




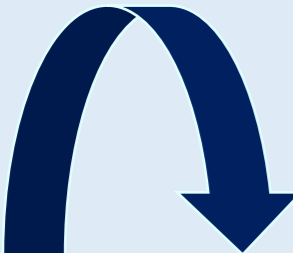

The Marist Catholic Primary School
With Christ as our guide, we learn, we love, we achieve together.



Early Years Foundation Stage Curriculum Map 2025-26

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<i>I wonder...</i>	What's special?		What is it for?		Where in the world?		What's in a book?		Who helps us?		What's out there?	
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests</i>	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	Listening Walk Harvest Mass Autumn Walk Diwali Visit to church for Baptism		Nativity Production Pantomime Walk to post box (Santa letters) DEADLINE 30TH NOV		International Week Lunar New Year 29 th Jan Food cooking and tasting – different cultures		Book Week Ramadan Eid al-Fitr Spring Walk Bear Hunt Teddy Bears' Picnic		Gardening Visit to Little Street Heroes dressing up day Visit from firefighters, police, dentist etc. Make your own Supertato Supertato and Evil Pea crime scene		STEAM Week Climate problem solving – litter picking, water, recycling Visiting the pond Art for Pyrford and Wisley Visit to Library EYFS Assembly Visitors – other faiths Visit to The Farm	
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) Nursery rhymes		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 Poetry basket – A basket of apples		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 Poetry basket - Pancakes		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 Teddy Bear (poetry)		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 Poetry basket – five little peas		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 Poetry basket – If I were so very small	



EYFS	Our Children	Our Practitioners	Our Parents
<p>To set the foundation for children to enjoy learning, experience exciting opportunities and make memories</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"> • Independent • Learning • Active • Inspired • Engaged • Caring • Respectful • Physically able 	<ul style="list-style-type: none"> • Consistent • Joined-up thinking • Supportive • Team work • Intuitive • Use of initiative • Good communication • Flexible, adaptable • Positive • Role models • Champions of EYFS • Friendly • Expect everything • A FAMILY 	<ul style="list-style-type: none"> • Supportive • Trusting • Positive • Respectful • Communicative
<p>COEL</p> 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
<p>Over Arching Principles</p> 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods.</i></p> <p>Intent: Our wider curriculum enables each child to be a successful, confident, resilient, articulate and responsible member of our inclusive Catholic community</p> <p>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</p> 		



Marist Learner and British Values



<p>Marist Learners</p> <p>Texts</p>	<p>Love one another</p> <p>Room on the Broom Elmer Lost and Found The Smartest Giant in Town Kind</p>	<p>Ready</p> <p>The Way Back Home Lights Out Leonard Farmer Duck Lazy Ozzie What The Ladybird Heard</p>	<p>Respectful</p> <p>The Great Kapok Tree Elmer I Walk With Vanessa Here We Are Not Like the Others Kind Lazy Ozzie</p>	<p>Safe</p> <p>Room on the Broom Lost and Found</p>	<p>Rise to a challenge</p> <p>The Lion Inside Stuck Giraffes Can't Dance Lazy Ozzie</p>	<p>Reflect on learning</p> <p>The Great Kapok Tree Bog Baby Lazy Ozzie The Rainbow Fish Sharing a Shell</p>	<p>Take risks in learning</p> <p>The Koala Who Could The Lion Inside Giraffes Can't Dance The Rainbow Fish</p>		
<p>British values</p>	<p>Mutual respect</p> <p>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)</p>		<p>Mutual Tolerance</p> <p>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)</p>	<p>Rule of law</p> <p>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)</p>	<p>Individual liberty</p> <p>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)</p>	<p>Democracy</p> <p>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)</p>	<p>British Values</p> <p>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.</p>		
<p>Catholic Social Teaching</p>	<p>Human Dignity</p> <p>Autumn 1- what's special topic. Discuss how God made us all, our similarities and differences. Sumer 1 PSHE- God is Love.</p>	<p>Participation</p> <p>Summer 1- Who helps us? Focus on jobs in the community & how we all contribute.</p>	<p>The Common Good</p> <p>Autumn 2- Charity Work with local area- Reindeer Run, Advent collections Summer 1 PSHE topic</p>	<p>Subsidiarity</p> <p>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?</p>	<p>Stewardship</p> <p>Spring 1 - Where in the world? Looking after God's World. Summer 2- What's out there? Climate change, looking after the environment.</p>	<p>Promoting Peace</p> <p>Spring 1 - Where in the world? Discuss and explore refugees, the urgency for some to migrate. Spring 2 PSHE topic</p>	<p>Distributive Justice</p> <p>Autumn 1- Harvest Mass- food bank collections. Spring 1 PSHE topic.</p>	<p>Solidarity</p> <p>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.</p>	<p>Preferential Option for the Poor</p> <p>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.</p>

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

<p>Start Points</p>	<p>All about me data and transition info Children's interests – displayed in classroom to promote sense of belonging and encourage quality interactions Characteristics of Learning and overarching principles How do we know these things and how can we find out more? Reflecting on our learning journey – 'All About Me' (termly)</p>
<p>Pupil-led learning</p>	<p>Children's interests Themes provided in the environment – adults join children at play Sharing news, own stories, photos Stay and Play/ Read parent sessions, curriculum workshops</p>
<p>Visits and visitors</p>	<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 Curriculum focus weeks e.g. World War One Week, Book Week, International Week – allow rich opportunities</p>
<p>Local area</p>	<p>Local trips – postbox, library, church, Wisley (TBC) Comparison of local area and other countries Little Street</p>
<p>Links to understanding wider society</p>	<p>British Values, democracy Celebrating significant events – local and global, within our own community and linked to children's diversity Religion focus as we are a faith school – cultural diversity</p>
<p>Discussion and debates</p>	<p>Oracy – teaching key skills Floor Book Key vocabulary shared weekly Opportunities provided to discuss links in learning What if? Why? Explain? Stem sentences</p>

Diversity Texts to be read throughout the year during story time



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

Prime Area – Communication and Language



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

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Listening, Attention and Understanding	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.
Speaking	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.
	<p>The EEF evidence informed approaches and practices to support communication and language development in the early years are the bedrock of our curriculum and implemented throughout the year.</p> <ul style="list-style-type: none"> Teaching and Modelling Vocabulary and language using the Shrec approach to quality interactions. Daily interactive reading from high quality texts, rhymes or poems Teaching through collaborative talk Modelling social communication skills. ELCI Enhanced Language & Communication Initiative supports whole class speech, language and communication needs. Visuals, alternative communication boards and structured routines . Elci aims to enable inclusion for all from the start. <p>All children screened using Neli language intervention – understanding, expressive language, speech sounds and social use of language.</p>						

Prime Area – Personal, Social and Emotional Development



Intent
 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.

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year and children’s next steps

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Self-Regulation	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.
Managing Self	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.
Building Relationships	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.
Implementation	The EEF evidence informed approaches and practices to support PSED are embedded in our curriculum. <ul style="list-style-type: none"> • Teaching awareness of emotions and feelings. • Teaching and modelling managing emotions and feelings. • Teaching and modeling social communication • Teaching relationship skills • Teaching how to sustain positive relationships • Promoting self-care We use the <i>Ten Ten Life to the Full Plus</i> curriculum to support teaching & learning of PSED . It covers the full scope of the PSED programme of study as outlined in the statutory EYFS framework, but with a faith-based and PSHE-integrated approach - see Ten Ten map						

Prime Area – Physical Development

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Intent	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 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		Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop correct tripod grip and letter formation; manage dressing skills; use equipment with control.		Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Further develop the skills they need to manage the school day successfully		Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Implementation	The EEF evidence informed approaches and practices to support physical development in the early years are embedded in our curriculum. <ul style="list-style-type: none"> • Promoting physical development • Teaching the skills needed for handling and movement • Teaching the skills needed for mark making and letter formation 						
PE	We use Get Set for PE to support our Physical development curriculum. The children take part in two lessons per week. A well sequenced approach focusing on embedding fundamental movement skills into lessons, progressing to more complex skills in KS 1 & KS2. A structured approach to develop agility, balance, coordination and confidence whilst ensuring all pupils are included and encouraged to enjoy physical activity and have opportunities to experience a wide variety of sports and games.						
	Unit 1 Introduction to PE Unit 1 Fundamentals	Unit 2 Introduction to PE Unit 2 Fundamentals	Unit 1 Gymnastics	Unit 1 Games	Ball Skills Unit 1	Athletics	
Fine motor skills activities	Throughout the Reception year, children are provided with a wide range of opportunities to develop and refine their fine motor skills across all areas of provision. Carefully planned activities—such as threading, cutting, mark making, construction, and using small tools—are embedded into daily routines and continuous provision, enabling children to practise and strengthen their hand–eye coordination, dexterity, and control. Practitioners use a clearly sequenced progression of skills to support children in confidently using one-handed tools, such as scissors, pencils, and cutlery. This structured approach ensures that each child builds the strength, precision, and independence needed for tasks like writing, drawing, and self-care, laying the foundation for future learning.						
Gross motor skills	Children in Reception benefit from daily access to a well-resourced outdoor area, which plays a vital role in supporting their physical development. Through active exploration, climbing, balancing, running, and using equipment such as bikes, balls, and hoops, they strengthen their gross motor skills and coordination. These experiences also help them develop fundamental movement skills like jumping, throwing, catching, and spatial awareness and develop the skills needed for mark making. Children will take part in regular activities to develop their core muscles and shoulder stability.						



Specific Area – Literacy

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

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	Children will independently look at a book, hold it the correct way and turn pages.	Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	Throughout the Reception year, children follow a carefully sequenced progression in Read Write Inc. (RWI) that enables them to develop rapid, secure early reading skills. At the start of the year, children revisit Phase 1 phonological skills and quickly begin learning single letter sounds, using RWI’s systematic approach to blend and segment orally before decoding simple CVC words. As the year progresses, they are taught set 1 and set 2 sounds, including at least 10 digraphs, and apply this knowledge to read words fluently through sound-blending and to read simple sentences that match their phonic ability. Regular group reading sessions and daily phonics teaching ensure children build speed and confidence, while repeated exposure to high-quality texts broadens vocabulary and deepens comprehension. By the end of Reception, children are expected to read words consistent with their phonic knowledge, recognise taught common exception words, and begin to read aloud simple storybooks with developing fluency and understanding—laying strong foundations for Year 1 reading success. See RWI planning for detailed progression for each stage.						Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	Throughout Reception, children follow the Read Write Inc. (RWI) writing progression, which is closely aligned with the sounds they learn in phonics. At the start of the year, children learn to form letters correctly using the RWI handwriting phrases, developing accurate starting points, orientation and pencil grip.	As they learn Set 1 sounds, they start handwriting sessions following the letter families. They begin to spell simple words by saying the sounds and writing the corresponding letters, gradually moving from individual sounds to CVC words. Once children secure blending and segmenting, they learn to hold a sentence—repeating it aloud, counting the words and writing it with Fred Fingers to support spelling		With the introduction of digraphs and Set 2 sounds, they apply their growing phonic knowledge to write longer words and simple sentences with increasing independence. By the end of Reception, children are expected to write recognisable letters, spell words using the sounds they know, and compose simple sentences that can be read back, demonstrating early confidence and accuracy in transcription and composition.		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.	
Handwriting	Pre writing shapes and learning letter formation phrases	a d g o c q , u y , b p , h n Digits 0-5		m r , e s f l , l t k j , v w x z Digits 6-9			
Implementation	Children take part in regular, systematic handwriting practice following the Read Write Inc. (RWI) handwriting progression, ensuring they develop correct letter formation, pencil grip and writing fluency from the start of Reception. Alongside daily phonics-based writing, pupils engage in weekly Big Write sessions, where they apply their phonic knowledge to independent writing tasks linked to high-quality texts, topics or shared experiences. Throughout continuous provision, carefully planned opportunities enable children to practise writing for a real purpose—such as making lists, labels, signs, messages or story ideas—helping them to develop confidence, stamina and independence as writers. This balanced approach ensures children revisit skills frequently while also experiencing authentic, meaningful reasons to write.						

Specific Area – Maths

<p><i>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.</i></p>							
Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.		<p>Early Learning Goals:</p> <p>Number: Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Implementation	Mastering Number						
	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting	
	WRM Shape Space & Measure						
	Measure & Pattern	Circles & triangles Shapes with 4 sides	Mass & capacity Length, height and time	Explore 3-D shapes	Manipulate, compose and decompose shapes	Visualise, build and mapp	



Specific Area – Understanding the World

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

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Past and Present	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		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) 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.
People, Culture & Communities.	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.
The Natural World	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 features and animals found there	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.

	<p>In Reception, our <i>Understanding the World</i> curriculum is delivered through rich, carefully planned topics that draw children into meaningful exploration of the world around them. High-quality texts are intentionally selected to introduce new ideas, deepen knowledge and spark curiosity, while real-life experiences—such as visits, hands-on investigations and encounters with people and places—help children make authentic connections in their learning. Continuous provision further enhances this by offering purposeful opportunities to revisit, apply and extend their understanding through play, ensuring that learning is both embedded and accessible to every child.</p>						
<p>Implementation</p>	<p>My family 'All About Me' Autumn walk, changes, discovery table, collecting natural objects to represent Autumn</p>	<p>Guy Fawkes Old and new buildings, technology and transport Diwali WW1 Autumn Weather Nativity performance, costumes Christmas Judaism (Hannukah)</p>	<p>Chinese 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</p>	<p>Easter – celebrations around the world 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</p>	<p>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</p>	<p>Space; planets, Earth, moon landing, historical figures Gardening Farm trip STEAM Week Dinosaurs</p>	

Specific Area – Expressive Arts and Design



The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with materials	<ul style="list-style-type: none"> To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials To use different construction materials 	<ul style="list-style-type: none"> To use colours for a particular purpose To share their creations To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To know how to work safely and hygienically To use some cooking techniques (mixing, cutting) 	<ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials To use props and costumes for different role play scenarios To learn about artists (Henri Matisse) 	<ul style="list-style-type: none"> To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads 	<ul style="list-style-type: none"> To know which prime colours you mix together to make secondary colours To plan what they are going to make (construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings 	<ul style="list-style-type: none"> To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their work To adapt work where necessary 	<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>
Being imaginative and Expressive	<ul style="list-style-type: none"> To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives 	<ul style="list-style-type: none"> To perform in the Nativity play To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives 	<ul style="list-style-type: none"> To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create resources for role play 	<ul style="list-style-type: none"> To learn and perform a poem To join in with whole school singing assemblies To associate genres of music with characters and stories To create and resources for role play 	<ul style="list-style-type: none"> To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well known stories To follow a musical pattern To play tuned instruments To create narratives based around stories 	<ul style="list-style-type: none"> To perform in a class assembly To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using instruments To invent their own narratives, making resources to support 	<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>
Implementation	We use Kapow Art and Design Technology and music to enrich our EAD curriculum by teaching essential foundational skills that support creativity, problem-solving and exploration, while ensuring a clear progression that continues seamlessly into Year 1 and Year 2.						
	<ul style="list-style-type: none"> Art (Kapow) Marvellous Marks DT (Kapow) Junk Modelling Music (Kapow) Exploring music 		<ul style="list-style-type: none"> Art (Kapow) Paint my world DT (Kapow) Clay & Chinese lanterns & Easter decoration (seasonal project) Music (Kapow) Musical stories 		<ul style="list-style-type: none"> Art (Kapow) Let’s get crafty DT (Kapow) Flower threading & boats (Kapow) Big Band 		

