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| **Term** | **Autumn** | **Spring** | **Summer** |
|  | **Autumn 1**  Home Sweet Home | **Spring 1**  Celebrations of the World | **Summer 1**  Fabulous Friends |
| **Autumn 2**  Let us Celebrate | **Spring 2**  Growing Together | **Summer 2**  Our Wonderful World |

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| General Themes  **NB: *These themes may be adapted at various points to allow for children’s interests to flow through the provision*** | **Family: Myself**  All about me/ The importance of a name/Starting school/ My new class/ My family tree/ Family names/How have I changed? / My home and local area/ What do homes look like in different countries? | **Welcome: Baptism**  Making welcome signs for our school and classroom/ Looking after babies in the home corner/ Make Baptism cards/ Role play a Baptism Learning how to say welcome in different languages/ Harvest/ Autumn | **Advent: Birthday**  Play party games/ Make and decorate a birthday cake/ Make party decorations/ Make an advent calendar/ Learning and ordering the Nativity story/ Role play the Nativity story and perform for parents/ Singing Christmas songs/ Make Christmas cards using different materials | **Community: Celebrating**  Chinese New Year celebrations/ Learn about celebrations from other countries/cultures  Food and clothing from different countries and cultures/  Light and dark/Churches and their different features/ Traditional Tales from around the world | **Eucharist: Gathering**  Weddings/ Organising a Tea Party/ Making food for a tea party/ Inviting parents into school for a celebration/ Special People/ | **Easter: Growing**  Life cycles of a plant/chick/frog  Growing a seed/ What plants/animals need to grow Parts of a flower/Easter story/ Baking/ Signs of new life/ Spring/ Animals | **Pentecost: Good News**  Creating dances and music to represent feelings/ Healthy eating/ Writing Letters/ Telling stories/ Weather/ Making windmills | **Reconciliation: Friends**  Teddy bears picnic/ Making friendships bracelets/ Playing Team Games/ People who help us/ Making friendship potions/ Celebrating diversity/ Superheroes | **Universal Church: Our World**  Recycling/ Weather/ Different countries/ Maps/ Different cultures/ Animals of the world/ Uses senses/ Narratives in small world play/ Rainbows |

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| Texts to support learning | | | |
| Cycle A | 1. Harry and the dinosaurs start school (fiction) 2. Who’s in my Family? / My Family Tree (non-fiction) 3. Nursery Rhymes (Incy Wincy Spider, Twinkle Twinkle Little Star, Old Macdonald had a farm) 4. The Leaf Thief (fiction) 5. The Christmas Story (non-fiction) 6. Cold – Out and about through the year (winter/Christmas themed poetry) | 1. Handa’s Surprise (fiction) 2. Chinese New Year Story (non-fiction) 3. Spring greens - out and about through the year (spring poetry) 4. The Scarecrow’s Wedding (fiction)   Easter Story   1. Growing Sunflowers (non-fiction) 2. Nursery Rhymes (5 little ducks, 5 little speckled frogs, wind the bobbin up) | 1. The Jolly Postman (fiction) 2. Nursery rhymes (wheels on the bus, miss polly, humpty dumpty) 3. People who help us (non-fiction) 4. Rainbow Fish (fiction) 5. Seaside - out and about through the year (summer poetry) 6. Barnaby Bear (non-fiction) | |
| Cycle B | 1. The Friendship Bench (fiction) 2. Doing your best (non-fiction) 3. Fire – out and about through the year/ Remember Remember(autumn poetry) 4. All are welcome (non-fiction) 5. The Snowman (fiction) 6. Nursery rhymes (head, shoulders, knees and toes, ring a ring o roses, baa baa black sheep) | 1. The Princess and the Pea (fiction) 2. How does your garden grow – Wriggle and roar (spring poetry) 3. Egg to chicken/Eggs (non-fiction) 4. Nursery rhymes (12345 once I caught a fish alive, I’m a little teapot, if your happy and you know it)   The Easter Story   1. Jack and the Beanstalk (fiction) 2. The Tiny Seed (non-fiction) | 1. Supertato (fiction) 2. The friendly giant – Whizz bang orangutan (summer/friendship poetry) 3. People who help us (non-fiction) 4. Sharing a shell (fiction) 5. Nursery Rhymes (hickory dickory dock, Jack and Jill went up the hill, ten in the bed) 6. Barnaby Bear (non-fiction) | |
| Books to support | We’re going on a leaf hunt  Oliver’s Wood  Kipper’s Birthday  Jesus’s Christmas Party  One Snowy Night  Sam’s Snowflake  The Smartest Giant in School  The Gruffalo  Rosie’s Walk  Amazing  Stanley’s Stick | Little Red Riding Hood  The Three Little Pigs  Rumplestiltskin  Goldilocks and the Three Bears  Last Stop on Market Street  Can’t You Sleep Little Bear  Tadpole’s wish  The Detective Dog  On the Way Home  The Hungry Caterpillar  Once There Were Giants  Room on the Broom | The Little Red Hen  The Little Egg  The Selfish Crocodile  Let’s Be Friends Again  What a Wonderful World  What Do You Celebrate  Grandad’s Island  Meerkat Mail  Walking Through the Jungle | |

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| **Communication and Language** |
| **Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** |

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| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs. | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Enjoy listening to longer stories and can remember much of what happens. * Pay attention to more than one thing at a time, which can be difficult. * Sing a large repertoire of songs. * Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ | | | * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. * Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | | | * Use a wider range of vocabulary. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * 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. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * Use longer sentences of four to six words. | | | |
| **Our Curriculum Goal NURSERY** | * Answer and ask simple who, where, what why questions. * Use future and past tense in speech. * Join sentences together using ‘because’, ‘and’, or’. * Speak using full sentences. | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * Understand how to listen carefully and why listening is important. * Engage in story times. * Develop social phrases * Ask questions to find out more and to check they understand what has been said to them. * Learn rhymes, poems and songs * Listen carefully to rhymes and songs, paying attention to how they sound. * Articulate their ideas and thoughts in well-formed sentences. | | | * Describe events in some detail * Connect one idea or action to another using a range of connectives * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Listen to and talk about stories to build familiarity and understanding. | | | * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | | | |
| **Our Curriculum Goals RECEPTION** | * Ask a relevant question and give a relevant answer. * Converse in a back-and-forth exchange with friends and teachers. * Express ideas and feelings with confidence. * Use a wide range of vocabulary that has been learnt throughout the year. | | | | | | | | | |
| **Early Learning Goals** | **Listening, Attention and Understanding**   * **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions** * **Make comments about what they have heard and ask questions to clarify their understanding** * **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers**   **ELG: Speaking**   * **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** * **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.**   **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.** | | | | | | | | | |

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| **Personal, Social and Emotional Development** | | | | | | | | | | | |
| Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | | | | | | | |
| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Sharing with others Playing with others Showing kindness  Show understanding of healthy foods, activity and tooth brushing Showing empathy Developing independence Imaginative play with others | | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Increasingly follow rules, understanding why they are important. | | | | * Play with one or more other children, extending and elaborating play ideas. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Remember rules without needing an adult to remind them. * Develop appropriate ways of being assertive. | | | * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling. | | | |
| **Our Curriculum Goal NURSERY** | * Sometimes share toys and take turns. * Take part in play with others. * To be dry throughout the day. * To take part in pretend play with friends. | | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * See themselves as a valuable individual * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Manage their own personal hygiene | | | | * Identify and moderate their own feelings socially and emotionally. * Know and talk about the different factors that support their overall health and wellbeing | | | * Show resilience and perseverance in the face of challenge. * Think about the perspectives of others. | | | |
| **Our Curriculum Goals RECEPTION** | * Be kind and empathetic to others. * Show determination and resilience to reach a goal. * Be independent in their self-care. * Show the ability to wait, take turns and resolve conflicts. | | | | | | | | | | |
| **Early Learning Goals** | **ELG: Self-Regulation**   * **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;** * **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;** * **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**   **ELG: Managing Self**   * **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;** * **Explain the reasons for rules, know right from wrong and try to behave accordingly;** * **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**   **ELG: Building Relationships**   * **Work and play cooperatively and take turns with others;** * **Form positive attachments to adults and friendships with peers;** * **Show sensitivity to their own and to others’ needs.** | | | | | | | | | | |

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| **Physical Development** | | | | | | | | | | | |
| Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | | | | | | | |
| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Pencil control Strengthening muscles Getting dressed/undressed independently Moving in different ways | | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Use large-muscle movements to wave flags and streamers, paint and make marks. * Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips * Show a preference for a dominant hand. | | | | * Go up steps and stairs, or climb up apparatus, using alternate feet. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one-handed tools and equipment, for example, making snips in paper with scissors. | | | * Skip, hop, stand on one leg and hold a pose for a game like musical statues * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Use a comfortable grip with good control when holding pens and pencils. | | | |
| **Our Curriculum Goal NURSERY** | * Use writing tools to draw a person with a face, arms and legs. * Brush hair and teeth. * Balance on one foot. * Attempt to get dressed independently. | | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * Revise and refine the fundamental movement skills they have already acquired. * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming * Further develop the skills they need to manage the school day successfully:   • lining up and queuing  • mealtimes   * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | | | * Combine different movements with ease and fluency * Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons * Develop overall body-strength, balance, co-ordination and agility. | | | * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group * Progress towards a more fluent style of moving, with developing control and grace. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball * Develop the foundations of a handwriting style which is fast, accurate and efficient | | | |
| **Our Curriculum Goals RECEPTION** | * Hold a pencil effectively. * Complete an obstacle course. * Throw and catch a ball with a friend. | | | | | | | | | | |
| **Early Learning Goals** | **Physical Development**  **ELG: 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.**   **ELG: 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.** | | | | | | | | | | |

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| **Literacy** | | | | | | | | | | | |
| It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | | | | | | | |
| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Developing a love of reading through listening to stories Daily phonics sessions Mark making  Fine motor activities Story comprehension | | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Understand the five key concepts about print:   • print has meaning  • print can have different purposes  • we read English text from left to right and from top to bottom  • the names of the different parts of a book  • page sequencing | | | | * Write some letters accurately * Engage in extended conversations about stories, learning new vocabulary. | | | * Develop their phonological awareness, so that they can:   • spot and suggest rhymes  • count or clap syllables in a word  • recognise words with the same initial sound, such as money and mother.   * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. | | | |
| **Our Curriculum Goal NURSERY** | * To attempt to write some letters from their name. * To orally segment and blend CVC words. * To tell their own made up story. | | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. * Read a few common exception words matched to the school’s phonic programme | | | | * Read some letter groups that each represent one sound and say sounds for them. * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. * Spell words by identifying the sounds and then writing the sound with letter/s. | | | * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. | | | |
| **Our Curriculum Goals RECEPTION** | * Retell a story through play. * Read sentences containing phase 2 and 3 words. * Write sentences that are phonetically correct independently. | | | | | | | | | | |
| **Early Learning Goals** | **ELG: Comprehension**   * **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;** * **Anticipate – where appropriate – key events in stories;** * **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**   **ELG: Word Reading**   * **Say a sound for each letter in the alphabet and at least 10 digraphs;** * **Read words consistent with their phonic knowledge by sound-blending;** * **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**   **ELG: Writing**   * **Write recognisable letters, most of which are correctly formed;** * **Spell words by identifying sounds in them and representing the sounds with a letter or letters;** * **Write simple phrases and sentences that can be read by others.** | | | | | | | | | | |

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| **Mathematics** | | | | | | | | | | |
| Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes. | | | | | | | | | | |
| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Learning about number through daily routines Days of the week/months of the year Counting to 10 and beyond Daily routines Recognising shapes Recognising and continuing patterns and sequencing Composition of numbers | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’) * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’ * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ * Make comparisons between objects relating to size, length, weight and capacity * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern. | | | * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) * Show ‘finger numbers’ up to 5. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. * Combine shapes to make new ones – an arch, a bigger triangle, etc * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. | | | * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5 * Compare quantities using language: ‘more than’, ‘fewer than’. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | | | |
| **Our Curriculum Goal NURSERY** | * Subitise, count and represent marks to at least 5. * To use mathematical knowledge and language naturally in everyday play. * Match, measure and compare objects. * Name common 2D shapes. | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * Count objects, actions and sounds. * Explore the composition of numbers to 3. * Select, rotate and manipulate shapes to develop spatial reasoning skills * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns * Compare length, weight and capacity. | | | * Subitise * Link the number symbol (numeral) with its cardinal number value * Count beyond ten. * Compare numbers * Explore the composition of numbers to 10. | | | * Understand the ‘one more than/one less than’ relationship between consecutive numbers * Recognise numbers to 20 * Automatically recall number bonds for numbers 0–5 and some to 10. * Double numbers to 5. * Add and subtract numbers to 5. | | | |
| **Our Curriculum Goals RECEPTION** | * Have an in-depth understanding of the numbers to 10 (addition, subtraction, number bonds and doubling). * Name common 2D and 3D shapes and their properties shapes (faces, edges and vertices). * Use different tools to compare, height, weight and length. | | | | | | | | | |
| **Early Learning Goals** | **ELG: Number**   * **Have a deep understanding of number to 10, including the composition of each number;** * **Subitise (recognise quantities without counting) up to 5;** * **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.**   **ELG: Numerical Patterns**   * **Verbally count beyond 20, recognising the pattern of the counting system;** * **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;** * **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** | | | | | | | | | |

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| **Understanding the World** | | | | | | | | | | |
| Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | | | | | |
| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Using senses to explore the world Exploring natural materials Respect beliefs and values of others  Care for living things Care for the environment Understand the importance of family (Home, school, community)  Using technology (ICT focus weekly) | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. * Explore how things work. * Continue developing positive attitudes about the differences between people | | | * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Continue developing positive attitudes about the differences between people | | | * Explore and talk about different forces they can feel. * Talk about the differences between materials and changes they notice * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Continue developing positive attitudes about the differences between people | | | |
| **Our Curriculum Goal NURSERY** | * Name their close family members. * Talk about the properties of different natural materials e.g. stones, bark, shells. * Understand that things grow: humans, animals, plants. | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * Talk about members of their immediate family and community * Name and describe people who are familiar to them. * Comment on images of familiar situations in the past. * Draw information from a simple map. * Explore the natural world around them. * Describe what they see, hear and feel whilst outside * Understand the effect of changing seasons on the natural world around them. | | | * Understand that some places are special to members of their community. * Recognise that people have different beliefs and celebrate special times in different ways. * Explore the natural world around them. * Understand the effect of changing seasons on the natural world around them. | | | * Recognise some similarities and differences between life in this country and life in other countries * Explore the natural world around them. * Recognise some environments that are different from the one in which they live. * Understand the effect of changing seasons on the natural world around them. * Compare and contrast characters from stories, including figures from the past. | | | |
| **Our Curriculum Goals RECEPTION** | * To know their family tree. * Understand that some people have different religious beliefs. * To grow a plant from a seed and know how to care for it * To talk about some events that have happened in the past. | | | | | | | | | |
| **Early Learning Goals** | **ELG: Past and Present**   * **Talk about the lives of the people around them and their roles in society;** * **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;** * **Understand the past through settings, characters and events encountered in books read in class and storytelling.**   **ELG: People, Culture and Communities**   * **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;** * **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;** * **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**   **ELG: The Natural World**   * **Explore the natural world around them, making observations and drawing pictures of animals and plants;** * **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;** * **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** | | | | | | | | | |

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| **Expressive Art and Design** | | | | | | | | | | |
| The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | | | | | |
| **General Themes** | **Autumn** | **Autumn** | **Autumn** | **Spring** | **Spring** | **Spring** | | **Summer** | **Summer** | **Summer** |
| Family: Myself | Welcome: Baptism | Advent: Birthday | Community: Celebrating | Eucharist: Gathering | Easter: Growing | | Pentecost: Good News | Reconciliation: Friends | Universal Church: Our World |
| **Objectives focused on throughout the whole year** | Using a range of different materials to be creative with Weekly Churanga music Daily songs and rhymes  Listening to rhythm and rhyme through phonics Daily access to different coloured mark making tools | | | | | | | | | |
| **Termly Objective Focus**  **NURSERY** | * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Develop their own ideas and then decide which materials to use to express them. * Explore different materials freely, to develop their ideas about how to use them and what to make. * Join different materials and explore different textures * Create closed shapes with continuous lines and begin to use these shapes to represent objects. * Explore colour and colour mixing. * Listen with increased attention to sounds. * Remember and sing entire songs. | | | * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc * Use drawing to represent ideas like movement or loud noises * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Play instruments with increasing control to express their feelings and ideas | | | * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Respond to what they have heard, expressing their thoughts and feelings. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. | | | |
| **Our Curriculum Goal NURSERY** | * Create their own artwork using different mediums e.g. paints, pens, pencil. * Develop stories around small world toys. * Play instruments loudly, softly, fast and slowly whilst developing an ear for rhythm. | | | | | | | | | |
| **Termly Objective Focus RECEPETION** | * Listen attentively, 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 * Develop storylines in their pretend play | | | * Create collaboratively, sharing ideas, resources and skills * Watch and talk about dance and performance art, expressing their feelings and responses * Develop storylines in their pretend play * Explore and engage in music making and dance, performing solo or in groups. | | | * Explore, use and refine a variety of artistic effects to express their ideas and feelings * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Develop storylines in their pretend play | | | |
| **Our Curriculum Goals RECEPTION** | * Plan and create their own model using a range of materials and techniques. * Create and perform their own song, dance and story for a small audience. | | | | | | | | | |
| **Early Learning Goals** | **ELG: Creating with Materials**   * **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;** * **Share their creations, explaining the process they have used;** * **Make use of props and materials when role playing characters in narratives and stories.**   **ELG: Being Imaginative and Expressive**   * **Invent, adapt and recount narratives and stories with peers and their teacher;** * **Sing a range of well-known nursery rhymes and songs;** * **Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.** | | | | | | | | | |