



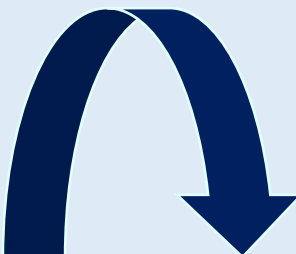
The Marist Catholic Primary School
With Christ as our guide, we learn, we love, we achieve together.



Early Years Foundation Stage Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>I wonder...</i> General Themes NB: These themes may be adapted at various points to allow for children's interests	Who am I? My body and my feelings	Who is around me?	What's in the world?	What's in a book?	Who helps us?	What's in Space?
	Ourselves My body How I've changed since a baby My senses Toileting Brushing teeth Healthy eating Exercise Emotions	Our Family Parents/ Grandparents Our Class Our friends	Animals and habitats UK – sea, garden, farm, woods Wider world People around the world – countries, cultures, festivals	What is fiction? What is non-fiction? Imagination Storytelling Poetry (nonsense) Nursery rhymes Poetry	Real-life heroes Protecting the planet Superheroes Story heroes	Planets Stars Sun, moon
Seasons and Weather Topic	Summer/Autumn	Autumn/Winter	Winter	Winter/Spring	Spring	Summer
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 (link to senses) Harvest Mass Visit to church for Baptism	Nativity Production Pantomime Walk to post box (Santa letters)	Food cooking and tasting – different cultures	Book Week Gardening Bear Hunt Teddy Bears' Picnic	Visit to Little Street Heroes dressing up day Visit from firefighters, police, dentist etc.	Visit to Library EYFS Assembly Visit to Bocketts Farm
High Quality Texts Over the course of the year, we share a variety of diverse texts during story time	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 Shirley Hughes Autumn (poetry)	My Class is a family My Family Be Kind Mine! Christmas Stories	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 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 Room on the Broom	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 The Pebble in my Pocket The Skies Above My Eyes The Street Beneath My Feet



EYFS	Our Children	Our Practitioners	Our Parents
To set the foundation for children to enjoy learning, experience exciting opportunities and make memories	Successful individuals who enjoy learning and make progress Confident, resilient, articulate children who can lead safe, healthy and fulfilling lives Responsible members of our inclusive Catholic Community who make a positive contribution to society - Independent - Engaged - Learning - Caring - Active - Respectful - Inspired - Physically able	- 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	- Supportive - Trusting - Positive - Respectful - Communicative
COEL 	Characteristics of Effective Learning 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. 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. 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.		
Over Arching Principles 	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. 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. 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. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <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>		



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.		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.		



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

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

Start Points	Children's interests Characteristics of Learning and overarching principles What do we already know – Floor Book to gather initial thoughts How do we know these things and how can we find out more? Reflecting on our learning journey – 'All About Me' (termly)
Pupil-led learning	Children's interests Themes provided in the environment – adults join children at play Sharing news, own stories, photos Stay and Play/ Read parent sessions
Visits and visitors	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
Local area	Local trips – postbox, library, church, Wisley (TBC) Comparison of local area and other countries
Links to understanding wider society	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
Discussion and debates	Oracy – teaching key skills Floor Book Talk homework P4C Opportunities provided to discuss links in learning What if? Why? Explain? Stem sentences



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
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 daily 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.

What?	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	
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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
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.
What?	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 play	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
Gross Motor Skills	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.

Fine Motor Skills	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 write taught letters using correct formation	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 write taught letters using correct formation	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.
What?	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	CONTINUOUS PROVISION; 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
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages To show a preference for a book, song or rhyme.	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end To use words to check reading makes sense	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	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	To handle books correctly and follow print left to right, top to bottom To locate the title To segment and blend words orally To recognise words that rhyme	To link set 1 sounds to letters To begin to blend and segment in order to read vc and cvc words To begin to match spoken word to written word (1 to 1 correspondence) across 2-3 lines To use 'Fred Talk, Read the Word'	To locate and recall the title To read with 1-1 correspondence To recognise all set 1 sounds speedily I can solve simple words by blending sounds and I check what I read makes sense and sounds right	To read some 'red' words To read and understand simple sentences To read words consistent with phonic knowledge using 'Fred Talk, Read the Word'	To recognise set 2 sounds To read some 'red' words To read using 'Fred in my Head' To re-read books showing increased accuracy and fluency	To recognise all set 2 sounds speedily To read some 'red' words speedily	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	To give meanings to the marks they make To identify initial sounds To begin to write initial sounds To begin to hold a pencil with correct tri-pod grip. Write a dictated single-word label with a decodable noun	To write own name To use the correct letter formation of taught letters To begin to write cvc words using 'Fred Fingers' Compose and write a single-word label with a decodable noun	To write own name using correct letter formation Write a dictated decodable caption Identify correct spacing between words	Write a dictated decodable caption with correct spacing between words Compose and write a decodable caption with correct spacing between words Distinguish between a caption and a sentence	Write a dictated decodable sentence Write a dictated decodable sentence with correct spacing between words Compose and write a decodable sentence using correct spacing	Identify and describe ending punctuation (full stop) Write a dictated decoding sentence using correct spacing and full stops Identify capital letters at the beginning of a sentence. Write a dictated decodable sentence using capital letters, correct spacing and full stops. Compose and write a decodable sentence using capital letters, correct spacing and full stops.	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.
What?	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 – Maths

Why?

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.

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	Counting to 1, 2, 3, 4 and 5	Number bonds within 5 Introduce the part-whole model	Counting to 6, 7, 8, 9, 10 Combining 2 groups to find the whole	Using a ten frame Part-whole model to 10 Subtraction	Adding by counting on Taking away by counting back		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 doubling facts.
Numerical Patterns	Comparing quantities of identical and non-identical objects	One more and one less within 5	Comparing groups up to 10 Measure: Length, height and distance Weight		Counting to and from 20 Doubling Halving and sharing Odds and evens	Measure: Volume and Capacity	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.
Shape, Space and Measure		2D and 3D shapes Spatial awareness		Exploring patterns Make simple patterns and exploring more complex patterns		Composing and decomposing shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure
What?	Power Maths						



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
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 (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.
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.
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
Creating with materials	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 know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use some cooking techniques (mixing, cutting)	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 experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use props and costumes for different role play scenarios To learn about artists (Henri Matisse)	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	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	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	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.

	To use different construction materials						
Being imaginative and Expressive	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	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	To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create resources for role play	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	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	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	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.
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	