



# The Marist Catholic Primary School


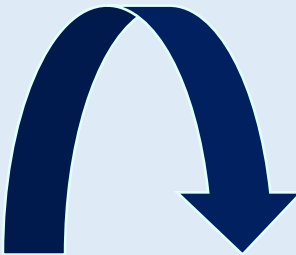
*With Christ as our guide, we learn, we love, we achieve together.*



## Early Years Foundation Stage Curriculum Map 2025-26

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b><i>I wonder...</i></b>  General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	What's special?		What is it for?		Where in the world?		What's in a book?		Who helps us?		What's out there?	
	What changes?	How it feels?	What life was like?	What is technology?	What lives there?	Who lives there?	What is fiction?	What is non-fiction?	Who helps in real life?	Who helps in stories?	What's in the earth?	What's in space?
	Ourselves Families Seasons Colours	Relationships Emotions ZOR Senses	Life in the past – parents, grandparents  Things we use at home	Technology (now and then) Transport  Clothes – seasons, cultures, faiths	Animals and habitats UK – sea, garden, farm, woods Wider world	People around the world – countries, cultures, festivals	Imagination Storytelling Poetry (nonsense) Plays Nursery rhymes	Information Facts Labelling Poetry	At home In our community Real-life heroes Protecting the planet	Superheroes Story heroes	Fossils Dinosaurs Volcanoes Seas and oceans Minibeasts	Planets Stars Sun, moon Aliens
RED	Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden		To The Ends Of The Earth		Dialogue and Encounter	
Wow Moments / Enrichment / Trips and visitors	Transition Days Listening Walk Harvest Mass Autumn Walk Pumpkin Soup Diwali – 31 <sup>st</sup> Oct – 1 <sup>st</sup> Nov (half term) <b>Visit to church for Baptism</b>		<b>Visit from parent - Diwali</b> <b>Loan box – Then and Now</b> Nativity Production Elf hunt Pantomime Hannukah (25 <sup>th</sup> Dec) <b>Walk to post box (Santa letters) DEADLINE 30<sup>TH</sup> NOV</b>		<b>International Week</b> Lunar New Year 29 <sup>th</sup> Jan Food cooking and tasting – different cultures		<b>Book Week</b> Ramadan (28 Feb-30 March) Eid al-Fitr (30 <sup>th</sup> / 31 <sup>st</sup> March) Mother's Day 30 <sup>th</sup> March Gardening Spring Walk Bear Hunt Teddy Bears' Picnic		Father's Day 15 <sup>th</sup> June Gardening <b>Visit to Little Street</b> <b>Heroes dressing up day</b> <b>Visit from firefighters, police, dentist etc.</b> Make your own Supertato Supertato and Evil Pea crime scene		<b>STEAM Week</b> Climate problem solving – litter picking, water, recycling Visiting the pond Art for Pyrford and Wisley <b>Visit to Library</b> <b>EYFS Assembly</b> <b>Webinar with Ellie Jackson</b> <b>Visitors – other faiths</b> <b>Visit to The Lookout/ Wisley TBC</b>	
High Quality Texts	The Invisible String Starting School Harry and the Dinosaurs Go to School Pete the Cat – Rocking in my school shoes The Colour Monster The Colour Monster Goes to School The Cave Room on the Broom Shirley Hughes Autumn (poetry)		Stuck What We'll Build Here We Are Lost and Found The Street Beneath My Feet A Street Through Time Where the Poppies Now Grow Non-fiction books (life in the past, technology) The Christmas Story The story of Hannukah Christmas stories – Elf Hunt		The Snail and the Whale Handa's Surprise Diary of a Wombat series The Magic Paintbrush The Great Race This is How We Do It The Journey Refuge (Refugee books) International books – Wonderbooks		Charlie Cook's Favourite Book The Gruffalo The Gruffalo's Child Favourite stories One Plastic Bag We're Going on a Bear Hunt The Very Hungry Caterpillar Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff Non-fiction books		Wild Tribe Heroes books The Tin Forest, Greta and the Giants, The Trouble with Dragons The Rainbow Fish Sharing a Shell Supertato series Superduck Superworm The Flying Bath Elmer series		Whatever Next Man on the Moon Aliens Love Underpants The Smeds and the Smoos Look Up! Non-fiction books about space Dinosaur non-fiction books Dinosaur stories The Pebble in my Pocket The Skies Above My Eyes The Street Beneath My Feet	



EYFS	Our Children	Our Practitioners	Our Parents
<p><b>To set the foundation for children to enjoy learning, experience exciting opportunities and make memories</b></p>	<p>Successful individuals who enjoy learning and make progress Confident, resilient, articulate children who are able to lead safe, healthy and fulfilling lives Responsible members of our inclusive Catholic Community who make a positive contribution to society</p> <ul style="list-style-type: none"> <li>Independent</li> <li>Learning</li> <li>Active</li> <li>Inspired</li> <li>Engaged</li> <li>Caring</li> <li>Respectful</li> <li>Physically able</li> </ul>	<ul style="list-style-type: none"> <li>Consistent</li> <li>Joined-up thinking</li> <li>Supportive</li> <li>Team work</li> <li>Intuitive</li> <li>Use of initiative</li> <li>Good communication</li> <li>Flexible, adaptable</li> <li>Positive</li> <li>Role models</li> <li>Champions of EYFS</li> <li>Friendly</li> <li>Expect everything</li> <li>A FAMILY</li> </ul>	<ul style="list-style-type: none"> <li>Supportive</li> <li>Trusting</li> <li>Positive</li> <li>Respectful</li> <li>Communicative</li> </ul>
<p><b>COEL</b></p> 	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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>		
<p><b>Over Arching Principles</b></p> 	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; 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><b>Enabling environments:</b> 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><b>Learning and Development:</b> 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>		



# Marist Learner and British Values



Marist Learners	Love one another		Ready		Respectful		Safe		Rise to a challenge		Reflect on learning		Take risks in learning	
Texts	Room on the Broom Elmer Lost and Found The Smartest Giant in Town Kind		The Way Back Home Lights Out Leonard Farmer Duck Lazy Ozzie What The Ladybird Heard		The Great Kapok Tree Elmer I Walk With Vanessa Here We Are Not Like the Others Kind Lazy Ozzie		Room on the Broom Lost and Found		The Lion Inside Stuck Giraffes Can't Dance Lazy Ozzie		The Great Kapok Tree Bog Baby Lazy Ozzie The Rainbow Fish Sharing a Shell		The Koala Who Could The Lion Inside Giraffes Can't Dance The Rainbow Fish	
British values	Mutual respect		Mutual Tolerance		Rule of law			Individual liberty		Democracy		British Values		
	We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. (Around the World)		Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. (Celebrations)		We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. (School rules)			We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. (All About Me)		We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others. (Class discussions, floor books)		Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.  Fundamental British Values are not exclusive to being British and are shared by other democratic countries.		
Catholic Social Teaching	Human Dignity	Participation	The Common Good	Subsidiarity	Stewardship	Promoting Peace	Distributive Justice	Solidarity	Preferential Option for the Poor					
	Autumn 1- what's special topic. Discuss how God made us all, our similarities and differences. Sumer 1 PSHE- God is Love.	Summer 1- Who helps us? Focus on jobs in the community & how we all contribute.	Autumn 2- Charity Work with local area- Reindeer Run, Advent collections Summer 1 PSHE topic	Autumn 1- Harvest Mass- food bank collections Autumn 2- What is it for? Inviting Grandparents to talk about their experiences. Summer 2- What's in the Earth?	Spring 1 - Where in the world? Looking after God's World. Summer 2- What's out there? Climate change, looking after the environment.	Spring 1 - Where in the world? Discuss and explore refugees, the urgency for some to migrate. Spring 2 PSHE topic	Autumn 1- Harvest Mass- food bank collections. Spring 1 PSHE topic.	Autumn 2 PSHE topic Spring 1 - Where in the world? International Week- discuss where our families are from. Learning & understanding how we are all connected together.	Autumn 1- Advent we discuss giving to those less fortunate than us. Harvest Mass- food bank collections Spring 1 - Where in the world? Discuss and explore refugees, the urgency for some to migrate. Sumer 2 PSHE- Loving God, loving others.					



## Implementation: How we embed our intent in our pupils' learning journey at The Marist

<b>Start Points</b>	<p>Children's interests</p> <p>Characteristics of Learning and overarching principles</p> <p>What do we already know – Floor Book to gather initial thoughts</p> <p>How do we know these things and how can we find out more?</p> <p>Reflecting on our learning journey – 'All About Me' (termly)</p>
<b>Pupil-led learning</b>	<p>Children's interests</p> <p>Themes provided in the environment – adults join children at play</p> <p>Sharing news, own stories, photos</p> <p>Stay and Play/ Read parent sessions</p>
<b>Visits and visitors</b>	<p>Visits and visitors planned to inspire and support learning e.g. police officer, firefighter, Fr. Aaron, visit to church, visit to Wisley/ The Lookout, visit to local area; post box, library</p> <p>Curriculum focus weeks e.g. World War One Week, Book Week, International Week – allow rich opportunities</p>
<b>Local area</b>	<p>Local trips – postbox, library, church, Wisley (TBC)</p> <p>Comparison of local area and other countries</p>
<b>Links to understanding wider society</b>	<p>British Values, democracy</p> <p>Celebrating significant events – local and global, within our own community and linked to children's diversity</p> <p>Religion focus as we are a faith school – cultural diversity</p>
<b>Discussion and debates</b>	<p>Oracy – teaching key skills</p> <p>Floor Book</p> <p>Talk homework</p> <p>P4C</p> <p>Opportunities provided to discuss links in learning</p> <p>What if? Why? Explain?</p> <p>Stem sentences</p>

**Intent:** Our wider curriculum enables each child to be a successful, confident, resilient, articulate and responsible member of our inclusive Catholic community

**EYFS:** A careful balance between adult-led and child-initiated learning, with carefully planned continuous provision and an enabling environment that evolves to meet the needs of our cohort



## Diversity Texts to be read throughout the year during story time

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
Amazing Grace I Walk With Vanessa Big Hair Don't Care Ada Twist, Scientist Look Up! Little People Big Dreams – Ella Fitzgerald, Martin Luther King Jnr, Rosa Parks Julian is a Mermaid The Snowy Day Listening With My Heart If All The World Were... Last Stop on Market Street Handa's Surprise One Plastic Bag Wonderbooks Paddington's Postcards	This is How We Do It Here we are Hats of Faith The Big Book of Families The Great Race The Magic Paintbrush The Proudest Blue The Chapatti Moon We are all Welcome Handa's Surprise One Plastic Bag <i>Wonderbooks</i> <i>Paddington's Postcards</i> Special Clothes	Not Like The Others The Colour Monster The Colour Monster Goes to School Different Like Me The Superhero Brain Calm Down Boris Loud	Where the Poppies Now Grow Don't call me special We're All Wonders	Julian is a Mermaid Last Stop on Market Street The Big Book of Families More People to Love Me





# Prime Area – Communication and Language



## Why?

*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.*

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Listening, Attention and Understanding</b>	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
<b>Speaking</b>	To talk in front of a small group To talk to class teachers and LSAs To learn new vocabulary To repeat new words and sentences when modelled by an adult	To answer questions in front of whole class To use new vocabulary throughout the day To ask for help from an adult To use stem sentences, with support	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To use stem sentences during adult-led learning	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To ask for help from a peer	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	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.
<b>What?</b>	Phase 1 phonics games Sentence modelling Listening & attention games Sharing news Follow instructions (settling in, putting my things away) Teach new vocabulary Nursery rhymes Familiar and favourite stories Stories with repeated refrains Group Reading Floor Books 'All about me'	SALT interventions Variety of texts Sharing experiences Modelling story language Following instructions Group discussions Talk partners, talking sticks Questioning for understanding Stem sentences Teach social phrases Group Reading Floor Books 'All about me' Group reading responses	SALT interventions Talk Homework Retelling stories with support Story language Questioning for understanding Describing events (Lunar New Year) Learn rhymes, poems, and songs. Talk partners Stem sentences Floor Books Group reading responses Paddington's Postcards	SALT interventions Connectives Non-fiction texts Knowledge and vocabulary Ask and answer questions to find out more Articulate 'what I know, what I want to find out' Direct class learning (space) Describe events Talk partners Stem sentences 'All About Me' Paddington's Postcards	SALT interventions Table Talk Describe events in detail Problem solving Explain how things work and why they might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Talk partners Stem sentences Group reading responses	SALT interventions Table Talk Describe experiences and events New vocabulary in different contexts Linking learning Bigger picture Talk partners Stem sentences 'All About Me' - reflections Group reading responses	



# Prime Area – Personal, Social and Emotional Development

## Why?

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.

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Self-Regulation</b>	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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 focussed 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.
<b>Managing Self</b>	To wash hands independently To put coat away and on independently To explore different areas within the EYFS environment To use the toilet independently To use a knife and fork	To know school rules and understand the need to have rules To put coat, shoes and socks on and take off independently To have confidence to try new activities To ask an adult for help	To begin to show resilience and perseverance in the face of challenge To put on and zip up own coat independently	To develop independence when dressing and undressing for activities such as art and mud kitchen To ask a peer for help	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	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.
<b>Building Relationships</b>	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are engaged in the same activity To begin to develop friendships To have positive relationships with all EYFS staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	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.
<b>What?</b>	Settling in activities Class routines Making friends Adult-led groups The Colour Monster Zones of Regulation School rules, 5Ls RWI routines Hand washing 'All About Me' PSED	Adult-led groups Importance of hand washing and toilet routines Morning and afternoon routines – responsibility for own belongings School rules 'All About Me' Ten Ten PSHE Zones of Regulation Keeping safe online Stem sentences for pla	Keeping ourselves safe Safe indoors and outdoors Listening to my feelings What we have in common Ten Ten PSHE Zones of Regulation	Marist Learner Identify and moderate their feelings socially and emotionally 'All About Me' Ten Ten PSHE Zones of Regulation Life stages, plants, animals, humans Getting bigger/ me and my body Keeping safe online	People who help to keep me safe Manage own needs Exploring gifts and talents Stories exploring resilience and to keep on trying to reach your goal Marist Learner Ten Ten PSHE Zones of Regulation Oral hygiene	What's safe to go in my body? Healthy eating Resilience and perseverance Marist Learner 'All About Me' Ten Ten PSHE Zones of Regulation Transition into Year 1	



# Prime Area – Physical Development



## Why?

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.

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Gross Motor Skills</b>	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment To work cooperatively with a partner	To roll and track a ball To develop accuracy when throwing to a target To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To move with control and coordination, expressing ideas through movement To copy, link and repeat actions	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team	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.
<b>Fine Motor Skills</b>	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut straight lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To write own name using correct letter formation	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To write letters using correct formation To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To write letters using correct formation and appropriate size, sitting letters on a line To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations 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.
<b>What?</b>	Threading, cutting, weaving, playdough, large pegs RWI letter formation Pencil grip Big Write – mark making Paint tools and sensory play Write Dance	Fine Motor activities. Fine motor/ pencil grip/ mark making interventions Name writing (guided) RWI letter formation Big Write Paint tools (fireworks) Construction Write Dance	Fine Motor activities. Fine motor interventions Construction, and malleable materials Name writing Big Write RWI Write Dance	Fine Motor activities and interventions Construction and malleable materials Big Write RWI Cutting skills Write Dance	Fine Motor activities and interventions Construction and malleable materials Big Write RWI Cutting skills Joining techniques Sketching Write Dance	Fine Motor activities and interventions Construction and malleable materials Big Write RWI Sculpture Painting skills Write Dance	<b>CONTINUOUS PROVISION;</b> Outdoor games i.e. parachute games, climbing – outdoor equipment, bikes and scooters, building, heavy work, hula hoops, balance equipment, balls etc.



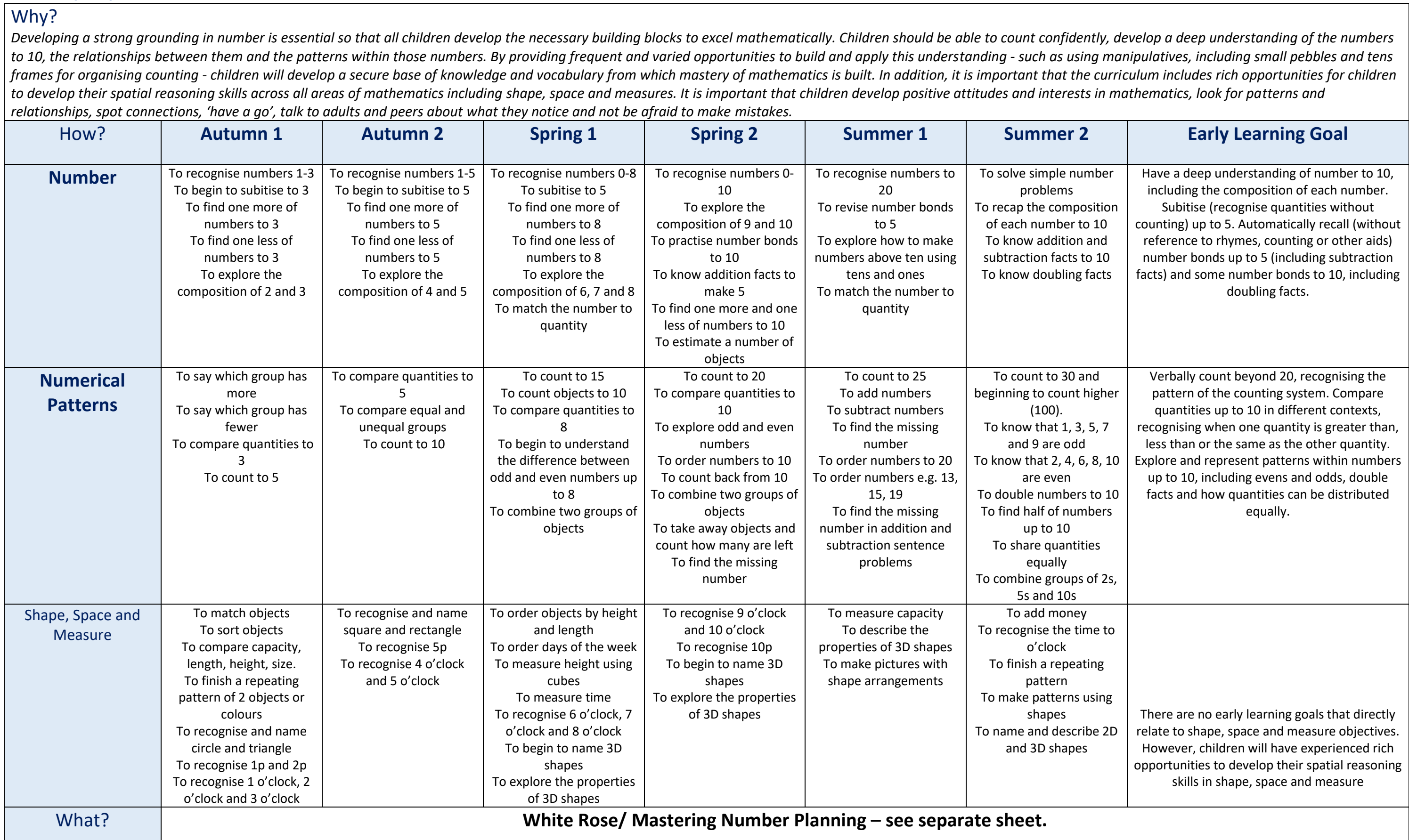


## Specific Area – Literacy

### Why?

*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)*

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>To use pictures to tell stories</li> <li>To sequence familiar stories</li> <li>To independently look at book, holding them the correct way and turning pages</li> <li>To show a preference for a book, song or rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in story times, joining in with repeated phrases and actions</li> <li>To begin to answer questions about the stories read to them</li> <li>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To act out stories</li> <li>To begin to predict what may happen in the story</li> <li>To suggest how a story might end</li> <li>To use words to check reading makes sense</li> </ul>	<ul style="list-style-type: none"> <li>To retell a story</li> <li>To follow a story without pictures or props</li> <li>To talk about the characters in the books they are reading</li> </ul>	<ul style="list-style-type: none"> <li>To begin to answer questions about what they have read</li> <li>To use vocabulary that is influenced by their experiences of books</li> </ul>	<ul style="list-style-type: none"> <li>To answer questions about what they have read</li> <li>To know that information can be retrieved from books</li> </ul>	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.
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>To handle books correctly and follow print left to right, top to bottom</li> <li>To locate the title</li> <li>To segment and blend words orally</li> <li>To recognise words that rhyme</li> </ul>	<ul style="list-style-type: none"> <li>To link set 1 sounds to letters</li> <li>To begin to blend and segment in order to read vc and cvc words</li> <li>To begin to match spoken word to written word (1 to 1 cor) across 2-3 lines</li> <li>To use 'Fred Talk, Read the Word'</li> </ul>	<ul style="list-style-type: none"> <li>To locate and recall the title</li> <li>To read with 1-1 correspondence</li> <li>To recognise all set 1 sounds speedily</li> <li>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</li> </ul>	<ul style="list-style-type: none"> <li>To read some 'red' words</li> <li>To read and understand simple sentences</li> <li>To read words consistent with phonic knowledge using 'Fred Talk, Read the Word'</li> </ul>	<ul style="list-style-type: none"> <li>To recognise set 2 sounds</li> <li>To read some 'red' words</li> <li>To read using 'Fred in my Head'</li> <li>To re-read books showing increased accuracy and fluency</li> </ul>	<ul style="list-style-type: none"> <li>To recognise all set 2 sounds speedily</li> <li>To read some 'red' words speedily</li> </ul>	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.
<b>Writing</b>	<ul style="list-style-type: none"> <li>To write/ trace own name with support</li> <li>To give meanings to the marks they make</li> <li>To copy taught letters</li> <li>To identify initial sounds</li> <li>To begin to write initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>To write own name</li> <li>To use the correct letter formation of taught letters</li> <li>To begin to write cvc words using 'Fred Fingers'</li> <li>To begin to write words and labels using taught sounds</li> <li>To begin to write captions using taught sounds</li> </ul>	<ul style="list-style-type: none"> <li>To write own name using correct letter formation</li> <li>To write words and labels using taught sounds and 'Fred Fingers'</li> <li>To begin to write captions using taught sounds and 'Fredd Fingers'</li> <li>To begin to write sentences using finger spaces</li> </ul>	<ul style="list-style-type: none"> <li>To understand that sentences start with a capital letter and end with a full stop</li> <li>To spell words using taught sounds</li> <li>To spell some taught 'red' words correctly</li> <li>To form letters correctly</li> <li>To write sentences using finger spaces and full stops</li> </ul>	<ul style="list-style-type: none"> <li>To begin to write longer words which are spelt phonetically</li> <li>To begin to use capital letters at the start of a sentence</li> <li>To use finger spaces and full stops</li> <li>To spell some taught 'red' words correctly</li> <li>To begin to read their work back</li> </ul>	<ul style="list-style-type: none"> <li>To begin to write longer words and compound words which are spelt phonetically</li> <li>To write sentences using a capital letter, finger spaces and full stop</li> <li>To spell some taught 'red' words correctly</li> <li>To read their work back and check it makes sense</li> </ul>	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.
<b>What?</b>	Phase 1 phonic games Phonics: Read, Write, Inc. Nursery/Finger Rhymes Big Write (draw) Name writing Identify initial sounds Writing for a purpose (listening walk) Write Dance Group reading	RWI phonics Big Write (initial sounds, red words) Recounts, retells, beginning, middle, end Shopping lists (role-play) Name writing, labelling, story scribing, letter writing (Santa) Group reading	RWI phonics Big Write (words, captions) Role-play group stories Rhyming words/sentences Instructions Captions Writing lists Poetry	RWI phonics Big Write (simple sentences) Rhyme Performance poetry Exciting adjectives Group stories (picture prompts) writing captions, labels, simple sentences	RWI phonics Big Write Writing for a purpose in role play Directing others to role-play own stories Group reading Non-fiction writing	RWI phonics Big Write Group read Adventure story writing Solving clues Using familiar texts as a model for writing own stories Character descriptions	





# Specific Area – Understanding the World

## Why?

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.

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Past and Present</b>	To know about my own life and family To know how I have changed	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Lunar New Year)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To talk about the lives of people around them and their roles in society To know that the emergency services exist and what they do	To know about figures from the past and present (Neil Armstrong, Tim Peake) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (climate change)	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>People, Culture &amp; Communities.</b>	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers To know that there are many countries and religions around the world	To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To know the name of the village the school is in To know about features of the immediate environment To know that people in other countries may speak different languages To know that members of our school community speak other languages and come from different countries (migration) To talk about our own heritage To talk about Lunar New Year	To know that simple symbols are used to identify features on a map To learn how Easter is celebrated around the world To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps To describe the wider environment using knowledge from observation, discussion, stories, non-fiction texts and maps (climate change)	To talk about the lives of the people around us To know about people who help us within the local community	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
<b>The Natural World</b>	To ask questions about the natural environment To respect and care for the natural environments To explore and recognise seasonal changes (Autumn)	To know about the natural world around them, drawing on their experiences and what has been read in class (Autumn, weather)	To know about features of the world To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing) To know about and comment on different habitats, recognising key	To know about and recognise the signs of Spring To know about features of their own immediate environment and how they might vary from another To plant seeds and observe and comment on their growth and changes To learn about lifecycles of plants and animals	To make observational drawings of plants To know how to care for growing plants To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	To know about and recognise the signs of Summer To know the difference between herbivores and carnivores To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables	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 season and changing states of matter.

			features and animals found there				
What?	My family 'All About Me' Autumn walk, changes, discovery table, collecting natural objects to represent Autumn Pumpkin soup making	Guy Fawkes <i>Then and Now</i> loan box Old and new buildings, technology and transport Diwali WW1 Autumn Weather Nativity performance, costumes Christmas Judaism (Hannukah)	Lunar New Year Changing seasons: winter Ice experiments International Week Our own cultural heritage – international links, languages spoken within our community Our local area, comparisons with other countries (This Is How We Do It) Digimap Animals and habitats	Easter – celebrations around the world Gardening Observing and sketching plant growth Growth & Change: frog life cycle / butterfly Traditional Tales (adaptations over time) Bears around the world Fiction and non-fiction books	People who help us Climate Change – Wild Tribe Heroes, The Tin Forest, Greta and the Giants, The Trouble with Dragons Materials: Floating / Sinking – boat building Metallic / non-metallic objects	Space; planets, Earth, moon landing, historical figures Gardening Wisley/ The Lookout trip STEAM Week Dinosaurs	





## Specific Area – Expressive Arts and Design



### Why?

*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.*

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Creating with materials</b>	<ul style="list-style-type: none"> <li>To name colours</li> <li>To experiment with mixing colours</li> <li>To create simple representations of people and objects</li> <li>To draw and colour with pencils and crayons</li> <li>To role play using given props and costumes</li> <li>To explore different techniques for joining materials</li> <li>To know how to work safely and hygienically</li> <li>To use nonstatutory measures (spoons, cups)</li> <li>To use some cooking techniques (mixing, cutting)</li> <li>To use different construction materials</li> </ul>	<ul style="list-style-type: none"> <li>To use colours for a particular purpose</li> <li>To share their creations</li> <li>To explore different techniques for joining materials</li> <li>To know how to work safely and hygienically</li> <li>To use nonstatutory measures (spoons, cups)</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different mark making tools such as art pencils, pastels, chalk</li> <li>To explore different techniques for joining materials</li> <li>To know how to work safely and hygienically</li> <li>To use nonstatutory measures (spoons, cups)</li> <li>To use props and costumes for different role play scenarios</li> <li>To learn about artists (Henri Matisse)</li> </ul>	<ul style="list-style-type: none"> <li>To use natural objects to make a piece of art (Andy Goldsworthy)</li> <li>To share creations and talk about the process</li> <li>To explore different techniques for joining materials</li> <li>To know how to work safely and hygienically</li> <li>To use nonstatutory measures (spoons, cups)</li> <li>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</li> <li>Sandwiches, Fruit Kebab, Biscuits, Salads</li> </ul>	<ul style="list-style-type: none"> <li>To know which prime colours you mix together to make secondary colours</li> <li>To plan what they are going to make (construction, junk modelling)</li> <li>To draw more detailed pictures of people and objects</li> <li>To manipulate materials</li> <li>To create observational drawings</li> </ul>	<ul style="list-style-type: none"> <li>To know some similarities and differences between materials</li> <li>To explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>To share creations, talk about process and evaluate their work</li> <li>To adapt work where necessary</li> </ul>	<p>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.</p>
<b>Being imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>To sing and perform nursery rhymes</li> <li>To experiment with different instruments and their sounds</li> <li>To talk about whether the like or dislike a piece of music</li> <li>To create musical patterns using body percussion</li> <li>To use costumes and resources to act out narratives</li> </ul>	<ul style="list-style-type: none"> <li>To perform in the Nativity play</li> <li>To pitch match</li> <li>To sing the melodic shape of familiar songs</li> <li>To begin to build up a repertoire of songs</li> <li>To sing entire songs</li> <li>To use costumes and resources to act out narratives</li> </ul>	<ul style="list-style-type: none"> <li>To join in with whole school singing assemblies</li> <li>To create musical patterns using untuned instruments</li> <li>To begin to create resources for role play</li> </ul>	<ul style="list-style-type: none"> <li>To learn and perform a poem</li> <li>To join in with whole school singing assemblies</li> <li>To associate genres of music with characters and stories</li> <li>To create and resources for role play</li> </ul>	<ul style="list-style-type: none"> <li>To move in time to music</li> <li>To learn dance routines</li> <li>To join in with whole school singing assemblies</li> <li>To act out well known stories</li> <li>To follow a musical pattern</li> <li>To play tuned instruments</li> <li>To create narratives based around stories</li> </ul>	<ul style="list-style-type: none"> <li>To perform in a class assembly</li> <li>To listen to poems and create their own</li> <li>To join in with whole school singing assemblies</li> <li>To create own compositions using instruments</li> <li>To invent their own narratives, making resources to support</li> </ul>	<p>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.</p>

What?	Join in with songs Beginning to mix colours Rubbings of leaves Build stories around toys (small world) Use available props to support role play Build models using construction equipment Junk modelling Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing Draw self-portrait and own family	Use different tools and techniques to make firework pictures Listen to music and make their own dances in response Christmas decorations, Christmas cards, Christmas songs/poems Nativity play Props, puppets & story sacks to encourage children to retell, invent and adapt stories Variety of construction tools and techniques to create model vehicles	Making lanterns, Chinese writing, puppet making, Chinese music and dance (dragon dance, lion dance) International art Collaborative art – canvas, mixed media, different tools and techniques Exploration of other countries – dressing up in different costumes Group role-play Matisse – Snail, collage Clay snails Habitat art work – create a habitat scene for small world animal	Book Week Art Make patterns using different colours Mother’s Day crafts Artwork themed around Growing / Spring Easter crafts Combining media to make collage Performance poetry Use various construction materials: make a bridge for the billy goats Printing using recycled resources	Explore how colour can be changed Junk modelling Construction with a range of materials Create collaboratively Art using recycled and found resources Sustainable art Andy Goldsworthy natural art, transient art Creating a reusable plate for printing	Using clay to make a coil pot (link to the curled shell in Sharing a Shell) Class assembly – songs, story, poetry Space role-play Construction to build rockets Different techniques for joining materials e.g. how to use adhesive tape and different sorts of glue	
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