As God's family, together we achieve

HODDLESDEN ST PAUL'S CE PRIMARY

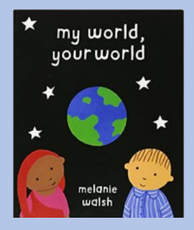
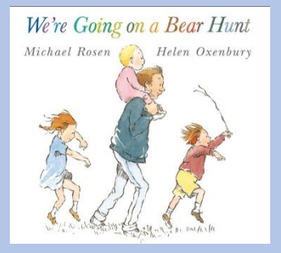
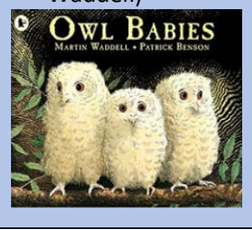
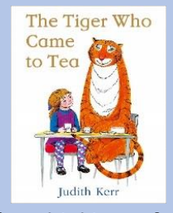
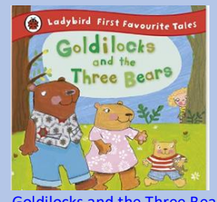
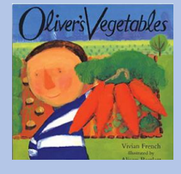
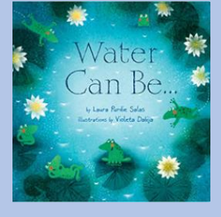
EYFS

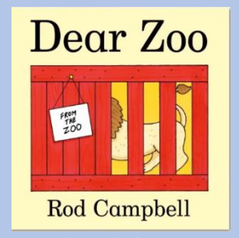
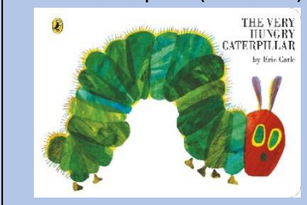
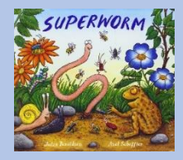
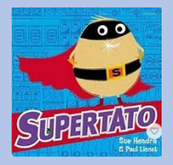
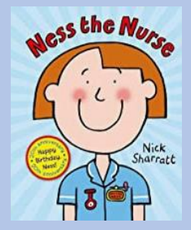
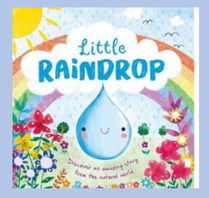
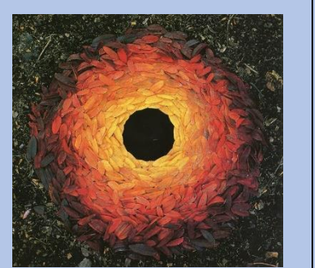
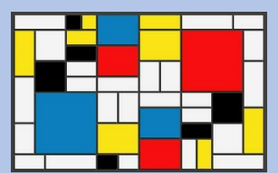
Curriculum Overview

Early Years Foundation Stage (EYFS)

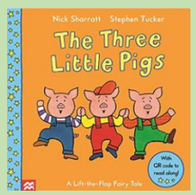
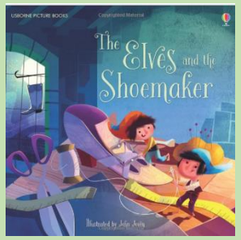
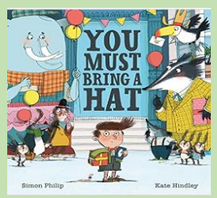
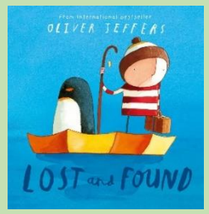
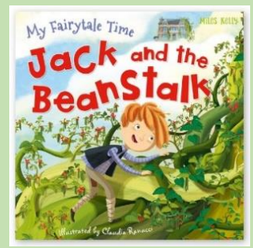
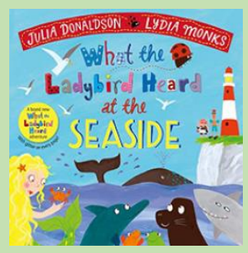
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Intent	At St Paul's, the EYFS curriculum is designed to encourage independent, inquisitive and happy learners. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Every child is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We invest time into helping children to recognise their personal goals, which allow them to reflect and aim high. We celebrate the differences in our school family, and always strive to promote a love for learning. We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Therefore, we provide authentic and language rich continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating and developing their skills. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential. We also aim to support the transition from EYFS to KS1 and provide children with the skills and attitude they need to succeed throughout their education.					
Christian & British Values	Christian Value: **Respect**. British Value: **General.**	Christian Value: **Friendship**. British Value: **Tolerance.**	Christian Value: **Courage**. British Value: **Mutual Respect**.	Christian Value: **Perseverance**. British Value: **Rule of Law**.	Christian Value: **Forgiveness**. British Value: **Individual Liberty**.	Christian Value: **Service**. British Value: **Democracy**.
Whole School Theme:	**Native Narratives**	**Factual Footprints**	**Amazing Asia**	**Traditional Tales**	**Historical Heroes**	**Hoddlesden Globe**
Key Dates and Celebrations	Harvest October	Diwali November Bonfire Night November Remembrance Day 11th Nov Children in Need 13th Nov Thanksgiving 25th November Advent Christmas December	Chinese New Year – 1st February	Lent 2nd March – 14 April World Book Day 3rd March Red Nose Day 18th March Mother's Day 27th March Easter 17th April	Ramadan April Eid May	Father's Day 19th June International Mud Day 29th June

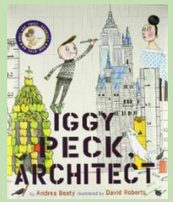
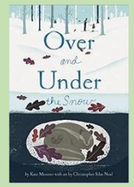
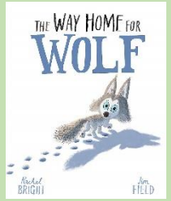
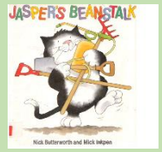
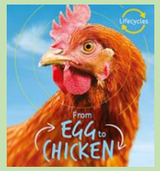
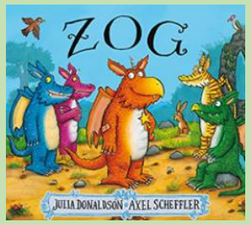
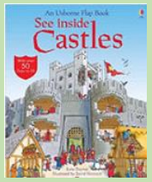
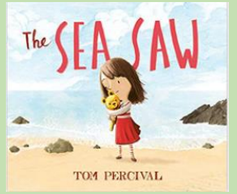
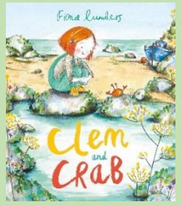
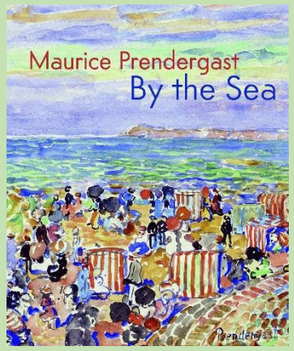
Pre-School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Me and My World**	**Journeys**	**Amazing Animals**	**Once upon a time**	**Local Heroes**	**Water through Hoddlesden**
WHY	To enable the children to identify themselves as part of the Hoddlesden school community. Settling into school rules and routines.	To identify seasonal change. To develop foundational geographical language and understanding of the world around them.	To develop understanding of animals in different habitats.	To develop oracy and storytelling skills to retell narratives. To continue to develop their knowledge of the wider world around them.	To identify key people who help us in the local area and understand their roles within society.	To further develop their knowledge of our local area, revisiting and consolidating prior learning.
Possible themes/ Lines of Enquiry *Child Led Learning through 'Talking Tub' following their lines of inquiry.*	• Starting school/settling in • Rules and routines • Feelings and emotions • Black History Month	• Seasonal Changes: • Autumn/Winter (Leaves falling, twigs, birds, light and dark) • Nocturnal animals • Celebrations such as Christmas and Diwali.	• **Settling in** • Winter • Pets • Caring for pets • What animals should be pets and what animals should be in the wild?	• Spring – New Life. • Growing and changing • Life cycle of a Butterfly	• **Settling in** • Seasonal changes – • Spring/Summer • People who help us	• Summer • Water in the local area; puddles, rivers, streams, reservoir • **Transition**
Enrichment: E.g. visit, visitor, special experiences	Denist Outdoor adventure: Exploring and keeping safe	Bird watching walk Outdoor adventure: Bear Hunt Owl/birds visit to school	Photos of our pets at home Outdoor adventure: Tiger tea party RSPCA	Andy Tooze Visit World Book Day Workshop Butterflies Outdoor adventure	Police officer Visit Nurse Visit Outdoor Adventure	Outdoor adventure: Water Tadpoles
Core Texts: A bank of familiar texts will be read daily to the children during story time and in the reading area.	• The colour monster (Anna Llenas)  • My World, Your World (Melanie Walsh) 	• We're going on a bear hunt (Michael Rosen)  • Owl Babies (Martin Waddell) 	• The tiger who came to tea (Judith Ker)  • I'm thinking of a pet (Adam and Charlotte Guillian 	• Goldilocks and the three bears – Ladybird first favourite tales  • Goldilocks and the Three Bears in the Storytime app - Fairy Tales - CBeebies - BBC • Oliver's Vegetables (Vivian French) 	• Busy people- Occupation texts 	• The River (Tom Percival)  • Water can be (Laura Purdie Salas) 

Supplementary Texts:	• Feelings (Pat-a-cake)  • Everybody feels… (Jane Bingham) Collection. 	• The Leaf man (Lois Elhert)  • My First Book of Birds  • Stick Man (Julia Donaldson)   • The Stickman Cook book. (Julia Donaldson)	• Dear Zoo (Rod Campbell)  • Little Kids first Big Book of Pets. (National Geographic) 	• The Very Hungry Caterpillar (Eric Carle)  • Superworm (Julia Donaldson)  • Supertato (Sue Hendra)  • First Cookbook (Usbourne) 	• Real Superheroes(DK)  • • Ness the Nurse (Nick Sharratt) 	• We Need Water (Charles Ghigna)  • Float (Daniel Miyares)  • The little Raindrop (Joanna Gray) 
Cultural Capital	• Kandinsky 	• Andy Goldsworthy (Transient art) 	• Piet Mondrian 	• Damien Hirst - Butterflies 	• Picasso  Portraits	• Jackson Pollock – Splat Art 

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Me and my home**	**Every shoe tells a story**	**Hot and cold**	**How does it grow**	**Kings and Queens**	**Beside the sea**
WHY	To settle into school rules and routines. To develop self-regulation skills and confidence to access the classroom environment effectively. To identify themselves within their wider family network.	To develop an awareness and respect for celebrations and festivals from around the world.	To develop knowledge and understanding of the world; of animals in different habitats. Exploring scientific changes.	To explore lifecycles of plants and animals. To further develop oracy and storytelling skills, through the use of narrative.	To identify significant individuals and the impact they have upon our country.	To develop expressive arts and design, taking on roles and developing confidence to retell narratives in a range of different ways.
Possible themes/ Lines of Enquiry *Child Led Learning through 'Talking Tub' following their lines of inquiry.*	• Starting school/transition • Rules and routines • Feelings and emotions • Black History Month • Houses around the world • Our homes	• Seasonal Changes: • Autumn/Winter (Leaves falling, twigs, birds, woodland animals, • Light and Dark) • Pumpkins • Journeys • Footprints	• Winter – Snow, ice, Artic • Animals, Hibernation, Bears • Comparing places – Hot and Cold (Polar regions and the jungle)	• Spring – New Life. • Growing and changing • Chicken Life cycles	• Seasonal changes – • Spring/Summer • Castles, kings and queens • Important People • Hats	• Summer • The UK Coast • Comparing and contrasting • The seaside, piers, promenades, lighthouses • **Transition Sessions**
Enrichment: E.g. visit, visitor, special experiences	Dentist Outdoor Adventure	Outdoor Adventure	Outdoor Adventure Chinese New Year	Chicks Andy Tooze Visit World Book Day Workshop	Outdoor Adventure Garden party	Beach Day at school
Core Texts:	• All Are Welcome (Alexandra Penfold)  • The Three Little Pigs (Nick Sharatt) 	• The Elves and the Shoemaker  • You must bring a hat (Simon Philip) 	• Lost and Found (Oliver Jeffers)  • The Jungle Book 	• Jack and the Beanstalk 	• The Queen's Hat (Steve Antony) 	• Seaside Poems (Jill Bennett)  • What the Ladybird heard at the Seaside – Julia Donaldson. 

Supplementary Texts A bank of familiar texts that include Non-Fiction, Fiction and Poetry/Rhythm/Rhyme will be read daily to the children during story time and in the reading area.	• A Place Called Home: Look Inside Houses Around the World (Lonely Planet Kids)  • Iggy Peck Architect (Andrea Beaty)  • Building a Home (Polly Faber)  	• Tree: Seasons come and Seasons go (Patricia Hegarty)  • Chapatti Moon (Pippa Goodhart)  • The Jolly Christmas Postman (Alan Ahlberg)  	• Over and Under the Snow (Kate Messner)  • Whose Habitat is that? (Lucille Piketty)  • The Way Home for Wolf (Rachel Bright)  	• Jasper's Garden (Nick Butterworth and Mick Inkpen)  • Lifecycles: Egg to Chicken.  • The Big Book of Blooms (Yuval Zommer)  	• ZOG (Julia Donaldson)  • See inside Castles (Katie Daynes)  • Dragon Poems (John Foster)  	• The Sea Saw (Tom Percival)  • Clem and Crab (Fiona Lumbers)  • Look what I found at the Seaside (Moira Butterfield) NT 
Cultural Capital	• Howard Arkley – Houses  Houses – Primary School Art	• Vincent Van Gogh – Starry Night (Silhouette and shadows) 	• Henri Rousseau – Tiger Peeking out from Grass 	• Georgia O'Keefe 	• Pop art focus  • Andy Warhol – Elizabeth II	

Our curriculum is what we want children to experience, learn and be able to do – please note that our termly learning overviews are adapted to best suit the children, their needs and the interests of each cohort each term. Termly learning overviews can be accessed via the website - Class pages.

Communication and Language

This PRIME area of learning contributes greatly to children's development in all National Curriculum subjects.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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.*					
Pre-School Specific Learning Outcomes	• Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. • Use intonation, pitch and changing volume when 'talking'. • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest but can easily be distracted by other things. • Start to say how they are feeling, using words as well as actions.	• Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • To learn simple songs	• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • Enjoy listening to longer stories and can remember much of what happens. Begin to use a wider range of vocabulary. • Start a conversation with an adult or a friend.	• Pay attention to more than one thing at a time, which can be difficult. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Know many simple rhymes, begin to talk about familiar books, and be able to tell key parts of a simple story. • Understand simple questions about 'who', 'what' and 'where' and begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	• To understand 'why' questions. • Sing a large repertoire of songs. • 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 a wider range of vocabulary.	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. • 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.
Reception Specific Learning Outcomes	• To start a conversation with an adult or a friend and continue it for many turns. • To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • To be able to talk about familiar books, and be able to tell a long story. • To engage in storytimes. • To begin to understand how to listen carefully and why listening is important.	• To understand how to listen carefully and why listening is important. • Describe events in some detail • Engage in non-fiction books. • Develop social phrases. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn songs.	• Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them. • Begin to articulate their ideas and thoughts in well-formed sentences. • Begin to use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	• Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. • Engage in non-fiction books. • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes. • Begin to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	• Articulate their ideas and thoughts in well-formed sentences. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Learn poems. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	• Connect one idea or action to another using a range of connectives. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts.
Early Learning Goals	**ELG:** **Listening, Attention and Understanding-** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. **Speaking-** participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.					

Personal, Social and Emotional Development

This PRIME area of learning contributes greatly to children's development in all National Curriculum subjects.

Curriculum Links – (PSHE and RSHE)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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.*					
Pre-School Specific Learning Outcomes	• Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Establish their sense of self. • Express preferences and decisions. • To use the toilet independently. • Select and use activities and resources, with help when needed. • To begin to follow rules, knowing these are important. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	• Thrive as they develop self-assurance. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help. Talk about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …". • Become more outgoing with unfamiliar people, in the safe context of their setting.	• Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Develop friendships with other children. • 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.	• Safely explore emotions beyond their normal range through play and stories. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Understand gradually how others might be feeling. • Make healthy choices about food, drink, activity and toothbrushing.	• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop their sense of responsibility and membership of a community.	• Show more confidence in new social situations. • Remember rules without needing an adult to remind them. • Talk with others to solve conflicts. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
Reception Specific Learning Outcomes	• To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • To begin to play with one or more other children, extending and elaborating play ideas. • To begin to build constructive and respectful relationships with both adults and peers. • To increasingly follow rules. • Manage their own needs: personal care, hygiene.	• To continue to build constructive and respectful relationships. • To play with one or more other children, extending and elaborating play ideas. • See themselves as a valuable individual. Manage their own needs: personal care, hygiene. • To follow rules, understanding why they are important. • To understand gradually how others might be feeling.	• To express their feelings. • Show resilience and perseverance in the face of challenge. • Manage their own needs: regular physical activity, healthy eating and tooth brushing. • To follow rules, understanding why they are important and follow these without reminders from adults.	• Show resilience and perseverance in the face of challenge. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs: regular physical activity, healthy eating and tooth brushing.	• Identify and moderate their own feelings socially and emotionally. • Manage their own needs. • Begin to think about the perspectives of others. • Manage their own needs: being a safe pedestrian	• Think about the perspectives of others. • Confidently manage their own needs. • Confidently identify and moderate their own feelings socially and emotionally. • Manage their own needs: being a safe pedestrian
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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. **Managing self-** Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. **Building Relationships**- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.					

Physical Development

This PRIME area of learning contributes greatly to children's development in all National Curriculum subjects.

National Curriculum Links – Physical Education (PE), English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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*					
Pre-School Specific Learning Outcomes	• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Build independently with a range of appropriate resources. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Begin to use large-muscle movements through a variety of mediums.	• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Walk, run, jump and climb – and use the stairs independently. • Begin to start eating independently and learn how to use a knife and fork. • Use large-muscle movements to wave flags and streamers, paint and make marks.	• Use large and small motor skills to do things independently, for example pour drinks. • Develop manipulation and control. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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.	• Explore different materials and tools. • 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.	• Eat independently using a knife and fork. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	• Use large and small motor skills to do things independently, for example manage buttons and zips. • 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. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Reception Specific Learning Outcomes	• To one-handed tools and equipment, for example, making snips in paper with scissors. • To use a comfortable grip with good control when holding pens and pencils. • To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • To begin to revise and refine some of the fundamental movement skills, i.e. rolling, crawling, walking, and jumping. • To develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping and running. • Begin to progress towards a more fluent style of moving. • Develop small motor skills. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching Know and talk about the different factors that support their overall health and wellbeing. • To further develop the skills they need to manage the school day successfully: • lining up and queuing; mealtimes	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running and hopping. • Progress towards a more fluent style of moving. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Further develop and refine a range of ball skills including: kicking and passing • Know and talk about the different factors that support	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping and skipping. • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Continue to develop and refine a range of ball skills including: throwing, catching and batting. • Know and talk about the different factors that support their overall health and	• Revise and refine the fundamental movement skills they have already acquired. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.	• Confidently revise and refine the fundamental movement skills they have already acquired. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the foundations of a handwriting style which is fast, accurate and efficient.

	• Begin to develop a range of ball skills including: throwing, catching		their overall health and wellbeing: regular physical activity.	wellbeing: regular physical activity, healthy eating, tooth brushing.	• Develop the foundations of a handwriting style which is fast, accurate and efficient.	
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, paint brushes and cutlery. Begin to show accuracy and care when drawing.					

Literacy

National Curriculum Links – English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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).*					
Pre-School Specific Learning Outcomes	• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Copy finger movements and other gestures. • Enjoy sharing books with an adult. • Enjoy drawing freely. • Develop their phonological awareness to copy counting or clapping syllables in a word.	• Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	• Repeat words and phrases from familiar stories. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Develop their phonological awareness, so that they can spot and suggest rhymes and also count or clap syllables in a word. • Recognise some or all of their name.	• Develop play around favourite stories using props. • Make marks on their picture to stand for their name. • Understand that print has meaning and we read English text from left to right and from top to bottom. • Understand the names of the different parts of a book and page sequencing.	• Understand that print has print can have different purposes. • Develop their phonological awareness to recognise words with the same initial sound, such as money and mother, • Begin to write some or all of their name. • Ask questions about the book. Make comments and shares their own ideas.	• 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. • Write some letters accurately
Reception Specific Learning Outcomes	• To write some or all of their name. • To use some of their print and letter knowledge in their early writing. • To know there are names of the different parts of a book. • To engage in conversations about stories, learning new vocabulary. • To read individual letters by saying the sounds for them. • To blend Phase 2 sounds into words, so that they can read short words made up of known letter– sound correspondences.	• To write all of their name. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Begin to spell words by identifying the • sounds and then writing the sound with letters	• Spell words by identifying the sounds and then writing the sound with letters • Begin to learn to form lower-case and capital letters correctly. • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	• To engage in extended conversations about stories, learning new vocabulary. • Write words with known letter sound correspondences. • Confidently spell words by identifying the sounds and then writing the sound with letters	• To engage in extended conversations about stories, learning new vocabulary. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Begin to form lower-case and capital letters correctly.	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense. • Confidently read simple phrases and sentences. • Form lower-case and capital letters correctly.
Reception – Letters and Sounds following the Red Rose Phonics progression	• GPC'S Taught: s a t p i n m d g o c k ck e u r h b • Tricky words: The I To No Go • Consolidate and apply GPC'S and Tricky words	• GPC'S Taught: f ff l ll s ss • Tricky words: Into • Consolidate and apply GPC'S and Tricky words as required	• GPC'S Taught: j v w x y z/zz qu ch sh th/th ng • Tricky words: he she we be me you they • Consolidate and apply GPC'S and Tricky words as required	• GPC'S Taught: ai ee igh oa oo/oo ar or ur ow oi • Tricky words: her all are like said when have one Come do so were some • Consolidate and apply GPC'S and Tricky words as required	• GPC'S Taught: ear air ure er • Tricky words: there out little what. • Consolidate and apply GPC'S and Tricky words as required	• Consolidate and apply GPC'S and Tricky words as 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, nonfiction, rhymes and poems and during role play. **Word Reading-** Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing-** Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					

Mathematics

National Curriculum Links – Maths

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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.*					
Pre-School Specific Learning Outcomes	• Take part in finger rhymes with numbers. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Build with a range of resources. • Complete inset puzzles.	• Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Compare amounts, saying 'lots', 'more' or 'same' • 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	• Compare sizes, weights etc. using gesture and language - • 'bigger/little/smaller', 'high/low', 'tall', • 'heavy' • Notice patterns and arrange things in patterns. • Recite numbers past 5. • Say one number for each item in order: • 1,2,3,4,5. • Understand position through words alone – for example, "The bag is under the table," – with no pointing.	• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Compare quantities using language: • 'more than', 'fewer than'. Talk about and explore 2D(for example, circles, rectangles, triangles and cuboids) • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Solve real world mathematical problems with numbers up to 5. • Describe a familiar route. • 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.	• Experiment with their own symbols and marks as well as numerals. • 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'. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Reception Specific Learning Outcomes	• To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • To begin to describe a sequence of events, real or fictional, using words • such as 'first', 'then...' To count beyond ten. • To subitise - up to 5 objects. • To count objects, actions and sounds up to 5. • Continue, copy and create repeating patterns.	• Count objects, actions and sounds to 3 Subitise. • Count beyond ten. • Link the number symbol (numeral) with its cardinal number value • Begin to understand the 'one more than/one less than' relationship between consecutive numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	• Link the number symbol (numeral) with its cardinal number value • Explore the composition of numbers to • 10. • Compare numbers up to 5 • Count objects, actions and sounds up to 5.	• Link the number symbol (numeral) with its cardinal number value • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Compare numbers up to 10 • Understand the 'one more than/one less than' relationship between consecutive numbers.	• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Explore the composition of numbers above 10.	• Consolidation of prior knowledge.
Reception - White Rose Maths Scheme	• X2 weeks: baseline/getting to know you Matching • Sorting • Comparing amounts • Compare size/mass/capacity	• Representing and comparing 1,2,3 • Composition of 1,2,3 • Circles and triangles & Spatial awareness	• Zero and comparing numbers to 5 • Composition of 4 and 5 • Mass and capacity • Learning about 6,7 and 8	• 9 and 10 • Comparing numbers to 10 • Number bonds to 10 (2 weeks) • 3D shape	• Building numbers beyond 10 • Counting patterns/spatial reasoning • Adding more x2 weeks • Taking away x2 weeks	• Doubles • Sharing and grouping • Odd and Even • Spatial reasoning

	• Exploring patterns	• The number 4/ The number 5 • One more one less • Comparing shapes • Night and day (routines/time)	• Pairs and combining groups to 10 • Length and height	• Consolidation (respond to what they need more support with)		• Deepening understanding x2 weeks • Patterns • Consolidation
Early Learning Goals	**Number**- Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts. **Numerical Patterns-** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities s up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.					

Understanding the World

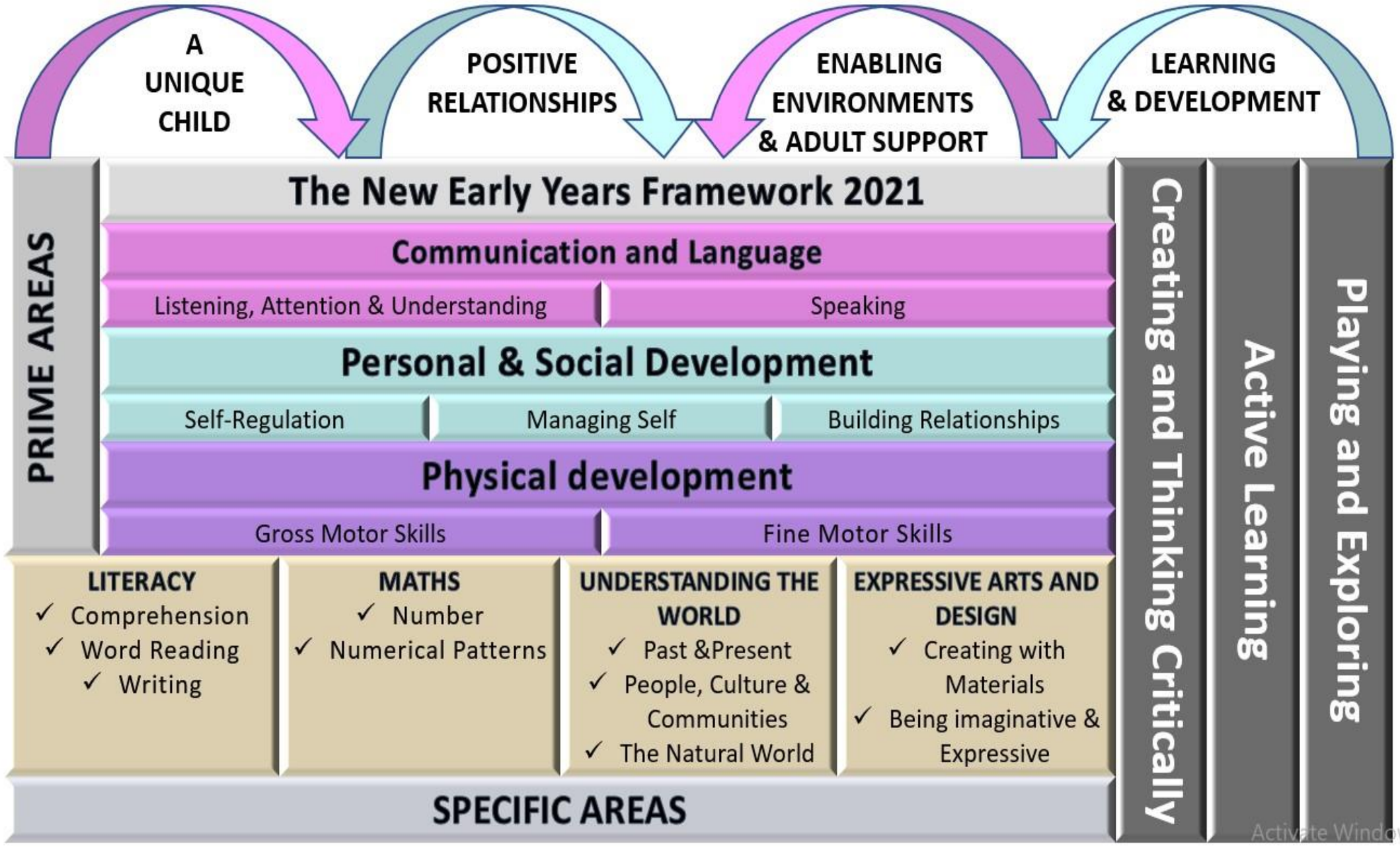
National Curriculum Links – Geography, History, Design and Technology, Computing (Religious Education)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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.*					
Pre-School Specific Learning Outcomes	• Explore natural materials, indoors and outside. • Use all their senses in hands-on exploration of natural materials.	• Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families.	• Notice differences between people. • Show interest in different occupations.	• Talk about what they see, using a wide vocabulary. • Explore how things work. • 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. • Explore and talk about different forces they can feel. • Continue developing positive attitudes about the differences between people.	• Begin to make sense of their own life story and family's history. • 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.
Reception Specific Learning Outcomes	• To talk about members of their immediate family and community. • To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Black History Month) • Begin to explore the natural world around them. • To describe what they see, hear and feel whilst outside.	• Confidently talk about members of their immediate family and community. • Begin to understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Name and describe people who are familiar to them. • Explore the natural world around them in Autumn.	• Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them in Winter	• Explore the natural world around them in spring. • Extend knowledge of the key features of the life cycle of a plant and an animal. • To describe what they see, hear and feel whilst outside.	• Comment on images of familiar situations in the past. • Recognise that people have different beliefs and celebrate special times in different ways. • Compare and contrast characters from stories, including figures from the past.	• Understand that some places are special to members of their community. • Draw information from a simple map. • Confidently explore the natural world around them in summer • Recognise some similarities and differences between life in this country and life in other countries.
Early Learning Goals	**Past and Present-** Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, culture, and Communities-** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. **The Natural World-** Explores the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.					

Expressive arts and Design

National Curriculum Links – Design and Technology, Art and Design, Music

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	*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.*					
Pre-School Specific Learning Outcomes	• Move and dance to music. • Join in with songs and rhymes, making some sounds. • Start to make marks intentionally. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	• Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Take part in simple pretend play, using an object to represent something else even though they are not similar.	• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Use their imagination as they consider what they can do with different materials. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Explore colour and colour mixing. • Make simple models which express their ideas.	• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. • Develop their own ideas and then decide which materials to use to express them.	• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • 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. • Join different materials and explore different textures.
Reception Specific Learning Outcomes	• To remember and sing simple songs. • To explore different materials freely, to develop their ideas about how to use them and what to make. • To begin to develop storylines in their pretend play.	• To remember and sing entire songs. • To explore different materials freely, to develop their ideas about how to use them and what to make. • To develop their own ideas and then decide which materials to use to express them. • To begin to develop storylines in their pretend play. • Sing in a group or on their own.	• To explore, use and refine a variety of artistic effects to express their ideas and feelings. • 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.	• To explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • To develop storylines in their pretend play relating to familiar stories.	• Return to their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses	• Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses.
Early Learning Goals	**Creating with Materials-** Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, f0orm and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories, **Being Imaginative and Expressive-** Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.					


A UNIQUE CHILD
POSITIVE RELATIONSHIPS
ENABLING ENVIRONMENTS & ADULT SUPPORT
LEARNING & DEVELOPMENT
PRIME AREAS
The New Early Years Framework 2021
Communication and Language
Listening, Attention & Understanding
Speaking
Personal & Social Development
Self-Regulation
Managing Self
Building Relationships
Physical development
Gross Motor Skills
Fine Motor Skills
LITERACY
✓ Comprehension
✓ Word Reading
✓ Writing
MATHS
✓ Number
✓ Numerical Patterns
UNDERSTANDING THE WORLD
✓ Past &Present
✓ People, Culture & Communities
✓ The Natural World
EXPRESSIVE ARTS AND DESIGN
✓ Creating with Materials
✓ Being imaginative & Expressive
SPECIFIC AREAS
Creating and Thinking Critically
Active Learning
Playing and Exploring