Use finger and thumb to grip and release objects Thread large beads and objects with adult support Cut making snips in paper, using two hands Use one-handed tools with growing control Begin to show preference for a dominant hand Make marks intentionally on paper 	<ul style="list-style-type: none"> Roll playdough into balls and sausages using palms and fingers Thread medium-sized beads independently Hold scissors correctly and snip along an edge Use a developing tripod or digital grip Draw lines and circles with increased control Engage for longer in fine motor tasks 	<ul style="list-style-type: none"> Manipulate smaller objects using pincer grip Thread smaller beads and materials with control Cut along a straight line with support Use pencils, crayons and brushes with improved grip Begin to control pencil pressure 	<ul style="list-style-type: none"> Use fingers with increased precision for detailed tasks Cut along straight lines with growing accuracy Draw recognisable shapes and simple pictures Use tools effectively within planned activities Maintain focus during structured fine motor tasks 	<ul style="list-style-type: none"> Show consistent hand preference Use a comfortable and effective grip Control tools confidently and safely Draw shapes and pictures with increased detail Demonstrate strength and control needed for early writing
PD - fine motor	<ul style="list-style-type: none"> Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush 	<ul style="list-style-type: none"> Threading, cutting, weaving, playdough - 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 correct letter formation 	<ul style="list-style-type: none"> Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly. Handle tools, objects, 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"> Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. 	<ul style="list-style-type: none"> Threading, cutting, weaving, playdough, 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. 	<ul style="list-style-type: none"> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Begin to draw diagonal lines. Start to colour inside the lines of a picture. Start to draw pictures that are Recognisable Use small tools and equipment
PD - gross motor	<ul style="list-style-type: none"> Explore large movements using whole body actions 	<ul style="list-style-type: none"> Begin to develop fundamental movement skills including rolling, 	<ul style="list-style-type: none"> Revise and refine fundamental movement skills 	<ul style="list-style-type: none"> Develop strength, balance and coordination through 	<ul style="list-style-type: none"> Combine a range of movements with increased control and agility 	<ul style="list-style-type: none"> Move confidently and independently in a range of ways

	<ul style="list-style-type: none"> • Roll, crawl, climb and walk in a variety of ways • Move with enjoyment during outdoor and indoor play • Begin to manage large equipment with support • Build confidence moving in space alongside others • Listen to and respond to simple movement instructions 	<ul style="list-style-type: none"> • crawling, walking and jumping • Move with growing control when running and stopping • Use outdoor equipment safely with increasing independence • Begin to throw and roll a ball towards a target • Develop awareness of space and others when moving • Start to manage simple routines such as lining up and transitioning between activities 	<ul style="list-style-type: none"> • including running, jumping and climbing • Begin to balance on equipment and uneven surfaces • Kick a stationary ball with some control • Catch a large ball using two hands • Move confidently in different directions and pathways • Begin to follow simple rules in physical games 	<ul style="list-style-type: none"> • climbing, pedalling and balancing • Throw, catch and kick balls with improved accuracy • Combine movements such as running and jumping • Begin to move with rhythm during dance and music • Use their body to navigate space safely and independently • Talk about being active and why it is good for their body 	<ul style="list-style-type: none"> • Jump with two feet and land safely • Hit or bat a ball using simple equipment • Balance while moving and when stationary • Show confidence when using large apparatus • Begin to understand simple links between physical activity and health 	<ul style="list-style-type: none"> • Revise and refine fundamental movement skills • Combine movements with increasing ease and fluency • Demonstrate confidence when engaging in physical play with others • Use ball skills with growing accuracy including throwing, catching and kicking
PD - gross motor	<ul style="list-style-type: none"> • To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • To begin to revise and refine some of the fundamental movement skills, i.e. rolling, crawling, walking, and jumping. • To develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes Begin to develop a range of ball skills including: throwing, catching 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping and running. • Begin to progress towards a more fluent style of moving. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running and hopping. • Progress towards a more fluent style of moving. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Further develop and refine a range of ball skills including: kicking and passing 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping and skipping. • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Continue to develop and refine a range of ball skills including: 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements. • Develop confidence, competence, precision and accuracy when 	<ul style="list-style-type: none"> • Confidently revise and refine the fundamental movement skills they have already acquired. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency • Develop confidence, competence,

		<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing. To further develop the skills they need to manage the school day successfully: Lining up and queuing; mealtimes 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity. 	<p>throwing, catching and batting.</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing. 	<ul style="list-style-type: none"> engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian. 	precision and accuracy when engaging in activities that involve a ball.
ELG		<ul style="list-style-type: none"> 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. 				
Literacy - comprehension	<ul style="list-style-type: none"> Sit and listen to short stories Talk about pictures in books Understand simple events (e.g. "The dog ran", "The girl is sad") Answer simple questions: Who? What? 	<ul style="list-style-type: none"> Learn and use new vocabulary from stories Understand and follow simple sequences (first/next/last) Recognise familiar settings (home, forest, farm) Begin to recall simple story events 	<ul style="list-style-type: none"> Identify characters in stories Talk about characters' feelings Understand simple cause-and-effect ("He cried because...") Use story language: Once upon a time, next, finally 	<ul style="list-style-type: none"> Sequence 3-4 story events with support Predict what might happen next in a familiar story Join in with repeated refrains and predictable patterns Answer why questions with adult support 	<ul style="list-style-type: none"> Retell a familiar story using pictures or props Use story language and key vocabulary Describe events in the correct order (with help) Talk about favourite parts of stories 	<ul style="list-style-type: none"> Answer "How do you know?" questions about pictures Make simple inferences from illustrations ("He looks sad because...") Discuss lessons or themes in simple stories (sharing, kindness) Make links between stories and their own experiences
Literacy - comprehension	<ul style="list-style-type: none"> Joining in with rhymes and showing an interest in stories with repeated refrains. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, 	<ul style="list-style-type: none"> Retell stories related to events through acting/role play. Retelling stories using images and Story Maps. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story - use vocabulary of 	<ul style="list-style-type: none"> To engage in extended conversations about stories, learning new vocabulary. Make predictions 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Information leaflets about animals in the garden/plants and growing. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main events of a story - 	<ul style="list-style-type: none"> Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

	<ul style="list-style-type: none"> learning new vocabulary 	beginning, middle and end.		<ul style="list-style-type: none"> Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. 	Can draw pictures of characters/ event / setting in a story.	<ul style="list-style-type: none"> To engage in extended conversations about stories, learning new vocabulary.
Literacy - word reading	<ul style="list-style-type: none"> Handle books correctly (front cover, turning pages) Enjoy sharing stories, songs and rhymes Begin to recognise familiar logos and everyday print Point to pictures and talk about what they see 	<ul style="list-style-type: none"> Listen and respond to sounds indoors and outdoors Identify common sounds (doorbell, car, rain, animals) Use listening games to develop attention 	<ul style="list-style-type: none"> Explore instruments and notice different sound qualities Match, sort and copy patterns of sounds Join in with rhythm games 	<ul style="list-style-type: none"> Clap/tap simple rhythms Join in with familiar rhymes Identify words that rhyme in play-based contexts 	<ul style="list-style-type: none"> Notice that some words start with the same sound Enjoy playing with initial sounds Group objects that start with the same sound 	<ul style="list-style-type: none"> Begin oral blending of simple CVC words (e.g. c-a-t → cat) Follow simple instructions segmented into sounds Understand that words can be broken into sounds Recognise their name in print
Literacy - word reading	<ul style="list-style-type: none"> To read individual letters by saying the sounds for them. To blend Phase 2 sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Confidently read simple phrases and sentences.
Literacy - writing	<ul style="list-style-type: none"> Explore a wide range of mark-making tools Make large lines, circles and simple marks Begin to see themselves as "writers" 	<ul style="list-style-type: none"> Make marks to represent actions or stories Tell adults what their marks mean Recognise their own name card (for later name writing) 	<ul style="list-style-type: none"> Develop control over pre-writing patterns: lines, curves, waves, spirals, zigzags Copy simple patterns with support Hold tools with increasing control 	<ul style="list-style-type: none"> Recognise their written name Attempt to imitate letter-like shapes Use marks to label or represent objects/ideas 	<ul style="list-style-type: none"> Use controlled lines, curves and shapes resembling letters Attempt to write the first letter of their name (with model) Hold pencils/crayons with an emerging tripod grip 	<ul style="list-style-type: none"> "Write" in play scenarios (lists, labels, messages) Attempt first-name writing using some correct letter shapes Dictate sentences to adults and add pictures/marks
Literacy - writing	<ul style="list-style-type: none"> To write some or all of their name. 	<ul style="list-style-type: none"> To write all of their name. 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then 	<ul style="list-style-type: none"> Write words with known letter sound correspondences. 	<ul style="list-style-type: none"> Write short sentences with words with known letter- 	<ul style="list-style-type: none"> Write short sentences with words with known letter-

	<ul style="list-style-type: none"> To use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> Begin to spell words by identifying the sounds and then writing the sound with letters 	<ul style="list-style-type: none"> writing the sound with letters Begin to learn to form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> Confidently spell words by identifying the sounds and then writing the sound with letters 	<ul style="list-style-type: none"> sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Begin to form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.
ELG	<ul style="list-style-type: none"> 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, nonfiction, rhymes and poems and during role play. Word Reading- Say a sound for each letter of 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 the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 					
Maths -White Rose	<ul style="list-style-type: none"> Counting 1 - Hear and say number names Subitising 1 - I see 1, 2, 3 Shape, space & measure 1 - Explore and build with shapes and objects Pattern 1 - Explore repeats 	<ul style="list-style-type: none"> Counting 2 - Begin to order number names Subitising 2 - Show me 1, 2, 3 Pattern 2 - Join in with repeats Shape, space & measure 2 - Explore position and space 	<ul style="list-style-type: none"> Comparison 1 - More than, fewer than, same Counting 3 - Move and label 1, 2, 3 Subitising 3 - Talk about dots Shape, space & measure 4 - Match, talk, push and pull 	<ul style="list-style-type: none"> Comparison 2 - Compare and sort collections Pattern 3 - Explore own first patterns Pattern 4 - Lead on own repeats Shape, space & measure 3 - Explore position and routes 	<ul style="list-style-type: none"> Counting 4 - Take and give 1, 2, 3 Counting 5 - Show me 5 Subitising 4 - Make games and actions Pattern 5 - Making patterns 	<ul style="list-style-type: none"> Counting 6 - Stop at 1, 2, 3, 4, 5 Comparison 3 - Match, sort, compare Pattern 6 - My own pattern Shape, space & measure 5 - Start to puzzle
Maths -White Rose	Getting to Know You It's Me, 1, 2, 3! Numbers 1-3 Represent numbers 1, 2, 3 Composition	Numbers 1, 2, 3, 4, 5 Composition of numbers up to 5 Subitise up to 5 1 more/1 less	Alive in Five! Growing 6, 7, 8 Numbers up to 5 including zero Subitising up to 5 Represent 6, 7, 8 Composition of numbers up to 8 Pairs - odd and even 1 more/1 less	Building 9 and 10 Consolidation Represent 9, 10 Conceptual subitising up to 10 Composition of numbers up to 10 1 more/1 less Number bonds to 10 Doubles to 10 Odd and even to 10	To 20 and Beyond First, Then, Now Reinforce throughout: represent numbers to 10 and composition of numbers to 10	Find my Pattern On the Move Numbers 0-20 Number patterns to 20 Build numbers beyond 10 Verbal counting beyond 20 Add and subtract

ELG	<ul style="list-style-type: none"> Number- Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds 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 odds and evens, double facts and how quantities can be distributed equally.
UW - People, Culture and Communities	<ul style="list-style-type: none"> Begin to recognise that families can look different. Talk about who is special to them (family, friends). Explore different types of homes children live in. <ul style="list-style-type: none"> Explore a range of cultural celebrations (Diwali, Christmas, Hanukka). Begin noticing that families celebrate in different ways. Talk about places that are special to people (church, mandir, home). <ul style="list-style-type: none"> Know that people in their community have different roles to help keep them safe and to help them Begin to understand that communities have people with different roles. <ul style="list-style-type: none"> Identify and name sea creatures Explore seaside environments and talk about what people do there Begin to understand that some places like the beach, sea, ocean are far away Notice how seaside holidays can look different around the world. Identify the different ways people use the sea <ul style="list-style-type: none"> Explore different types of transport Begin to understand that communities are connected by transport. Talk about how they travel around their community. Draw maps of their community with roads, train tracks etc. <ul style="list-style-type: none"> Begin to talk about how they have grown using vocab such as baby, toddler, child
UW - People, Culture and Communities	<ul style="list-style-type: none"> Compare different family structures and traditions. Discuss similarities and differences within themselves and their friends Explore differences in homes and daily life across cultures. <ul style="list-style-type: none"> Explore how different cultures celebrate similar events differently. Compare religious and cultural traditions from around the world. Discuss why places of worship and cultural traditions matter to people. <ul style="list-style-type: none"> Learn about the people who help them within their own community Understand how each person helps then and how they can help <ul style="list-style-type: none"> Identify sea creatures and describe where they live, eg oceans, seas and beaches Compare seaside communities around the world Identify the different ways people use the sea around the world <ul style="list-style-type: none"> Explore the different types of transport and where it would be appropriate to use each one. EG bus/train to get to the beach <ul style="list-style-type: none"> Talk about how they have grown and developed since they were babies discussing in detail the skills they have learnt, eg walking, talking, riding a bike etc Recognise that people grow and change and have different needs at different ages
UW - Past and Present	<ul style="list-style-type: none"> Begin talking about themselves in simple terms (name, age, family members). Notice how they have changed since they were babies (e.g., <ul style="list-style-type: none"> Explore a range of celebrations (birthdays, Diwali, Bonfire Night, Christmas, etc.). Begin to understand that some <ul style="list-style-type: none"> Understand that things used to be different when their older family members were young (e.g. old police cars, uniforms). <ul style="list-style-type: none"> Explore how seaside holidays looked different in the past (clothes, transport, entertainment). <ul style="list-style-type: none"> Explore old and new vehicles (early cars vs modern cars, steam trains vs electric trains). <ul style="list-style-type: none"> Use simple time concepts first/next/now when observing change with plants, animals and humans

	<ul style="list-style-type: none"> “When I was small I crawled...”). Look at baby photos and compare past and present. Begin to use time vocabulary in simple ways: baby, now, today. Recognise that other children may have different families. 	<ul style="list-style-type: none"> celebrations happened a long time ago or started in the past. Notice differences in how people celebrate compared to their own family. Simple timelines and story events (e.g., Nativity story). 	<ul style="list-style-type: none"> Talk about past personal experiences (e.g., “I went to the dentist.”) 	<ul style="list-style-type: none"> Experience simple sorting activities: then/now. Begin to notice simple differences between the sea in the past and the sea now with a focus on pollution. 	<ul style="list-style-type: none"> Begin to understand that transport has changed over time. Role-play journeys and talk about real journeys they’ve taken. 	
UW - Past and Present	<ul style="list-style-type: none"> Talk in more detail about their personal history and significant events in their life. Use more secure time vocabulary: yesterday, last week, when I was younger, now. Compare their life now to when they were a baby, identifying specific changes. Discuss similarities and differences between families and cultures. Sequence simple events in chronological order. 	<ul style="list-style-type: none"> Understand that celebrations have origins in the past. Compare how celebrations were carried out in the past vs today. Discuss traditions from different cultures and how they have changed over time. Use wider vocabulary: long ago, past, tradition, century, history. Sequence events from key stories linked to celebrations with greater accuracy. 	<ul style="list-style-type: none"> Compare how different jobs were carried out in the past and how they have changed (old hospitals vs modern, old fire engines vs new). Understand that historical figures helped people in the past (Florence Nightingale, Mary Seacole). Explore simple cause and effect: how and why things have changed. Ask questions about the past using prompts: Who? When? What was it like? 	<ul style="list-style-type: none"> Compare seaside holidays past and present in more detail (Victorian seaside, Punch and Judy, piers). Use vocabulary: before I was born, in the past, long ago, modern, old-fashioned. Develop curiosity and questioning about how the ocean has changed over time Compare what the oceans were like a long time ago with what they are like now Know that some animals from the past are extinct because their environment changed or they could not survive. 	<ul style="list-style-type: none"> Look at significant developments in transport (e.g., the first aeroplane, early cars). Compare travel now to travel in the past (e.g., horse and carriage vs cars). Learn about key figures like the Wright Brothers through simple historical narrative. Sequence technological changes in transport on a simple timeline. 	<ul style="list-style-type: none"> Understand life cycles in more depth and compare them (butterfly, duck, human). Use time vocabulary confidently: yesterday, last year, when I was a baby, in the future. Compare childhood now with childhood “a long time ago” (toys, homes, clothes). Make simple predictions about future changes (What will I be able to do when I’m older?).
UW - The Natural World	<ul style="list-style-type: none"> Explore the natural world around them during Autumn 	<ul style="list-style-type: none"> Explore changing states of matter using vocab such as 	<ul style="list-style-type: none"> Explore the natural world around them during Winter and 	<ul style="list-style-type: none"> Know how to look after oceans and beaches 	<ul style="list-style-type: none"> Explore the natural world around them during Spring and 	<ul style="list-style-type: none"> Explore the natural world around them during Summer and

		cold, warm, hot, wet, hard	discuss changes with adult support	<ul style="list-style-type: none"> To know how to separate rubbish within the classroom bins correctly and that they do that to help the environment 	discuss changes with adult support	discuss changes with adult support
UW - The Natural World	<ul style="list-style-type: none"> Explore the natural world around them during Autumn, making observations 	<ul style="list-style-type: none"> Explore changing states of matter using vocab such as freezing and melting. 	<ul style="list-style-type: none"> Explore the natural world around them during Winter, making observations and comparisons 	<ul style="list-style-type: none"> Explore how humans can help look after oceans and beaches Understand how items found on the beach and in the sea can be recycled to help the environment further 	<ul style="list-style-type: none"> Explore the natural world around them during Spring, making observations and comparisons 	<ul style="list-style-type: none"> Explore the natural world around them during Summer, making observations and comparisons of animals and plants Explore life cycles (plants, animals, humans). Plant seeds and know what they need to grow Begin to recognise that living things grow, change and reproduce
ELG	<ul style="list-style-type: none"> Past and Present- Talk about the lives of 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 images 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. 					

	<ul style="list-style-type: none"> The Natural World- Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. 						
EAD - Creating with materials	<ul style="list-style-type: none"> Explore a wide range of materials (paper, card, natural objects) Use hands to smear, dab, rub, squeeze, and press Begin using simple tools (rollers, brushes, glue sticks) 	<ul style="list-style-type: none"> Begin selecting materials with adult support Use glue with support (glue sticks, PVA with spreaders) Combine two materials together 	<ul style="list-style-type: none"> Explore textures (smooth, rough, bumpy, soft) Mix colours with support Create simple patterns using tools 	<ul style="list-style-type: none"> Explore joining methods: tape, glue, PVA Build simple structures using blocks or small boxes Decorate models with simple materials 	<ul style="list-style-type: none"> Begin to create simple models (e.g., a house, a vehicle) Use tools more confidently (scissors snipping, paintbrush control) Talk about what they have made 	<ul style="list-style-type: none"> Choose materials independently Use appropriate tools for a purpose Combine materials to represent an idea 	
EAD - Creating with materials	<ul style="list-style-type: none"> Explore and combine different media and materials Use tools such as scissors, brushes, glue with growing control Begin to express ideas through making 	<ul style="list-style-type: none"> Use a variety of tools and techniques for a purpose Experiment with joining (tape, glue, staples) Add details to their models 	<ul style="list-style-type: none"> Plan what they want to create (simple verbal discussion or drawings) Select materials based on their properties Begin to adapt their ideas as they work 	<ul style="list-style-type: none"> Join materials using a range of methods Use tools more precisely Modify and improve their ideas 	<ul style="list-style-type: none"> Combine materials, colours, and textures creatively Add finer detail and finishing touches Talk about techniques used 	<ul style="list-style-type: none"> Create independently from start to finish Reflect on what they like and what they might change Use tools safely and effectively 	
EAD - Being imaginative and Expressive	<ul style="list-style-type: none"> Begin to engage in pretend play Imitate simple actions (cooking, cleaning, driving) Join in with familiar songs and nursery rhymes 	<ul style="list-style-type: none"> Use toys and props to act out simple stories Pretend to be different characters Join in with songs that have actions 	<ul style="list-style-type: none"> Explore simple instruments (shakers, drums, bells) Join in with repeated refrains from songs and stories Move to music with increasing control 	<ul style="list-style-type: none"> Begin to act out longer imaginative play sequences Create simple stories through play Use simple, expressive language 	<ul style="list-style-type: none"> Join in with familiar songs confidently Move rhythmically to music Begin to perform in small groups 	<ul style="list-style-type: none"> Create imaginative scenarios independently Use expressive language in play Invent songs, dances, or simple stories 	
EAD - Being imaginative and Expressive	<ul style="list-style-type: none"> To begin to develop storylines in their pretend play. To remember and sing simple songs. Use a wider range of props imaginatively Retell parts of familiar stories using expression 	<ul style="list-style-type: none"> To remember and sing entire songs. To begin to develop storylines in their pretend play. Sing in a group or on their own. Use voices, gestures, and expression for different characters Act out stories with beginning-middle-end 	<ul style="list-style-type: none"> Move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Keep a steady beat Copy simple rhythm patterns 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music. Sing in a group or on their own, increasingly matching the pitch and following the melody. To develop storylines in their pretend play relating to familiar stories. 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses Create simple dances with a sequence of movements Compose simple music to represent characters/events 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Create imaginative stories with detail Use dramatic play to express ideas and emotions 	

		<ul style="list-style-type: none"> Respond emotionally to music 		<ul style="list-style-type: none"> Perform short drama pieces for others Improvise with or without props 	<ul style="list-style-type: none"> Perform confidently to an audience 	<ul style="list-style-type: none"> Reflect on their performances or creations
ELG		<ul style="list-style-type: none"> 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 roleplaying 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 and move in time with Music. 				
R.E	<p>Creation & Covenant</p> <ul style="list-style-type: none"> God made our beautiful world and everything in it, we look after it and are thankful for it. God made me. God loves me, God loves everyone. To know the words and actions of the sign of the cross 	<p>Prophecy & Promise</p> <ul style="list-style-type: none"> Mary was going to have a baby and his name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). The Advent wreath. The tradition of the crib. Nativity celebration. Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all. 	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children Jesus was born for everyone. The Glory Be is a special prayer. Show love to everyone like Jesus 	<p>Desert to Garden</p> <ul style="list-style-type: none"> Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone Caring for others in Lent. Simple signs of Lent - colour purple, seeds, growing. Simple signs of Easter - colour white, growth. Celebrate with signs and symbols - hot cross buns, garden growth, Easter eggs. 	<p>Ends of the Earth</p> <ul style="list-style-type: none"> Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us The Holy Spirit is our friend. The Holy Spirit looks after us The parish church is a special place where we meet our friends. We sing and say prayers We gather with friends at church, especially on Sunday 	<p>Dialogue & Encounter</p> <ul style="list-style-type: none"> Hear a simple story about the lives of St Peter and Paul. Understand that being a Christian means belonging to a community of faith. Understand that Jesus came for everyone, all around the world.
R.E	<p>Creation & Covenant</p> <ul style="list-style-type: none"> Our Wonderful World God Made Me God Loves Everyone The Sign of the Cross God's World is Good 	<p>Prophecy & Promise</p> <ul style="list-style-type: none"> Mary was chosen by God to be Jesus' mother. Advent is a time to get ready for Christmas. 	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> Jesus' birth is celebrated at Christmas. The Wise Men visited Jesus in the stable. Jesus welcomes the little children. 	<p>Desert to Garden</p> <ul style="list-style-type: none"> Forty days after Easter, Jesus went back to his Father in Heaven. Jesus promised a 'special friend' to help and support us. 	<p>Ends of the Earth</p> <ul style="list-style-type: none"> Back to the father A special friend What is Pentecost Celebrating Pentecost The first Christians We are God's children 	<p>Dialogue & Encounter</p> <ul style="list-style-type: none"> Hear a simple story about the lives of St Peter and Paul. Understand that being a Christian means belonging to a community of faith.

	<ul style="list-style-type: none"> • Looking After God's World 	<ul style="list-style-type: none"> • Mary and Joseph travelled to Bethlehem. • Jesus was born in a stable and laid in a manger. • The shepherds visited Jesus in the stable. • Jesus came for the whole world. 	<ul style="list-style-type: none"> • Jesus was born for everyone. • We are called to help the poor and hungry. • Jesus and the feeding of the five thousand. • We are called to help the poor and vulnerable. 	<ul style="list-style-type: none"> • The Holy Spirit came to the disciples at Pentecost. • Pentecost is a special celebration in the Church. • The early Christian community lived out the Good News of Jesus. • We are all God's children and that makes us brothers and sisters. 		<ul style="list-style-type: none"> • Understand that Jesus came for everyone, all around the world.
Extra-Curricular Enrichment/ Cultural capital	Trip to Play and Bee Role Play Village	Nativity performance for parents and guardians and the school family	Trip to the library & post box. Visit from the Police, nurse & firefighters.	Trip to the seaside and Blackpool Sea Life Centre	Trip to Manchester Airport	Creating and hosting a duck museum for parents and carers