



Early Years Curriculum Overview

Our school values are taught throughout the year across all areas of the curriculum and school life.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | All about me (Week 1-2) Minibeasts | Once upon a time | Transport | Celebrations | Animals around the world | People who help us / Emergency Emergency |
| Reception Literacy Pathways to Write Texts | I'm Going to Eat this Ant By Chris Naylor-Ballesteros | The Gingerbread Man By Mara Alperin | Naughty Bus By Jan Oke | The Journey Home By Emma Levey | Silly Doggy By Adam Stower | Supertato By Sue Hendra Outcome |
| Reception Literacy | Engage in extended conversations about stories, learning new vocabulary Learn rhymes, poems and songs To write their name and other letters accurately Understand the five concepts of print Develop phonological awareness e.g. initial sounds | To listen attentively Continue to develop phonological awareness Read individual letters by saying the sounds Blend to read short words Read some common exception words Read some letter groups | Blend to read words and short sentences Read simple phrases and sentences Continue to read common exception words Develop questioning skills Form lower case and capital letters correctly Spell words by identifying the sounds Re-read books to build fluency and understanding | Continue to read common exception words and use within their writing Engage in non-fiction books learning new vocabulary To form lower case and capital letters correctly Blend to read short sentences Write short sentences using a capital letter and a full stop To re-read what they have written | To write recognisable letters that are correctly formed To read words by blending using their phonic knowledge Develop retelling skills using new language Anticipate key events in stories Engage with non-fiction books/different text types To ask questions to build upon their knowledge | To spell words by identifying the sounds in them and represent the sound with a letter To write simple phrases and sentences that can be read by others To use and understand new vocabulary To read aloud simple sentences books (consistent with phonic knowledge), including common exception words |
| Nursery Literacy Texts | The Hungry Caterpillar Mad about minibeasts What the Ladybird Heard Superworm Spinderella Aaargh Spider | The Three Little Pigs Blow Your Nose, Big Bad Wolf Goldilocks Jack and the Beanstalk Enormous Turnip Little Red Riding | Duck in a Truck The Runaway Train Big Digger ABC Sailor Bear Dinosaur's Day Out Tricky Tractor | Happy Birthday Hugless Douglas Weddings Diwali Chinese New Year | Brown Bear Brown Bear The Smartest Giant in Town Chocolate Mouse for Greedy Goose ABC Animal Rhymes The Tallest House on the Street | Superkid Emergency Emergency |



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| | | Hood The Magic Porridge Pot | | | A Squash and a Squeeze | |
| Nursery Literacy | To understand simple questions. To listen to simple stories and understand what is read to them. To pay attention and respond to the pictures or words. To make marks on their picture to stand for their name. | To ask questions. To repeat words and phrases from familiar stories. To make marks on their picture to stand for their name. To enjoy sharing a book with an adult. To enjoy drawing freely. | To engage in extended conversations about stories. To learn new vocabulary. To write some letters accurately. To clap syllables in a word. To learn new vocabulary and use it within everyday speech. | To understand page sequencing. To write some letters accurately. To understand that text is read from left to right and top to bottom. To clap syllables in a word. To learn new vocabulary and use it within everyday speech. | To spot and suggest rhymes. To name the different parts of a book. To write some letters accurately. To recognise words with the same initial sound. To engage in conversations about stories. | To write some letters accurately. To understand that text is read from left to right and top to bottom. To recognise words with the same initial sound. To count the syllables in words. |
| Reception Maths (White Rose Maths) | Recite numbers to 10 and show 'finger numbers' Link numerals to amounts (to 5) Experiment with symbols and marks Compare quantities ABAB patterns Notice and correct and error in repeating patterns Count objects, actions and sounds To learn mathematical language to discuss number Count beyond 10 | Begin to describe a sequence of events using first, next) Subitise to 3 Describe a familiar route Make comparisons between size, weight, length, and capacity Link numerals to their cardinal values Compare numbers Understand 'one more and one less than' Continue, copy, and create repeating patterns | Comparing groups to 10 Combining two groups to find the whole Discuss the composition of numbers to 10 Count beyond 10 Subitise up to 5 Count objects, actions and sounds Understand 'one more and one less than' Select and manipulate shapes to develop spatial reasoning skills Begin to recognise different 2D and 3D shapes | Subitise using different amounts. Continue to explore the composition of numbers to 10. Recall number bonds 0-10. Compare weight, length, and capacity. Counting to 20. Linking the numeral to the cardinal value. Compose and decompose shapes. Continue, copy, and create repeating patterns. One more/one less than. | Continue, copy, and create repeating patterns. Develop a deep understanding of numbers to 10 and the compositions. Counting to 20 and beyond. Subitise to 5. To explore double facts to 10. Explore and recall number bonds to 10. Compare quantities to 10 – fewer/greater than/the same as. To explore even and odd numbers. | To explore doubling, halving/odds, and evens. To continue to explore length, weight, capacity. To explore and represent numbers to 10 in different contexts. Explore and recall number bonds to 10. Compare quantities to 10 – fewer/greater than/the same as. Develop a deep understanding of numbers to 10 and the compositions. |
| Nursery Maths | To compare sizes and weights Notice and arrange patterns Use mathematical language e.g. more/fewer | Recite numbers to 5 Begin to show 'finger numbers' To say one number for each item in order Solve real world | Discuss routes and locations (in front and behind) Describe a familiar route Link numerals to amounts | Explore 2D and 3D shapes using mathematical language to describe them Combine shapes to make new ones | Continue to explore 2D and 3D shapes Compare a variety of quantities using appropriate language to discuss Make comparisons | Begin to describe a sequence of events Counting to 10 and beyond Correctly forming numerals and matching amounts |



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| | To take part in number rhymes and songs To count in everyday contexts | mathematical problems up to 5 To know that the last number reached when counting tells you how many there are | Experiment with own symbols and marks as well as numerals Discuss patterns in clothes/designs (stripes, spots etc) Notice and correct an error in a repeating pattern | Select shapes appropriately Recite numbers beyond 5 Subitise to 3 Continue to experiment with marks and symbols | between size, weight, length and capacity Subitise to 3 and beyond Experiment with symbols, marks and numerals Say one number for each item in order 1,2, | To continue to use mathematical language in discussions To understand position through words alone Count objects, actions and sounds Count beyond 10 |
| Early Years Role play Area | Minibeasts Laboratory | Fairy tale kingdom | Travel agents | Chinese/Indian restaurant | Zoo / Veterinary centre | Fire station |
| Reception Expressive Art and Design | Explore colour and colour-mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Join different materials and explore different textures. Create collaboratively sharing ideas, resources and skills. Develop storylines in their pretend play. | Play instruments with increasing control to express their feelings and ideas. Create their own songs, or improvise a song around one they know. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour-mixing. Develop storylines in their pretend play. | Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. | Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills. Remember and sing entire songs. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Invent, adapt and recount narratives and stories with peers and their teacher. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Listen attentively, move to and talk about music, expressing their feelings and responses. Share their creations, explaining the process they have used. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. |
| Nursery Expressive Art and Design | Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different | Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore colour and | Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. | Use their imagination as they consider what they can do with different materials. Listen with increased attention to sounds. Sing the melodic | Use their imagination as they consider what they can do with different materials. Sing the melodic shape (moving melody, such as up | Explore a range of sound-makers and instruments and play them in different ways. Begin to develop complex stories using |



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| | <p>materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. Join different materials and explore different textures.</p> | <p>colour-mixing. Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Make simple models which express their ideas.</p> | <p>Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Remember and sing entire songs. Create their own songs, or improvise a song around one they know.</p> | <p>shape (moving melody, such as up and down, down and up) of familiar songs. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> | <p>and down, down and up) of familiar songs. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make simple models which express their ideas. Join different materials and explore different textures.</p> | <p>small world equipment like animal sets, dolls, and dolls houses. Listen with increased attention to sounds. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> |
| Reception Understanding the World | <p>Plant seeds and care for growing plants. Continue to develop positive attitudes about the differences between people. 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.</p> | <p>Recognise some environments that are different to the one in which they live. Explore how things work. Explore different materials and textures. Draw information from a simple map. Describe what they see, hear and feel whilst outside.</p> | <p>To describe what they see, hear and feel while outside. Draw information from a simple map. Explore how things work. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them, making observations and drawing pictures of animals and plants. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <p>Talk about members of their immediate family and community. Understand that some places are special to members of their community. 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. Talk about the lives of the people around them and their roles in society.</p> |
| Nursery Understanding the World | <p>Explore natural materials indoors and outdoors. Make connections between the features</p> | <p>Explore natural materials both indoors and outside. Talk about the</p> | <p>Explore and talk about forces that they feel. Talk about the differences between materials and changes</p> | <p>Talk about what they see, using a wide vocabulary. Continue to develop positive attitudes</p> | <p>Talk about what they see, using a wide vocabulary. Begin to understand the need to respect</p> | <p>Continue to develop positive attitudes about the differences between people. Show interest in</p> |



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| | <p>of their family and other families. 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.</p> | <p>differences between materials and changes they notice. Explore different materials and textures. Explore how things work.</p> | <p>they notice. Explore how things work. Explore collections of materials with similar and/or different properties.</p> | <p>about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animals. Talk about the differences between materials and changes they notice.</p> | <p>different occupations. Talk about what they see, using a wide vocabulary. Talk about members of their immediate family and community.</p> |
| <p>Reception Physical Development</p> | <p>Practise the fundamental movement skills Practise moving with control and grace Develop small motor skills to use a range of tools competently, safely, and confidently Use core muscle strength to gain a good posture when sitting at a table/on the floor Confidently and safely use a range of large and small apparatus indoors and outside To discuss how to be a safe pedestrian.</p> | <p>Develop overall body-strength, balance, co-ordination and agility. To skip, hop and hold a pose. To take part in group activities. To move in a variety of ways. To climb using alternate feet. Collaborate with others to carry objects. To show a preference for a dominant hand. To learn how to use a knife and fork.</p> | <p>To continue to learn how to use a knife and fork. To revise and refine their fundamental movement skills. To develop control and grace whilst moving. To achieve good posture. To use a range of small/large apparatus confidently and safely. To continue to develop fine motor skills to strengthen muscles and support writing/cutting etc.. To show a preference for a dominant hand.</p> | <p>To know and talk about the effects of physical activity. To discuss a healthy lifestyle. To develop and refine a range of ball skills. To develop their handwriting styles. To discuss how to be a safe pedestrian. To explore the importance of toothbrushing. To continue to develop personal hygiene and to understand why this is important. To use different movements with ease and fluency.</p> | <p>To develop confidence and precision when engaging in activities that involve a ball. To continue to discuss the different factors that support their overall health and wellbeing and how. To negotiate space and obstacles safely. To demonstrate strength, balance and coordination. To move energetically using different movements. To hold a pencil effectively support fluent writing.</p> | <p>To continue to move with control and grace. To use a range of small tools (scissors/cutlery). To show accuracy and care when drawing. To move energetically using different movements. To negotiate space and obstacles safely. To demonstrate strength, balance and coordination. To develop confidence and precision when engaging in activities that involve a ball.</p> |
| <p>Nursery Physical Development</p> | <p>Travel in different ways Ride a scooter or tricycle Explore materials and tools Use small and large motor movements</p> | <p>Use the toilet independently Explore materials and tools Use small and large motor movements (zips, buttons, pour drinks)</p> | <p>Practise getting changed into PE kit Continue to develop movement e.g., ball skills Partake in group activities Climb apparatus using</p> | <p>Continue to become more independent when putting on coat and fastening zip Continue to show a preference for a dominant hand Continue to practise</p> | <p>Make healthy choices about food, drink and toothbrushing Increasingly able to use and remember sequences and patterns of movements Continue to make healthy choices with food, drink, activity</p> | <p>Increasingly able to use and remember sequences and patterns of movements Continue to make healthy choices with food, drink, activity</p> |



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| | (zips, buttons, pour drinks) Use the toilet independently Learn how to use a knife and fork Use large movements to wave flags/make marks | Skip, hop, and stand on one leg Select the correct resources for a specific activity Collaborate with others to complete and activity | alternate feet Use one-handed tools and equipment Use a comfortable grip when holding pens and pencils Start to show a preference for a dominant hand | using a knife and fork, gaining further independence Independently washing and drying hands thoroughly Collaborate with others to manage larger pieces of equipment | movements to make snips in paper with scissors Developing ability to balance, ride scooters/bikes/trikes and ball skills Use large movements to paint/make marks | and toothbrushing Shows a preference for a dominant hand Uses one handed tools and equipment, making snips in paper Increasingly more independent getting dressed/undressed |
| Discovery RE Understanding Christianity | See Discovery RE LTP for RE. EY statements edited to suit new curriculum. Focus on the school values using the value bears. Friendship - Florence Bear Honesty - Harriot Bear Respect - Ralph Bear Perseverance - Percy Bear Forgiveness - Frances Bear Aspiration - Arthur Bear | | | The British values are taught discretely through the Early Years Foundation stage curriculum. | | |
| WOW moments | Minibeast hunt. Bug hotels. | Visit to see Santa Armerton Farm. Making/decorating gingerbread biscuits | Tasting food from around the world | Plan a tea party, invite parents, bake cakes etc... | Contact Reaseheath mini zoo to bring animals to school. | Visit from Emergency services |
| Key authors/books (Pie Corbett recommended reads) | Only One You The Name Jar Let's Make Faces Jack and The Beanstalk The 3 Little Bigs The 3 Billy Goats Gruff Little Red Riding Hood | Mad About Minibeasts Aarrgh Spider The Hungry Caterpillar Twist and Hop, The Mini Beast Bop Snail Trail | The Little Red Hen Owl Babies Mr Grumpy's Outing Farmer Duck Rosie's Walk Six Dinner Sid | The Princess and The Presents Mrs Armitage On Wheels | Mrs Armitage On Wheels The Growing Story You Choose Your Fantastic Elastic Brain We're Going on A Bear Hunt | Emergency, Emergency Superworm Super Peppa |
| Writing application focus | Menus Family names Initial sounds in words Name writing | Story writing Labels Character descriptions Minibeast | Shopping lists Recipes Menus | Story writing Fact files What am I Descriptions | Descriptions Labelling Fact files | Travel agent forms Story writing Fact files |



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| End of the day read (based on 100 picture books you should read before you are 5) | Child Choice The Lion Inside Peace at Last Owl Babies The Squirrels Who Squabble My Grandpa I Want My Potty Misha makes friends | Child Choice Bears Don't Eat Egg Sandwiches The Lion Inside Suddenly Mr Wolf's Pancakes Super Peppa I am happy (feelings books) | Child Choice Aliens Love Underpants Guess How Much I Love You The Tiger who came to tea Superworm What the Ladybird Heard | Child Choice Dinosaurs Love Underpants Zog The Gruffalo Dear Zoo Whatever Next Aaargh Spider I Need A Wee | Child Choice Spinderella Tiddler Dig Dig Digging Room on A Broom The Very Hungry Caterpillar How To Catch A Star Super Peppa | Child Choice Pip and Posy Brown Bear, Brown Bear What Did You See? The Queens Hat Monkey and Me The Enormous Turnip |
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RECEPTION WHITE ROSE MATHS PROGRESSION

White Rose Autumn Maths Progression

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| Number and Place Value | Numbers to 5 | → One, two, three → Four → Five |
| Addition and Subtraction | Sorting | → Sorting into groups |
| Number and Place Value | Comparing groups | → Comparing quantities of identical objects → Comparing quantities of non-identical objects |
| Addition and Subtraction | Change within 5 | → One more → One less |
| Measurement | Time | → My day |

White Rose Spring Maths Progression

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| Addition and Subtraction | Numbers to 5 | → Introducing zero → Number bonds to 5 |
| Number and Place Value | Numbers to 10 | → Counting to 6, 7 and 8 → Counting to 9 and 10 → Comparing groups up to 10 |
| Addition and Subtraction | Addition to 10 | → Combining two groups to find the whole → Number bonds to 10 – ten frame → Number bonds to 10 – part-whole model |
| Geometry | Shape and space | → Spatial awareness → 3-D shapes → 2-D shapes |

White Rose Summer Maths Progression

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| Geometry | Exploring patterns | → Making simple patterns → Exploring more complex patterns |
| Addition and Subtraction | Change | → Adding more → Taking away |
| Number and Place Value | Numbers to 20 | → Counting to 20 |
| Multiplication and Division | Numerical patterns | → Doubling → Halving and sharing → Odds and evens |
| Measurement | Measure | → Length, height and distance → Weight → Capacity |