



Early Years Foundation Stage Curriculum Map

St Edmund's Catholic Primary school



Reception Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	All About Me Harvest (food + farms)	Autumn/ Light and Dark/ Christmas/Nativity	Winter Space Chinese New Year	People Who Help Us	Spring (plants) Animals	Ocean Imagination Pirates Summer
RE – Come and See	Creation and Covenant +Godly Play	Prophecy and Promise	Galilee to Jerusalem +Godly Play	Desert to Garden	To the End of The Earth +Godly Play	Dialogue and Encounter
High quality Texts	Starting School Elmer Leaf Man The Colour Monster The Invisible String Mrs Armitage on Wheels Farmer Duck The Lion Inside Harry and the Dinosaurs go to School Goldilocks and the Three Bears Percy the Park Keeper Room on a Broom Non Fiction: All about me	We're Going on a Bear Hunt Brown Bear Brown Bear There's a Bear on my Chair The Squirrels who Squabbled Rama & Sita The Little Elephant with a Big Temper – Anti Bullying Week Stick Man Little Robin Red Vest The Jolly Postman Can't You Sleep Little Bear? Owl Babies Little Glow The Christmas Story The Gruffalo	One Snowy Night Here come the aliens Whatever Next Aliens love Underpants The Way Back Home Lost & Found The Smeds and the Smoos How to Catch a Star Goodnight Moon Non Fiction: Space Books from the Library Chinese New Year	Funny Bones Burglar Bill Six Dinner Sid I Want my Potty On the Way Home Don't Say No to Flo Mog and the Vee Ee Tee We're Going on an Egg Hunt Non- Fiction: Books about People Who Help us The Journey of a Letter	Handa's Surprise Rosie's Walk Mr Gumpy's Outing The Three Little Pigs Zog The Gruffalo's Child The Pea & The Princess The Very Hungry Caterpillar The Growing Story Non-Fiction: Animal Babies Amazing Animals Seed to Sunflower	The Rainbow Fish Tiddler The Snail and the Whale Commotion in the Ocean Somebody Swallowed Stanley The Light house Keeper's Lunch A home for a Pirate Goodnight Pirate Pirates Love Underpants The Angry Ladybird One Day on our Blue Planet Oliver's Vegetables Non-Fiction Insect Body Parts Caterpillar Diary
'Wow' moments / Enrichment	Starting School Grandparents Day Harvest Assembly Making Soup Little Way Week Life Bus Halloween Black History Month	St Edmund's Feast Day Bonfire Night Remembrance Day Advent/Christmas Nativity Production Anti- Bullying Week Elf Run Xmas Jumper Day	Chinese New Year Noodle Tasting Valentine's Day Home corner- Space station/ Space Ship On-line Safety Mental Health Week	Mother's Day Assembly Walk to Postbox World Book Day Pancake Day Passion Play Easter Egg Hunt Little Street visit Fireman/Nurse/Vet/Scientist visits	Month of Mary procession Hedgehog Visit Visit to St Edmund's church	Tuesley Farm Visit Sport's Day Father's Day Moving Up Day Pirate Day

Online safety & Oral Health	Chicken Clicking (on-line safety) Healthy Foods	Digiduck (on-line safety)	Smartie The Penguin (on-line safety)	Dentist role play area Give Us a Smile Cinderella (Self Care) Why Should I Brush my Teeth	The Selfish Crocodile	Healthy Food (linked to fruit farm visit)
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COEL	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
Over Arching Principles 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>

British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	Where this might be seen in EYFS: Sharing outside area; School rules; Festivals and celebrations such as Chinese New Year; Links to our Core Values; supporting charities and looking after the environment	Where this might be seen in EYFS: In addition to previous: Anti- bullying week; Celebrations from all cultures;	Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	Where this might be seen in EYFS: In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;	Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	Where this might be seen in EYFS: In addition to previous: Our World- RE topic;

Diversity Texts to be read throughout the year during story time session				
BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much	The big book of families	Through the eyes of me	Amazing	Two Homes
Shine	Maisie's scrapbook	Loud	Susan Laughs	My pirate mums
Astro Girl	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Lulu's first day	The Jasmine Sneeze	We're all wonders	Its ok to be different	The girl with two dads
Baby goes to market	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Full, full full of love	We are all Welcome	I see things differently	Only one you	More people to love me
Maisie's Scrapbook	Shu Lin's Grandpa	What makes me a me?	Don't call me special	Our class is a family
Jabari jumps			Happy to be me	Love makes a family
			Millie gets her super ears	Heather has two mummies

Prime Area – Personal, Social and Emotional Development

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

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships Children develop their personal, social and emotional skills throughout the year through by listening and discussing stories, circle time and high-quality interactions.</p>	<p>Self-Regulation Children will be able to follow one step instructions. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Children will recognise different emotions. Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a ‘can do’ attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>

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

We follow the Ten:Ten program ‘Life to the Full’ which covers PSHE / Health and Wellbeing.	Me, My Body, My Health Emotional Well-Being Life Cycles	Personal relationships Life Online Keeping Safe	Living in the wider world
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Early learning Goals

Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

Prime Area – Communication and Language

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening, Attention and Understanding</p> <p>Speaking Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions</p>	<p><i>Listening, Attention and Understanding</i> Children will be able to understand how to listen carefully and know why it is important.</p> <p><i>Speaking</i> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><i>Listening, Attention and Understanding</i> Children will begin to understand how and why questions.</p> <p><i>Speaking</i> Children will use new vocabulary throughout the day.</p>	<p><i>Listening, Attention and Understanding</i> Children will learn to ask questions to find out more.</p> <p><i>Speaking</i> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><i>Listening, Attention and Understanding</i> Children will retell a story and follow a story without pictures or props.</p> <p><i>Speaking</i> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><i>Listening, Attention and Understanding</i> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><i>Speaking</i> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><i>Listening, Attention and Understanding</i> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><i>Speaking</i> Children will use talk in sentences using a range of tenses.</p>
Vocabulary	New vocabulary is introduced to the children each week, with meanings and examples of use included. These words will be linked to their book focus, current topic or maths and be of a Tier 2 nature. Little Wandle also introduces new vocabulary as part of the phonics curriculum.					
Others links	We are an ELKLAN school, use Zones of Regulation, Emotion Coaching linked with the Restorative Approach to support our learners communication and language development. Early Years Practitioners interact with the children using the ShREC approach (Share attention, Respond, Expand, Conversation)					

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

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.

Prime Area – Physical Development

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

Fine Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>
	<p>Get Set For PE Intro to PE – Unit 1 and 2</p>	<p>Get Set For PE Fundamentals Unit 1 Dance Unit 1</p>	<p>Get Set For PE Fundamentals Unit 2 Gymnastics Unit 1</p>	<p>Get Set For PE Ball Skills Unit 1 Dance Unit 2</p>	<p>Get Set 4 PE Gymnastic Unit 2 Ball Skills Unit 2</p>	<p>Get Set For PE Games Unit 1 & 2</p>
	<p>How? Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson – Get Set 4 PE (see above) Gross motor skills are taught within the PE lesson and then developed in the outside area -moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment. Climbing on climbing frame. Research has shown that some children require explicit modelling and teaching of fundamental movement skills (basic motor patterns) which are supported and developed within continual provision Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Also wheelbarrows, prams and carts.</p>					

Early learning Goals
Gross Motor Skills:
 Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills:
 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Specific Area – Literacy

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

Comprehension	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>School library book choosing (Mondays) Daily stories High quality interactions Role Play Story vocabulary introduced weekly via Little Wandle</p> <p>Word Reading Daily phonics lesson and reading practise sessions 3 x weekly</p> <p>Writing Writing station, roleplay, letters to Santa, thank you letters, invitations, shopping lists, name writing. Spellings/handwriting. Writing challenges related to topic.</p> <p>Talk for Writing allows children to record, retell and create new stories using story language. Poetry is included.</p>	<p>Comprehension Children will listen and enjoy a range of books. They will handle a book correctly and that we read from top to bottom, left to right. They will know the difference between text and illustrations. Children will explain simply what's happening in a familiar story.</p> <p>Word Reading Children will hear general sound discrimination and be able to orally blend and segment</p> <p>Writing Children will develop listening and speaking skills in a range of contexts and be aware that writing communicates meaning. They will give meaning to marks. They will write their name copying it from a name card or try to write from memory.</p> <p>Compositional Skills Use talk to organise, describe events and experiences Children will be introduced to Talk for Writing using a story map to record as a class and aid retelling.</p> <p>Handwriting Development</p>	<p>Comprehension Children will experience and respond to different types of books. They will respond to who, where, what and when questions. They will sequence two events from familiar stories.</p> <p>Word Reading Children will begin to read individual letters and sounds, blend sounds into words. They will read a few common exception words matched to Little Wandle.</p> <p>Writing Children will copy adult writing behaviour. They will make marks using increased control. They will use some recognisable letters and write letters and strings, sometimes in clusters like words.</p> <p>Compositional Skills Use talk to link ideas and clarify thinking and feelings. Understands that thoughts and stories can be written down. Using Talk for Writing children will begin to create alternative story lines.</p> <p>Handwriting Development</p>	<p>Comprehension Children will use picture clues to help read simple text. They will make simple predictions and show understanding of some words and phrases. Children will express a preference for a book, song or rhyme. Their play will be influenced by experiences from books.</p> <p>Word Reading Children will begin to read individual letters and sounds, blend sounds into words. They will read a few common exception words matched to Little Wandle.</p> <p>Writing Children will use appropriate letters for initial sounds. They will write words representing the sounds with a letter/letters.</p> <p>Compositional Skills Orally compose a simple sentence/caption and hold it in memory before attempting to write it. Using Talk for Writing children will begin to write part of the story in their own words.</p> <p>Handwriting Development</p>	<p>Comprehension Children will correctly sequence stories drawing on language patterns of stories. They will suggest how unfamiliar stories might end. Children will give opinions on books they have read. They will recognise repetition of words and phrases in text. They will innovate a well know story with support.</p> <p>Word Reading Children will read some digraphs and read simple phrases and sentences with known letter-sound correspondences and a few exception words.</p> <p>Writing Children will build words using known letter/sound correspondence in own writing. They may write labels/phrases representing the sounds with a letter/letters.</p> <p>Compositional Skills Orally compose a simple sentence/caption and hold it in memory before attempting to write it. Using Talk for Writing children will continue</p>	<p>Comprehension Children will sequence a story using pictures and/or captions. They will know the difference between different types of texts. They will answer questions beginning why do you think...</p> <p>Word Reading Children will read some digraphs and read simple phrases and sentences with known letter-sound correspondences and a few exception words.</p> <p>Writing Children will continue to build on knowledge of letter sounds to build words in writing. They will use writing in play and use familiar words in their writing. They will write words which are spelt phonetically.</p> <p>Compositional Skills Write a simple sentence/caption which may include a full stop. Using Talk for Writing children will continue to develop their story writing skills.</p> <p>Handwriting Development Form most lower case letters correctly starting and finishing</p>	<p>Comprehension Children's play and vocabulary will be influenced by books. They will recall the main points and vocabulary in a text in the correct sequence. Children will say whether they liked or disliked a book and give a simple justification. They sometimes show understanding of less familiar words and phrases in a story.</p> <p>Word Reading Children will read books matched to their phonics ability. They will re-read what they written to check it makes sense.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds. They will show awareness of the different audiences for writing. They may sometimes use a capital letter and full stop.</p> <p>Compositional Skills Write a simple narrative in short sentences – may include a capital letter and full stop. Using Talk for Writing children will continue to develop their story writing skills.</p>

	Know that print carries meaning. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Begin to form some recognisable letters.	to develop their story writing skills. Handwriting Development Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	in the right place, going the right way round and correctly orientated. Include spaces between words.	Handwriting Development Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	Phonics: Little Wandle	Phonics: Little Wandle +Group Keep Up +Individual Keep Up	Phonics: Little Wandle (incl spelling / handwriting in groups) +Group Keep Up +Individual Keep Up + additional blending practise	Phonics: Little Wandle (incl spelling / handwriting in groups) +Group Keep Up +Individual Keep Up + additional blending practise	Phonics: Little Wandle (incl spelling / handwriting in groups) +Group Keep Up +Individual Keep Up + additional blending practise if still required	Phonics: Little Wandle (incl spelling / handwriting in groups) +Group Keep Up +Individual Keep Up + additional blending practise if still required

Early learning Goals

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Specific Area – Maths

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Numerical Patterns	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will: explore the composition of numbers within 5. compare sets of objects and use the language of comparison. identify when a set can be subitised and when counting is needed subitise different arrangements make different arrangements of numbers within 5 spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns hear and join in with the counting sequence develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality) to be accurate in counting the need for 1:1 correspondence understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts		Pupils will continue to: connect quantities to numerals. continue to develop their subitising skills for numbers within and beyond 5 begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Pupils will consolidate: counting to larger numbers and developing a wider range of counting strategies secure knowledge of number facts through varied practice. continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek	
Mastering Number and White Rose Maths – see separate plans.						

Early Learning Goals:

Number:

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

Numerical Patterns:

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

Specific Area – Understanding the World

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

The Reception Year provides the foundation skills that children will build upon in Year 1

EYFS foundation examples for Science (all activities in Reception Class to support the transition into Year 1 curriculum)

Plants – looking at similarities and differences in autumn leaves, planting bulbs in outdoor environment, looking at plant life cycles with 'The Tiny Seed.'

Animals including humans – exploring British animals and preparation for hibernation/winter, healthy bodies and looking after ourselves linked to 'People Who Help Us.' And 'Life to the Full.' Life cycle of a chick and caterpillar.

Everyday materials – Continual exploration through sand and water play, light and dark role play area, floating and sinking,

Seasonal changes – use of school grounds to discover growth, decay and changes over time, autumn-leaf identification, winter-ice, spring-bulbs, summer-fruit picking

EYFS foundation examples for Geography (all activities in Reception Class to support the transition into Year 1 curriculum)

Location knowledge – discovery of immediate environment, walking to the post box, walking to the Covent, Chinese New Year links to Asia

Place knowledge – looking at different animal environments through winter topic (Polar) and animals topic (eg Africa)

Geographical skills – finding out about maps linked to Pirates, directional work with Beebots

EYFS foundation examples for History (all activities in Reception Class to support the transition into Year 1 curriculum)

Changes within living memory – looking at own life events especially in RE, Baptism

Events beyond living memory -Remembrance Day, St Edmund's Day,

Significant individuals – Marcus Rashford (Black History Month)

The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.

The Geography National Curriculum (2014) states that... Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally *e.g., the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell* . Significant historical events, people and places in their own locality.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	History: Past and Present Children will know about their own life story and how they have changed. They will talk about members of their immediate family and the relationship to them.	History: Past and Present Children will know some similarities and differences between things in the past and now. They will find out about key historical events and why and how we celebrate today. Remembrance Day, St Edmund's Day, Christmas	History: Past and Present Children will talk about the lives of people around them. Children will talk about past and present events in their lives and what has been read to them.	History: Past and Present Children will talk about key roles people have in society both in the present and past. They will name and describe people who are familiar to them within their community.	History: Past and Present Children will know about the past through settings and characters. They will use the language of time when talking about past/present.	History: Past and Present Children will know about the past through settings, characters and events. Children will recount an event orally, pictorial and/or with captions (link to trip)
People, Culture & Communities.	Geography: People, Culture and Communities Children will know about features of the immediate environment. Children can recognise their places on a seating map. Children respect special things in their own lives.	Geography: People, Culture and Communities Children will understand that some places are special to members of their community.	Geography: People, Culture and Communities Children recognise that people have different beliefs and celebrate special ties in different ways. Children will know that there are many countries around the world.	Geography: People, Culture and Communities Children will know about people who help us within the community. Children understand the value of being curious and interested in finding out about people within their own community.	Geography: People, Culture and Communities Children will know that there are many countries around the world. Children recognise some environments that are different to the one in which they live.	Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map. Children will create their own maps (linked to pirates)
The Natural World (Refer to PLAN EYFS Matrices)	Science: The Natural World Children will know the name of the current season. Children will understand the terms 'same' and 'different'. Children can use their senses to explore and talk about which senses they are using. Children will talk about forces; sand and water play.	Science: The Natural World Children will explore and ask questions about the natural world around them. Children will talk about things they have observed such as autumn and how the season affects the natural world. Children will be able to name British wildlife. Ask questions about aspects of familiar world. They can talk about why things happen and changes: eg making pumpkin soup. Use their senses to explore outside and describe what they see; 'wet leaves' Children will think about light and dark eg shadow puppets. They will sort objects depending on their properties eg shiny.	Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter. Use their senses to explore outside and describe what they see; 'frozen puddles' Talk about experiences at different points in the year... Changing seasons: winter Ice experiments : melting Children will talk about a range of animals that live in polar environments. Children will think about healthy bodies linked to the jobs people do (nurse, dentist etc...)	Science: The Natural World Children will make observations about plants discussing similarities and differences. Use their senses to explore outside and describe what they see; 'spring flowers' Children will show care and concern for living things in the environment. They start to develop an understanding of growth, decay, and changes over time	Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments. They will comment on the similarities and differences between countries/environments Children will make observations about animals discussing similarities and differences. Children will make observations about plants discussing similarities and differences. Children can understand the key features of the life cycle of a plant (bean/seed) and an animal (chick). Children will also link this to human life cycle and keeping our bodies healthy.	Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments. Children will talk about materials: Floating / Sinking – boat building Metallic / non-metallic objects and other ways of sorting objects based on what they are made of. Children can talk about some of the things they have observed such as plants, animals, natural and found objects and comment on differences.

Early Learning Goals:

People, Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Specific Area – Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

The Reception Year provides the foundation skills that children will build upon in Year 1 (examples of links from reception to KS1 curriculum)

Art & Design - a variety of art activities including self-portraits, splatter painting (Jackson Pollock) and paper cutting (Matisse) focus on different skills together with availability of different materials to allow creativity.

Design & Technology – making group space-ships in spring term and a collaborative pirate ship in summer term develop the design, make, evaluate structure.

Music – children follow Charanga scheme in Reception which develops further during KS1 and across the school.

Art and Design – Year 1 National Curriculum

Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology – KS1 National Curriculum

Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Music – KS1 National Curriculum

Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being imaginative and Expressive	<p>Music: Being Imaginative Exploring sounds and how they can be changed, tapping out of simple rhythms. <i>Charanga</i> Children will sing and perform nursery rhymes. Build stories around toys (small world) use available props to support role play</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds. <i>Charanga</i> Christmas songs/poems Nativity performance</p>	<p>Music: Being Imaginative Children will create narratives based around stories. <i>Charanga</i> Exploration of other countries – dressing up in different costumes Chinese music</p>	<p>Music: Being Imaginative Children will move in time to the music. <i>Charanga</i> Listen to music and make their own dances in response. Drama conventions through literacy</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern. <i>Charanga</i> Play pitch matching games, humming or singing</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems. <i>Charanga</i> The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories.</p>
Creating with materials	<p>Art & Design: Creating with Materials Children will know how to grip a pencil and make marks, creating lines and circles. Children will experiment mixing with colours and know the names of colours Beginning to mix colours Explore how colour can be changed using light colours and dark colours Children will know the artist Jackson Pollock created splatter paintings as collaborative art Build models using construction equipment. To draw / paint self-portrait. Feelings: taking photos of children acting out emotions Know how to safely pass scissors to another person and how to use to make snips in paper.</p>	<p>Art & Design: Creating with Materials Children will practise observational drawings of pumpkins creating closed shapes and continuous lines to represent objects and know the artist Yayoi Kusama and her decorated pumpkin paintings Children will experiment with different textures. Rubbings of leaves Children will know how to print using a variety of media (potato, cardboard, body parts) Use different textures and materials to make firework pictures Christmas decorations, Christmas cards Junk modelling, take picture of children's creations and record them explaining what they did. Nativity role play Using clay to make a hedgehog Know that materials can feel different and can be described</p>	<p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios. Use a variety of materials to create work to celebrate special days. This will include making lanterns, Chinese writing, and dragon puppet making, Use various construction materials: space stations and rockets. Work collaboratively with a small group to create these things. Children will use cutting skills and collage skills making aliens. They will use scissor skills to cut straight lines and curved lines Henri Matisse is an artist to learn about who created art through the cutting of paper.</p>	<p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work. Children will draw with increasing complexity and detail, perhaps showing different emotions when representing a face Mother's Day crafts Artwork themed around Growing / Spring including drawing daffodils and exploring shades of colour and how to make different shades Easter crafts printing, patterns on Easter eggs Pastel drawings, Life cycles including symmetrical printing with butterflies as an inspiration. The children will know Eric Carle as an artist linked to books studied in Talk for Writing</p>	<p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings Make patterns using different colours. Link to camouflage, choosing colour for a purpose Provide children with a range of materials for children to construct with. Working in pairs Creating world map using colour for hot and cold areas Combine media to make a collage. Collage-farm animals Flowers-Sun flowers linked to artist Vincent Van Gogh Begin to evaluate their own work and suggest how work can be improved</p>	<p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials. Water pictures, collage, shading by adding black or white, Colour mixing; underwater pictures including looking at waterlilies by Claude Monet Making models from recycled materials: Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Be able to select tools and techniques for a specific reason Create a large pirate ship collaboratively to create a role play area. Use of modroc to create.</p>

Early Learning Goals:

Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. •
Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.