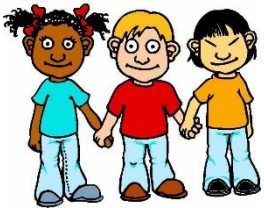
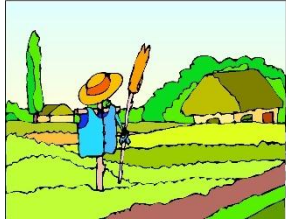
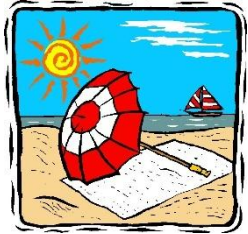




# St Joseph the Worker Catholic Primary School.

## EYFS curriculum overview / long term plan

| Term Theme   | Autumn 1                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                              |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Marvellous Me!<br>                                                                                                                                                                              | Let's Celebrate!<br>                                                                                                                                           | Around the World!<br>                                                                                                                                   | Once Upon a Time...<br>                                                                                                                                                                  | Amazing Animals!<br>(Farm, Food and Growing)<br>                                                                                                                                             | Fun at the Seaside!<br>                                                                                                                                                            |
| Focus Topics | <ul style="list-style-type: none"> <li>Starting School</li> <li>My New Class</li> <li>New Beginnings</li> <li>Ourselves</li> <li>My Body</li> <li>How have I changed? (Peek into the past, My life timeline – Activity 3, history, Kapow)</li> <li>What am I good at?</li> </ul> | <ul style="list-style-type: none"> <li>Celebrations</li> <li>Light and Dark</li> <li>Autumn – Nature catchers, observational painting, exploring the weather-senses in nature, exploring the seasons, (Outdoor adventure activities)</li> </ul> | <ul style="list-style-type: none"> <li>Home or away? (Geography – around the world, Activity 1, Kapow)</li> <li>Winter Polar regions (Geography – around the world, Activity 6, Kapow)</li> <li>Animal homes (Science - Kapow)</li> </ul> | <ul style="list-style-type: none"> <li>The Little Red Hen</li> <li>Little Red Riding Hood</li> <li>Jack and the beanstalk</li> <li>The gingerbread man</li> <li>Signs of Spring - Exploring the weather, senses in nature, Observational painting, exploring the</li> </ul> | <ul style="list-style-type: none"> <li>Farm – Animal Adventure, On the Farm – Science - kapow)</li> <li>Healthy Eating</li> <li>Growing Life Cycles</li> <li>Animal patterns</li> <li>Habitats</li> <li>Exploring maps (Geography - Kapow)</li> <li>Changing seasons</li> </ul> | <ul style="list-style-type: none"> <li>Underwater worlds</li> <li>Marine life</li> <li>Travel</li> <li>Transport</li> <li>Seaside</li> <li>Desert explorers (Geography – around the world, Activity 5, Kapow)</li> <li>Looking after our planet – Lesson 1</li> </ul> |



## St Joseph the Worker Catholic Primary School.

### EYFS curriculum overview / long term plan

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|  | <ul style="list-style-type: none"> <li>Can you guess who? (Peek into the past, activity 1, history - Kapow)</li> <li>Sorting photos and comparing from the past – (Peek into the past, activity 2 and 5 – history - Kapow)</li> <li>My Family</li> <li>Being Kind</li> <li>Changing seasons – (Autumn treasures, Science - Kapow)</li> <li>Zoo animals – Comparing my home to zoo animals (Animal Adventure, science – Kapow)</li> </ul> | <ul style="list-style-type: none"> <li>1,2,3,4,5 - Geography - Kapow)</li> <li>Dressing Joe the Bear (Outdoor adventures, Activity 6 - Geography - Kapow)</li> <li>Changing seasons – Whatever the weather (Science - Kapow)</li> <li>Living and non-living (Animal Adventure, science - Kapow)</li> <li>What does it mean to remember? (Peek into the past – Remembrance Day)</li> </ul> | <ul style="list-style-type: none"> <li>City or Countryside (Geography – around the world, Activity 3, Kapow)</li> <li>Exploring world landscapes (Geography – around the world, Activity 4, Kapow)</li> <li>Contrasting environments – (Geography – around the world, Activity 2, Kapow)</li> <li>Hibernation</li> <li>Where do you live? (Home or away – Geography – Kapow)</li> <li>Changing seasons – winter wildlife (Science - Kapow)</li> <li>Animal homes – (Animal</li> </ul> | <ul style="list-style-type: none"> <li>seasons - (Geography – Kapow – activities 2,3, 4, 5)</li> <li>Fantasy creatures</li> <li>The Great Outdoors</li> <li>Changing seasons - Springtime magic (science - Kapow)</li> <li>Toy Box (Peek into the past – activity 4 – History, Kapow)</li> <li>Exploring maps (Geography - Kapow)</li> </ul> | <ul style="list-style-type: none"> <li>Sandcastle Science (science - Kapow)</li> <li>Our beautiful planet – (science, Kapow – Lessons 2,3,4)</li> <li>Adventures through time – history – Kapow, 1-5</li> </ul> | <ul style="list-style-type: none"> <li>and 5 (science - Kapow)</li> <li>Changing seasons – Summer senses (science - Kapow)</li> <li>I am a scientist (science – Kapow, Lessons 1, 2, 3, 5)</li> </ul> |
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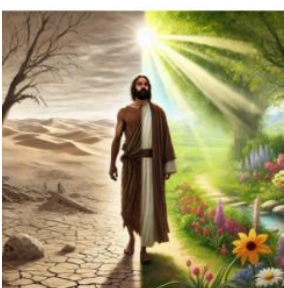
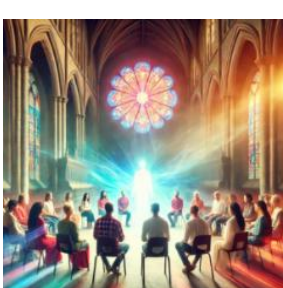


# St Joseph the Worker Catholic Primary School. EYFS curriculum overview / long term plan

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|                                                                                                                          |                                                                        |                                                                                                                                            | <p>Adventure, science – Kapow</p> <p>Describing minibeasts (Animal Adventure, science – Kapow</p> <p>I am a scientist (science – Kapow, Lesson 4)</p> |                                                                                                                                |                                                                                                                       |                                                                                                                                  |
| <p><b>Wow Moments / Key Events</b></p>  | <p>Transition</p> <p>Birthdays</p> <p>Harvest</p>                      | <p>Remembrance Day</p> <p>Autumn Trail</p> <p>Halloween</p> <p>Diwali</p> <p>Guy Fawkes/Bonfire Night</p> <p>Nativity</p> <p>Christmas</p> | <p>Winter Walk</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Food tasting – different cultures</p> <p>Safer Internet Day</p>                  | <p>Pancake Day</p> <p>World Book Day</p> <p>Mother's Day</p> <p>Mother's Day Assembly</p> <p>Easter</p> <p>Easter Egg Hunt</p> | <p>St George's Day</p> <p>Farm visit</p> <p>Caterpillar transformation</p> <p>Minibeast</p> <p>Hunt Growing seeds</p> | <p>Healthy Eating Week</p> <p>World Environment Day</p> <p>Transition</p> <p>Sports Day</p> <p>Picnic Day</p> <p>Seaside Day</p> |
| <p><b>Key Texts</b></p>                                                                                                  | <p>Super Duper You</p> <p>What Makes a Me?</p> <p>Not Now, Bernard</p> | <p>A range of non – fiction texts relating to celebrations</p>                                                                             | <p>Lost and Found</p> <p>Jack Frost</p> <p>The Polar Bear and the Snow Cloud</p>                                                                      | <p>Mr Wolfs Pancakes</p> <p>Little Red Riding Hood</p>                                                                         | <p>The Very Hungry Caterpillar</p> <p>Argh Spider!</p> <p>Diary of a Wombat</p>                                       | <p>The Snail and the Whale</p> <p>Tiddler</p> <p>Billy's Bucket</p> <p>Sharing a Shell</p>                                       |



## St Joseph the Worker Catholic Primary School. EYFS curriculum overview / long term plan

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|                                                                 | <ul style="list-style-type: none"> <li>Two Homes</li> <li>Only One You</li> <li>Marvellous Me</li> <li>The Colour Monster</li> <li>Ruby's worry</li> <li>Perfectly Norman</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>The Jolly Postman</li> <li>Christmas Stories</li> <li>Nativity</li> <li>Room on the Broom</li> <li>Pumpkin Soup</li> <li>Rama and Sita</li> <li>Stick Man</li> <li>One Snowy Night</li> </ul>              | <ul style="list-style-type: none"> <li>Stories related to Chinese New Year</li> <li>A Ticket Around The World</li> <li>It's Your World Now</li> <li>The Boy who Sailed the World</li> <li>Here We Are</li> <li>Coming to England</li> <li>Confetti</li> </ul> | <ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>The gingerbread man</li> <li>The Easter Story</li> <li>Zog</li> <li>Billy and the Beast</li> <li>On the Way Home</li> <li>The Three Little Pigs</li> </ul>                          | <ul style="list-style-type: none"> <li>What the Ladybird Heard</li> <li>Click Clack Moo</li> <li>The Tiny Seed</li> <li>Oliver's Vegetables</li> <li>Supertato</li> <li>The Extraordinary Gardener</li> <li>Farmer Duck</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>One Plastic Bag</li> <li>Stanley and the Plastic bag</li> <li>Missing Richmond</li> <li>What the Ladybird Heard at the Seaside</li> <li>The Whale Who Ate Plastic</li> </ul>                                  |
| <p style="text-align: center;"><b>Religious Education</b></p>  | <p style="text-align: center;"><b>Branch 1:</b><br/>Creation and covenant</p>  <p style="text-align: center;"><b>Key Theme:</b> God Loves me. God made the World</p> | <p style="text-align: center;"><b>Branch 2:</b><br/>Prophecy and promise</p>  <p style="text-align: center;"><b>Key Theme:</b> Mary had a baby called Jesus</p> | <p style="text-align: center;"><b>Branch 3:</b><br/>Galilee to Jerusalem</p>  <p style="text-align: center;"><b>Key Theme:</b> God loves me. God loves the world</p>       | <p style="text-align: center;"><b>Branch 4:</b><br/>Desert to garden</p>  <p style="text-align: center;"><b>Key Theme:</b> God loves me. God made me and the world</p> | <p style="text-align: center;"><b>Branch 5:</b><br/>To the ends of the Earth</p>  <p style="text-align: center;"><b>Theme for the term:</b> The season of Easter, the Resurrection of Christ and Pentecost</p> | <p style="text-align: center;"><b>Branch 6:</b><br/>Dialogue and encounter</p>  <p style="text-align: center;"><b>Theme for term:</b> Dialogue and Encounter</p> |



## St Joseph the Worker Catholic Primary School. EYFS curriculum overview / long term plan

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| <p><b>Catholic Social Teaching:</b></p> <p>Catholic social teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world.</p> <p><b>The 7 principles are:</b></p> <ul style="list-style-type: none"> <li> Dignity</li> <li> Solidarity</li> <li> The common good</li> <li> The option for the poor - Peace</li> <li> Creation and environment</li> <li> The dignity of work and participation.</li> </ul> <p>In EYFS we incorporate the 7 principles within our RE planning.</p> | <p><b>Creation and environment:</b></p> <p>The children learn about Laudato Si' and how the Pope has called upon us to be stewards of God's world.</p> <p><b>Dignity:</b></p> <p>God made each of us and we are all special and must be treated in a caring way.</p> | <p><b>Dignity of work and participation:</b></p> <p>All people work in some way and God loves us all no matter what work it is we do. This is linked to how King and shepherds were welcomed to the stable.</p> | <p><b>Option for the poor/ the common good/ dignity:</b></p> <p>Through learning about Jesus' teachings and Lent – we learn that all people need food, water, a house, school, health etc. and that we need to help those who don't.</p> | <p><b>Solidarity and peace:</b></p> <p>Jesus died to save us. Through learning about other cultures and religions, as well as past events and people, we better understand how to live as one community</p> |
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### Prime Areas

### Communication and Language

Communication and Language is one of the most important areas of learning in the Early Years Foundation Stage (EYFS). It focuses on helping children develop their speaking, listening, and understanding skills — all of which are the foundation for learning, building relationships and expressing themselves.

**This area is broken down into three main parts:**

**1. Listening, Attention and Understanding**



## St Joseph the Worker Catholic Primary School.

### EYFS curriculum overview / long term plan

Children learn to listen carefully, follow instructions, and understand what others are saying.

#### Children develop skills like:

-  Listening to stories and conversations
-  Following simple instructions (e.g. “Put your coat on and line up”)
-  Understanding questions like “who,” “what,” and “why”
-  Responding appropriately to what others say

#### How we support this in school:

-  Regular story time, singing, and rhyme sessions
-  Turn-taking games and group discussions
-  Asking open-ended questions and encouraging children to share their ideas
-  Using visual aids, actions, and repetition to support understanding

## 2. Speaking:

Children learn to express themselves clearly, use a growing vocabulary, and share their thoughts, needs, and feelings.

#### Children develop skills like:

-  Using new words to describe things, actions, and ideas
-  Asking questions and telling stories
-  Talking about their experiences and making up imaginative play
-  Using full sentences and linking thoughts

#### How we support this in school:

-  Talking with children during play and routines
-  Introducing and using new words in everyday situations
-  Encouraging role play, storytelling, and show-and-tell
-  Giving children time to talk and really listening to them

## 3. Conversation and Interaction:



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### EYFS curriculum overview / long term plan

Children learn how to have back-and-forth conversations, take turns talking, and use language in social situations.

#### Children develop skills like:

- Talking with friends and adults
- Learning when to listen and when to speak
- Taking part in discussions and group activities
- Using polite and respectful language

#### How we support this in school:

- Partner and group activities that involve turn-taking and discussion
- Role play areas and imaginative games
- Supporting children to resolve conflicts using words
- Modelling good conversation and communication

#### Why is Communication and Language Important?

#### Strong communication and language skills help children to:

- Make friends and build relationships
- Express their ideas and feelings
- Understand instructions and learn new things
- Develop confidence and independence
- Prepare for reading, writing, and future learning

Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Kapow/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.

|                                               |                                                                                                                                    |                                                                                                                              |                                                                                                                  |                                                                                                                              |                                                                                                                                                                                                                                                                               |
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| <b>Listening, Attention and Understanding</b> | <ul style="list-style-type: none"><li>Settling in activities and carpet times.</li><li>Listening to The Colour Monster –</li></ul> | <ul style="list-style-type: none"><li>Links to festivals children’s experiences, talking about shared experiences.</li></ul> | <ul style="list-style-type: none"><li>Links to the World Around Us, talking about shared experiences –</li></ul> | <ul style="list-style-type: none"><li>Links to stories and Easter, talking about shared experiences – Pancake Day,</li></ul> | <b>Early Learning Goal – Listening, Attention and Understanding</b> <ul style="list-style-type: none"><li>Holding conversation in back-and-forth exchanges with adults and peers.</li><li>Listen attentively and respond to what they hear with relevant questions,</li></ul> |
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## St Joseph the Worker Catholic Primary School.

### EYFS curriculum overview / long term plan

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|                 | <p>moods and feelings.</p> <ul style="list-style-type: none"> <li>🛡️ Understand how to listen carefully and why listening is important.</li> <li>🛡️ Understand 'Why' questions, e.g. "Why do you think The Colour Monster is red?"</li> <li>🛡️ Learn new vocabulary.</li> <li>🛡️ Understand a question or instruction that has 2 parts, e.g. "Put on your coat and line-up at the door."</li> <li>🛡️ Engage in story times.</li> <li>🛡️ Learn rhymes and songs</li> </ul> | <ul style="list-style-type: none"> <li>🛡️ Songs – Nativity and Christmas songs. Sharing weekend news.</li> <li>🛡️ Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>🛡️ Learn rhymes, poems and songs.</li> <li>🛡️ Learn new vocabulary.</li> <li>🛡️ Use new vocabulary throughout the day.</li> <li>🛡️ Engage in story times.</li> </ul> | <ul style="list-style-type: none"> <li>🛡️ Winter Walk, Chinese New Year, news from home.</li> <li>🛡️ Listen to and talk about stories to build familiarity and understanding.</li> <li>🛡️ Learn rhymes, poems and songs.</li> <li>🛡️ Learn new vocabulary.</li> <li>🛡️ Use new vocabulary throughout the day.</li> <li>🛡️ Engage in non-fiction books.</li> </ul> | <p>Mother's Day, news from home.</p> <ul style="list-style-type: none"> <li>🛡️ Sustained focus when listening to a story.</li> <li>🛡️ Learn rhymes, poems and songs.</li> <li>🛡️ Learn new vocabulary.</li> <li>🛡️ Use new vocabulary throughout the day.</li> <li>🛡️ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> | <p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>🛡️ Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>Religious Education Learning Goal</b></p> <ul style="list-style-type: none"> <li>🛡️ Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy.</li> <li>🛡️ Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>🛡️ Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> |
| <b>Speaking</b> | <ul style="list-style-type: none"> <li>🛡️ Develop social phrases. Adults modelling language throughout the</li> </ul>                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>🛡️ Retell a story, once they have developed a deep familiarity with the text,</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>🛡️ Describe events in some detail.</li> <li>🛡️ Connect one idea or action to another using a</li> </ul>                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>🛡️ Listen to and talk about selected non-fiction to develop a deep familiarity with</li> </ul>                                                                                                                                                                                                                                                          | <p><b>Early Learning Goal – Speaking</b></p> <ul style="list-style-type: none"> <li>🛡️ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## St Joseph the Worker Catholic Primary School. EYFS curriculum overview / long term plan

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|  | <p>day “Thank you!”<br/>“Good morning!”<br/>“How are you?”<br/>“Please could you pass me...?”</p> <p>🛡️ Connect one idea or action to another using a range of connectives.</p> <p>🛡️ Use talk to organise themselves and their play.</p> <p>🛡️ Individual speech assessment.</p> | <p>some as exact repetition and some in their own words.</p> <p>🛡️ Start a conversation with an adult or a friend and continue it for many turns.</p> <p>🛡️ Ask questions to find out more and to check they understand what has been said to them</p> | <p>range of connectives.</p> <p>🛡️ Articulate ideas and thoughts in well-formed sentences.</p> | <p>new knowledge and vocabulary.</p> <p>🛡️ • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>conjunctions, with modelling and support from their teacher.</p> <p>🛡️ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>🛡️ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>RELG: Religious Education Learning Goal</b></p> <p>🛡️ Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.</p> <p>🛡️ Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.</p> <p>🛡️ Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.</p> |
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### Personal, Social and Emotional Development

Personal, social and emotional development helps children to understand themselves and others, manage their emotions, build friendships and become confident and independent. It is split into three areas, self-regulation, managing self and building relationships. We use Kapow to support children's development within this area, alongside daily routines and discussions.



## St Joseph the Worker Catholic Primary School.

### EYFS curriculum overview / long term plan

**Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

\*Controlling own feeling and behaviours. \* Able to concentrate on a task \* Applying personalised strategies to return to a state of calm. \* Able to ignore distractions. \* Thinking before acting. \* Able to curb impulsive behaviours. \* Behaving in ways that are socially acceptable. \* The ability to persist and persevere.

#### Early Learning Goal:

#### – Self regulation:

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

#### RELG: Religious Education Learning Goal

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Begin to share thoughts about what is fair, unfair, caring, and sharing.
- Begin to understand how to show love for others in appropriate ways.

|  | Managing Self:                                                                                                                                                                   | Managing Self:                                                                                                                                                                                          | Managing Self:                                                                                                                                                                                         | Managing Self:                                                                                                                                                                            | Managing Self:                                                                                                                                                   | Managing Self:                                                                                                                                                                      |
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|  | <ul style="list-style-type: none"><li>New Beginnings.</li><li>See themselves as a valuable individual.</li><li>Being me in my world.</li><li>Class Rules and Routines.</li></ul> | <ul style="list-style-type: none"><li>Getting on and falling out.</li><li>How to deal with anger Emotions.</li><li>Self - Confidence</li><li>Build constructive and respectful relationships.</li></ul> | <ul style="list-style-type: none"><li>Good to be me.</li><li>Feelings.</li><li>Learning about qualities and differences.</li><li>Celebrating differences</li><li>Identify and moderate their</li></ul> | <ul style="list-style-type: none"><li>Relationships.</li><li>What makes a good friend?</li><li>Healthy me.</li><li>Random acts of Kindness.</li><li>Looking after pets / Muffin</li></ul> | <ul style="list-style-type: none"><li>Looking after others.</li><li>Friendships.</li><li>Dreams and Goals.</li><li>Show resilience and perseverance in</li></ul> | <ul style="list-style-type: none"><li>Taking part in sports day.</li><li>Taking part in the talent show</li><li>Winning and losing. Changing me - Look how far I've come!</li></ul> |



## St Joseph the Worker Catholic Primary School.

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|  |                                             |                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                              |                                                                                                          |  |
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|  | Supporting children to build relationships. | Explain to others how they thought about a problem or an emotion and how they dealt with it, with support | own feelings socially and emotionally.<br>Thinking about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios | Looking After our Planet.<br>Give children strategies for staying calm in the face of frustration.<br>Talk them through why we take turns, wait politely, tidy up after ourselves and so on. | the face of challenge.<br>• Discuss why we take turns, wait politely, tidy up after ourselves and so on. |  |
|--|---------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--|

#### Early Learning Goal:

#### – Managing Self:

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

#### RELG: Religious Education Learning Goal

- Aware of the need for rules, know right from wrong and try to behave accordingly.
- Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
- Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

### Building Relationships

Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.

#### Early Learning Goal

#### – Building Relationships

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



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 Work and play cooperatively and take turns with others.

### RELG: Religious Education Learning Goal

-  Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
-  Form positive attachments to adults and friendships with peers.
-  Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

| PSHE – Kapow | Self-Regulation:<br>My feelings                                                                                                                                                                            | Building relationships:<br>Special relationships                                                                                                                                                                                                                                   | Managing self:<br>Taking on challenges                                                                                                                                                                                                    | Self-Regulation:<br>Listening and following instructions                                                                                                                                                                                | Building Relationships: My family and friends                                                                                                                                                                                                                                                                                 | Managing Self: My wellbeing                                                                                                                                                                                                                                                                                                               |
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|              | In this unit children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. | In this unit children will explore why families and special people are valuable, understanding why it is important to share and develop strategies to help with this, seeing themselves as valuable individuals and explore diversity by recognising similarities and differences. | In this unit, children will consider why we have rules and the importance of persistence and perseverance in the face of challenges. The will learn how to communicate effectively with others, practicing 'grounding' coping strategies. | In this unit children will listen to stories to practise their comprehension skills, play games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so. | In this unit children will explore cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend. They will explore how kind words make others feel good, recognising the value in working together as a team. | In this unit children will learn why exercise is important for our physical and mental health, consider the effect of different types of exercise on the body, discuss some of the ways in which we can take care of ourselves and learn how to travel safely as a pedestrian, considering the importance of making balanced food choices |



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### Physical Development

Physical development focuses on helping children grow strong, healthy, and confident in how they move and use their bodies. It also includes learning how to take care of their own health and physical needs. There are two main parts to physical development:

#### 1. Gross Motor Skills

These are the big movements that use the large muscles in the body, like arms, legs, and core muscles.

##### Children develop skills like:

- Running, jumping, climbing, and balancing
- Throwing, catching, and kicking balls
- Riding bikes or scooters
- Moving confidently and safely in different space.

##### How we support this in school:

- Outdoor play with climbing frames, bikes, and ball games
- Movement activities like dancing, obstacle courses, or yoga
- Encouraging active play every day
- Children take part in weekly PE lessons, following the PE hub scheme.

#### 2. Fine Motor Skills

These are smaller, more precise movements, especially using hands and fingers.

##### Children develop skills like:

- Holding a pencil or paintbrush
- Cutting with scissors
- Building with small blocks
- Buttoning clothes and doing up zippers

##### How we support this in school:

- Activities like drawing, painting, threading beads, and using tweezers
- Playdough and sensory play to strengthen finger muscles
- Support with writing tools and early mark-making



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We encourage plenty of active play, both indoors and outdoors, and support children in learning how to look after their bodies through healthy eating, hygiene, and safe physical activity.

|                            |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                 |                                                                                                                                                                   |
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| <b>Gross Motor Skills:</b> | <b>Cooperation and Moving Gross Motor:</b> <ul style="list-style-type: none"> <li>🛡 Cooperation games i.e. parachute games.</li> <li>🛡 Climbing on outdoor equipment.</li> <li>🛡 Different ways of moving and retaining balance.</li> <li>🛡 Changing speed and direction.</li> <li>🛡 Negotiate space.</li> <li>🛡 Control of an object</li> </ul> | <b>Ball Skills and Wheeled Toys Gross Motor:</b> <ul style="list-style-type: none"> <li>🛡 Ball skills- throwing and catching.</li> <li>🛡 Different ways of moving</li> <li>🛡 Changing direction</li> <li>🛡 Moving in time to music</li> <li>🛡 Exploring different ways of moving</li> <li>🛡 Different ways of rocking and rolling</li> <li>🛡 Balancing Two-wheeled balance bikes and pedal bikes.</li> </ul> | <b>Ball Skills and Moving to Music Gross Motor:</b> <ul style="list-style-type: none"> <li>🛡 Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</li> <li>🛡 Balancing</li> <li>🛡 Travelling confidently.</li> <li>🛡 Jumping and landing.</li> </ul> | <b>Balance Gross Motor:</b> <ul style="list-style-type: none"> <li>🛡 Balance- children moving with confidence</li> <li>🛡 dance related activities</li> <li>🛡 Underarm throwing, kicking, rolling, catching, aiming a ball</li> <li>🛡 Hand-eye co-ordination</li> </ul> | <b>Obstacles Gross Motor:</b> <ul style="list-style-type: none"> <li>🛡 Running</li> <li>🛡 Jumping</li> <li>🛡 Throwing overarm/underarm</li> <li>🛡 Athletics</li> <li>🛡 Balance</li> <li>🛡 Stretching</li> </ul> | <ul style="list-style-type: none"> <li>🛡 Team games</li> <li>🛡 Races / team games involving gross motor movements</li> <li>🛡 Dance related activities.</li> </ul> |
| <b>PE Hub - Scheme</b>     | <b>Gymnastics - Unit 1:</b> <ul style="list-style-type: none"> <li>🛡 Develop confidence in</li> </ul>                                                                                                                                                                                                                                            | <b>Speed Agility Travel - Unit 1:</b> <ul style="list-style-type: none"> <li>🛡 Change direction at speed though</li> </ul>                                                                                                                                                                                                                                                                                   | <b>Dance Unit - 1:</b> <ul style="list-style-type: none"> <li>🛡 Recognise actions can be</li> </ul>                                                                                                                                                                                     | <b>Body Management - Unit 2:</b> <ul style="list-style-type: none"> <li>🛡 Exploring a variety of rolling,</li> </ul>                                                                                                                                                   | <b>Gymnastics - Unit 2:</b> <ul style="list-style-type: none"> <li>🛡 Learn and refine shapes, jumps,</li> </ul>                                                                                                 | <b>Speed Agility Travel - Unit 2:</b> <ul style="list-style-type: none"> <li>🛡 Recognise the difference</li> </ul>                                                |



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|  | <p>fundamental movements</p> <p>Experience jumping, rolling, sliding, moving over and under apparatus.</p> <p>Develop coordination and gross motor skills. Body</p> <p><b>Management Unit 1</b></p> <p>Explore balance and managing own body.</p> <p>Able to stretch, reach and extend in a variety of ways and positions</p>                 | <p>choice and instruction.</p> <p>Respond to instructions eg stop, start, pause, prepare.</p> <p><b>Let's Move</b></p> | <p>performed to music.</p> <p>Copy, repeat and perform some basic actions to music.</p> <p><b>Manipulation and coordination - Unit 1:</b></p> <p>Send and receive a variety of objects using different body parts.</p> <p>Coordinate body parts in a variety of activities and in different ways.</p> <p><b>Let's Move</b></p> | <p>jumping, take offs/landings.</p> <p>Use hand and feet in different combinations.</p> <p>Participate in small group cooperative activities.</p> <p><b>Cooperate and Solve Problems - Unit 1:</b></p> <p>Organise and match items, colours and symbols.</p> <p>Work with a partner to listen, share ideas and question.</p> <p><b>Let's Move</b></p> | <p>balances and rolls.</p> <p>Link simple balance, jump, travel actions.</p> <p>Cooperate and Solve Problems</p> <p><b>Unit 2: Copy and repeat various patterns and actions.</b></p> <p>To work a team.</p> <p>Respond to visual cues to solve more complex tasks.</p> <p><b>Let's Move</b></p> | <p>between actions such as moving softly, quietly, quickly, powerfully.</p> <p>Relate actions to different percussion beats.</p> <p><b>Manipulation and Coordination - Unit 2:</b></p> <p>Coordinate the movement of similar objects in a variety of ways.</p> <p>Skip in isolation with a rope.</p> <p><b>Athletics for Sports Day.</b></p> |
|  | <p><b>Early Learning Goal</b></p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p><b>Religious Education Learning Goal</b></p> |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                              |



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- Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.
- Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.
- Express themselves when responding to songs and hymns they have listened to and learned.

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Fine Motor Skills:</b> | <ul style="list-style-type: none"> <li> Dough activities.</li> <li> Daily name writing activities.</li> <li> Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li> Manipulate objects with good fine motor skills.</li> <li> Show preference for dominant hand.</li> <li> Draw lines and circles using gross motor movements.</li> <li> Hold pencil/paint brush beyond whole hand grasp.</li> </ul> | <ul style="list-style-type: none"> <li> Daily name/CVC writing activities.</li> <li> Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li> Develop muscle tone to put pencil pressure on paper.</li> <li> Use tools to effect changes to materials.</li> <li> Show preference for dominant hand.</li> <li> Engage children in structured activities: guide them in what to draw, write or copy.</li> </ul> | <ul style="list-style-type: none"> <li> Daily name/CVC writing activities.</li> <li> Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly.</li> <li> Handle tools, objects, construction and malleable materials with increasing control.</li> <li> Encourage children to draw freely.</li> <li> Holding Small Items / Button Clothing /</li> <li> Cutting with Scissors.</li> </ul> | <ul style="list-style-type: none"> <li> Daily name/CVC/Sentence writing activities.</li> <li> Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li> Hold pencil effectively with comfortable grip.</li> <li> Forms recognisable letters most correctly formed.</li> </ul> | <ul style="list-style-type: none"> <li> Daily name/CVC/Sentence writing activities.</li> <li> Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li> Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.</li> <li> Cut along a straight line with scissors / Start to cut along a curved line/circle.</li> </ul> | <ul style="list-style-type: none"> <li> Fine Motor activities.</li> <li> Form letters correctly.</li> <li> Copy a square Begin to draw diagonal lines, like in a triangle</li> <li> Start to colour inside the lines of a picture.</li> <li> Draw recognisable pictures.</li> <li> Build things with smaller linking blocks, such as Duplo or Lego.</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  Pencil Grip – encourage tripod grip. |  Teach and model correct letter formation. |  |  |  |  |
| <b>Early Learning Goal</b> – Fine Motor Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                        |                                                                                                                             |  |  |  |  |
|  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br> Use a range of small tools, including scissors, paint brushes and cutlery.<br> Begin to show accuracy and care when drawing.                                                                                                                         |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>Religious Education Learning Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                        |                                                                                                                             |  |  |  |  |
|  Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.<br> Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.<br> Express themselves when responding to songs and hymns they have listened to and learned. |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>Specific Areas</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>Literacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>Literacy helps children develop the early reading and writing skills they need to become confident communicators and lifelong learners. There are two main parts to literacy:</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>1. Reading:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                        |                                                                                                                             |  |  |  |  |
| Reading is about more than just recognising words – it's about understanding and enjoying stories, books, and print in the world around us.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>Children develop skills like:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                        |                                                                                                                             |  |  |  |  |
|  Listening to and joining in with stories, rhymes, and songs<br> Recognising letters and the sounds they make (phonics)<br> Understanding what happens in a story – the characters, setting, and events<br> Beginning to read simple words and sentences                |                                                                                                                        |                                                                                                                             |  |  |  |  |
| <b>How we support this in school:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                        |                                                                                                                             |  |  |  |  |
|  Daily story time and rhyme sessions<br> Phonics lessons to help children learn letter sounds and blend them into words (following the Little Wandle Scheme)                                                                                                                                                                                                                                                                                |                                                                                                                        |                                                                                                                             |  |  |  |  |



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Reading books together and encouraging children to talk about the pictures and story (3 x reading sessions per week in small groups, following the Little Wandle Scheme)

Creating a love of books with cosy reading corners and book-themed activities

#### 2. Writing:

**Writing starts with mark-making and builds up to forming letters and writing simple sentences.**

**Children develop skills like:**

Making marks to represent their ideas

Writing letters and learning how to form them correctly

Using phonics to spell out simple words

Writing their name and short sentences (e.g. "I like cats.")

**How we support this in school:**

Fun mark-making activities (e.g. drawing in sand, using paint, or chalk)

Giving children reasons to write during play (e.g. writing a menu in role play or a card for a friend)

Practising letter formation and encouraging early writing

Encouraging children to write about things that interest them

**Why is Literacy Important?**

**Early literacy skills help children:**

Express themselves through reading and writing

Communicate with others

Enjoy books and stories, sparking imagination and creativity

Be ready for the next stage of learning in school

We work in partnership with families to support literacy at home too, by sharing reading books, encouraging story time at home, and celebrating children's efforts with writing and mark-making.

|                               |                       |                              |                                     |                                     |                                                 |                                            |
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| <b>Literacy Comprehension</b> | Listening to stories. | Beginning to retell stories. | Retelling stories with the recently | Building fluency and understanding. | Explaining the stories they have listened to or | <b>Early Learning Goal – Comprehension</b> |
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|  | <ul style="list-style-type: none"> <li>Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>Environment print.</li> <li>Having a favourite story/rhyme.</li> <li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.</li> <li>Sequencing familiar stories through the use</li> </ul> | <ul style="list-style-type: none"> <li>Retell stories related to events through acting/role play.</li> <li>Retelling stories using images / apps.</li> <li>Retelling of stories.</li> <li>Editing of story maps and orally retelling new stories.</li> <li>Sequence story – use vocabulary of beginning, middle and end.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondence s.</li> <li>Enjoys an increasing range of books.</li> </ul> | <ul style="list-style-type: none"> <li>introduced vocabulary.</li> <li>Making up stories with themselves as the main character.</li> <li>Encourage children to record stories through picture drawing/mark making.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondence s and, where necessary, a few exception words.</li> <li>Read a few common exception words matched to LW.</li> <li>Ensure home reading books match their</li> </ul> | <ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> </ul> | <ul style="list-style-type: none"> <li>have read themselves.</li> <li>Retell a story with actions and / or picture prompts as part of a group.</li> <li>Use story language when acting out a narrative.</li> <li>Rhyming words. Can explain the main events of a story.</li> <li>Can draw pictures of characters/event /setting in a story.</li> <li>May include labels, sentences or captions</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>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.</li> </ul> |
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|  | <p>of pictures to tell the story.</p> <ul style="list-style-type: none"> <li> Recognising initial sounds.</li> <li> Name writing activities.</li> <li> Engage in extended conversations about stories, learning new vocabulary.</li> </ul> |  | <p>phonic knowledge.</p> <ul style="list-style-type: none"> <li> Using recently introduced vocabulary during discussions about stories and during role-play.</li> </ul> |  |  | <p><b>Religious Education Learning Goal</b></p> <ul style="list-style-type: none"> <li> Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary.</li> <li> Anticipate – where appropriate – key events in Bible and religious stories.</li> <li> Use and understand recently introduced key religious vocabulary during discussions</li> </ul> |
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| <b>Literacy Word Reading</b><br><br><b>Little Wandle</b> | <b>Phase 2 graphemes:</b><br><br><b>Week 1:</b> Baseline<br><b>Week 2:</b> Baseline<br><b>Week 3:</b> s a t p<br><b>Week 4:</b> l n m d<br><b>Week 5:</b> g o c k<br><b>Tricky word:</b> is<br><b>Week 6:</b> ck e u r<br><b>Tricky word:</b> l<br><b>Week 7:</b> h b f l<br><b>Tricky Word:</b> the | <b>Phase 2 graphemes:</b><br><br><b>Week 1:</b> ff ll ss j<br><b>Tricky words:</b> put, pull, full, as<br><b>Week 2:</b> v w x y<br><b>Tricky words:</b> and, has, his, her<br><b>Week 3:</b> z zz qu<br>words with -s /s/s added at the end – (hats, sits)<br>ch<br><b>Tricky words:</b> go, no, to, into<br><b>Week 4:</b> sh th, ng, nk<br><b>Tricky words:</b> she, push, he of<br><b>Week 5:</b> words with -s /s/s added at the end (hats, sits)<br>words ending in a s /z/ (his) and with -s | <b>Phase 3 graphemes:</b><br><br><b>Week 1:</b> ai ee igh oa<br><b>Tricky words:</b> review previous<br><b>Week 2:</b> oo oo ar or<br><b>Tricky words:</b> was, you, they<br><b>Week 3:</b> ur ow oi ear<br><b>Tricky words:</b> my, by, all<br><b>Week 4:</b> air er<br>words with double letters: dd mm tt bb rr gg pp<br><b>Tricky words:</b> are, sure, pure<br><b>Week 5:</b> longer words<br><b>Tricky words:</b> review previous<br><b>Week 6:</b> Review and assessment | <b>Phase 3 graphemes:</b><br><br><b>Week 1:</b> review<br>Phase 3: ai ee igh oa oo ar or ur oo ow oi ear<br><b>Tricky words:</b><br>Review all taught so far Secure spelling<br><b>Week 2:</b> review<br>Phase 3: er air<br>words with double letters longer words<br><b>Tricky words:</b><br>Review all taught so far Secure spelling<br><b>Week 3:</b> words with two or more digraphs<br><b>Tricky words:</b><br>Review all taught so far Secure spelling<br><b>Week 4:</b> longer words words ending | <b>Phase 4:</b><br><br><b>Week 1:</b> short vowels CVCC<br><b>Tricky words:</b> said, so, have, like<br><b>Week 2:</b> short vowels CV CC CCVC<br><b>Tricky words:</b> some, love, come, do<br><b>Week 3:</b> short vowels CCVCC CCCVC CCCVCC<br><b>Tricky words:</b> were, here, little, says<br><b>Week 4:</b> longer words compound words<br><b>Tricky words:</b> there, when, what, one<br><b>Week 5:</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | <b>Phase 4 graphemes:</b><br><br><b>Week 1:</b> long vowel sounds CVCC CCVC<br><b>Tricky words:</b><br>Review all taught so far Secure spelling<br><b>Week 2:</b> long vowel sounds CCVC CCCVC CCV CCVCC<br><b>Tricky words:</b><br>Review all taught so far Secure spelling<br><b>Week 3:</b> Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words |



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|  |  | /z/ added at the end (bags)<br><b>Tricky words:</b> she, push, he, of<br><b>Week 6:</b> Review and assessment |  | in -ing compound words<br><b>Tricky words:</b><br>Review all taught so far <b>Secure spelling</b><br><b>Week 5:</b> longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end<br><b>Tricky words:</b><br>Review all taught so far <b>Secure spelling</b><br><b>Week 6:</b> Review and assessment | <b>Tricky words:</b> out, today<br><b>Week 6:</b> Review and assessment | <b>Tricky words:</b><br>Review all taught so far <b>Secure spelling</b><br><b>Week 4:</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/<br><b>Tricky words:</b><br>Review all taught so far <b>Secure spelling</b><br><b>Week 5:</b> root words ending in: -er, -est longer words<br><b>Tricky words:</b><br>Review all taught so far <b>Secure spelling</b><br><b>Week 6:</b> Review and assessment |
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### Early Learning Goal

### – Word Reading

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

### Religious Education Learning Goal

-  Begin to recognise and read key religious words.
-  Read aloud their own sentences using key religious words about Bible and religious stories they have heard.
-  Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.



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| <b>Literacy - Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Representing name and initial letter sounds.</b> <ul style="list-style-type: none"> <li>✓ Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</li> <li>✓ Writing initial sounds and simple captions.</li> <li>✓ Use initial sounds to label characters / images.</li> <li>✓ Writing Names and Labels.</li> <li>✓ Writing messages.</li> <li>✓ Practising correct letter formation.</li> </ul> | <b>Writing CVC words. Name writing.</b> <ul style="list-style-type: none"> <li>✓ Labelling using initial sounds.</li> <li>✓ Story scribing. Retelling stories in writing area. Sequencing the story.</li> <li>✓ Practising correct letter formation.</li> </ul> | <b>Caption Writing and Tricky Words.</b> <ul style="list-style-type: none"> <li>✓ Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>✓ Writing CVC words. Labels using CVC, CVCC, CCVC words.</li> <li>✓ Guided writing based around developing short sentences in a meaningful context.</li> <li>✓ Create a storyboard.</li> <li>✓ Practising correct letter formation.</li> </ul> | <b>Begin to write simple sentences.</b> <ul style="list-style-type: none"> <li>✓ 'Hold and write a sentence'.</li> <li>✓ Creating own story maps, writing captions and labels, writing simple sentences.</li> <li>✓ Writing short sentences to accompany story maps.</li> <li>✓ Labels and captions.</li> <li>✓ Write a sentence. Ensuring correct letter formation</li> </ul> | <b>Writing simple sentences. 'Hold and write a sentence'.</b> <ul style="list-style-type: none"> <li>✓ Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces.</li> <li>✓ Form lower-case and capital letters correctly.</li> <li>✓ Write 2 sentences. Ensuring correct letter formation.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Story writing, writing sentences using a range of tricky words that are spelt correctly.</li> <li>✓ Beginning to use full stops, capital letters and finger spaces.</li> <li>✓ Using familiar texts as a model for writing own stories. Write a character description.</li> <li>✓ Write three sentences with beginning, middle and end.</li> <li>✓ Using correct letter formation.</li> </ul> |
| <div> <b>Early Learning Goal</b> <ul style="list-style-type: none"> <li>✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>✓ Write recognisable letters, most of which are correctly formed.</li> <li>✓ Write simple sentences and phrases that can be read by others.</li> </ul> </div> <div> <b>Religious Education Learning Goal</b> <ul style="list-style-type: none"> <li>✓ Recognise and begin to spell key religious words.</li> </ul> </div> |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |



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 Write simple phrases and sentences about Bible and religious stories or simple prayers.

### Mathematics

Mathematics helps children make sense of the world around them through numbers, shapes, patterns, and measures. In the early years, maths is taught in fun and practical ways that relate to everyday life.

**There are two main parts to maths in the EYFS:**

#### 1. Number

This involves understanding and using numbers confidently.

**Children develop skills like:**

-  Counting reliably (e.g. 1–10 and beyond)
-  Recognising and writing numbers
-  Matching numbers to groups of objects
-  Understanding more or less
-  Adding and taking away using real objects
-  Spotting patterns and beginning to understand number bonds (e.g.  $3 + 2 = 5$ )

**How we support this in school:**

-  Singing counting songs and rhymes
-  Counting during everyday activities (e.g. how many children at the table?)
-  Using number games, puzzles, and interactive resources
-  Practical activities like sorting, matching, and grouping objects

#### 2. Numerical Patterns (Shape, Space and Measure)

This part helps children understand how things are related and compared.

**Children develop skills like:**

-  Recognising and describing shapes
-  Using everyday language to talk about size, weight, length, time, and position
-  Creating and spotting patterns (e.g. red-blue-red-blue)
-  Comparing quantities and solving simple problems



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### How we support this in school:

- Using building blocks, shapes, and construction toys
- Exploring patterns with beads, colours, and natural materials
- Measuring during play (e.g. baking, water play, or building towers)
- Talking about the order of the day and using timers or clocks

### Why is Maths Important?

Early maths helps children:

- Develop problem-solving and thinking skills
- Understand the world around them
- Build confidence in using numbers and patterns
- Prepare for more formal learning in primary school

In school, we make maths meaningful and fun by using songs, stories, hands-on activities, and games. In addition, we use White Rose Hub Maths scheme to support the teaching of maths,

| White Rose Hub Scheme | Mathematical experiences:                                                                                                                                                                               | It's me 1, 2, 3!                                                                                                                                                                                           | Alive in 5:                                                                                                                                                                            | Building 9 and 10:                                                                                                                                                                                 | To 20 and beyond:                                                                                                                                                                  | Find my pattern                                                                                                                                                               |
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|                       | <b>Getting to know you:</b> <ul style="list-style-type: none"> <li>Counting rhymes and songs.</li> <li>Classifying objects based on one attribute.</li> <li>Matching equal and unequal sets.</li> </ul> | <ul style="list-style-type: none"> <li>Representing 1, 2 and 3.</li> <li>Comparing 1, 2 and 3.</li> <li>Composition of 1, 2 and 3</li> <li>Circles and triangles.</li> <li>Positional language.</li> </ul> | <ul style="list-style-type: none"> <li>Introducing zero.</li> <li>Comparing numbers to 5.</li> <li>Composition of 4 and 5.</li> <li>Compare mass</li> <li>Compare capacity.</li> </ul> | <ul style="list-style-type: none"> <li>Counting to 9 and 10.</li> <li>Comparing numbers to 10.</li> <li>Bonds to 10.</li> <li>3D shapes.</li> <li>Spatial awareness.</li> <li>Patterns.</li> </ul> | <ul style="list-style-type: none"> <li>Build numbers beyond 10.</li> <li>Count patterns beyond 20.</li> <li>Spatial reasoning 1.</li> <li>Match, rotate and manipulate.</li> </ul> | <ul style="list-style-type: none"> <li>Doubling.</li> <li>Sharing and grouping.</li> <li>Even and Odd.</li> <li>Spatial awareness 3.</li> <li>Visualise and build.</li> </ul> |
|                       |                                                                                                                                                                                                         | <b>Light and dark:</b> <ul style="list-style-type: none"> <li>Representing numbers to 5.</li> </ul>                                                                                                        | <b>Growing 6, 7, 8:</b> <ul style="list-style-type: none"> <li>6, 7 and 8</li> <li>Combining two amounts.</li> <li>Making pairs.</li> </ul>                                            | <b>Consolidation</b>                                                                                                                                                                               | <b>First, then, now:</b> <ul style="list-style-type: none"> <li>Adding more.</li> <li>Taking away.</li> <li>Spatial awareness 2.</li> </ul>                                        | <b>On the move:</b> <ul style="list-style-type: none"> <li>Deepening understanding.</li> <li>Patterns and relationships.</li> </ul>                                           |



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|  | <ul style="list-style-type: none"> <li>Comparing objects and sets.</li> <li>Subitising.</li> <li>Ordering objects and sets / introduce manipulatives.</li> </ul> <p><b>Matching, Sorting and Patterns.</b></p> <p><b>Just like me:</b></p> <ul style="list-style-type: none"> <li>Opportunities at looking at different shapes, sizes, and colours of objects both man-made and natural.</li> <li>Children should be able to identify, describe the objects, match and sort into the same category.</li> <li>Opportunities to compare</li> </ul> | <ul style="list-style-type: none"> <li>One more one less.</li> <li>Shapes with four sides.</li> <li>Time.</li> </ul> | <ul style="list-style-type: none"> <li>Length and height.</li> <li>Time.</li> </ul> |  | <ul style="list-style-type: none"> <li>Compose and decompose.</li> </ul> | <ul style="list-style-type: none"> <li>Spatial mapping 4.</li> <li>Mapping.</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>amounts and say which has more or fewer, which is taller/shorter, longer/shorter.</p> <p>Opportunities to make a pattern.</p> <p>Children should explore how to make their own repeating pattern.</p> <p>They should be able to complete a repeating pattern using colour, size or different size</p> |  |  |  |  |  |
| <p><b>Early Learning Goal</b> <span style="float: right;"><b>– Number:</b></span></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>Early Learning Goal</b> <span style="float: right;"><b>– Numerical Patterns:</b></span></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> |                                                                                                                                                                                                                                                                                                          |  |  |  |  |  |



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### Understanding the World

Understanding of the World helps children make sense of the world around them by exploring people, places, technology, and nature. It builds a foundation for learning in subjects like science, history, and geography later on.

**This area of learning is divided into three parts:**

#### 1. Past and Present

Children begin to understand the concept of time by learning about themselves and others, including events in their lives and the lives of people around them.

**Children develop skills like:**

- Talking about themselves and their families
- Noticing how they've changed as they've grown
- Learning about different people's experiences, cultures, and traditions
- Comparing life now with life in the past

**How we support this in school:**

- Talking about birthdays, family events, and changes over time
- Sharing photos and stories from home
- Learning about festivals and special occasions from different cultures
- Exploring history through stories, role play, and themed activities
- Following the Kapow scheme for history

#### 2. People, Culture and Communities:

Children learn about the world they live in, the people around them, and the similarities and differences between themselves and others.

**Children develop skills like:**

- Recognising that not everyone's life is the same
- Learning about different jobs, traditions, and ways of living
- Talking about places they've been or heard about
- Becoming respectful and curious about other cultures

**How we support this in school:**

- Celebrating a wide range of cultural events and festivals



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- Inviting visitors (e.g. police officers, firefighters, or parents) to talk about their roles
- Sharing books and resources that reflect diverse families and communities
- Talking about where children live and their local area

#### 3. The Natural World:

Children explore nature, materials, and the environment. They begin to understand how things work and change.

##### Children develop skills like:

- Observing animals, plants, and weather
- Exploring materials like water, sand, and soil
- Asking questions about what they see and experience
- Talking about the seasons, lifecycles, and the environment

##### How we support this in school:

- Outdoor learning, gardening, and nature walks
- Exploring materials and conducting simple investigations
- Talking about how to care for the environment (e.g. recycling, looking after nature)
- Watching things grow and change over time
- Following the Kapow scheme for science, geography and history

#### Why is Understanding the World Important?

##### This area helps children:

- Build curiosity about the world around them
- Respect different people and ways of life
- Develop early science and geography knowledge
- Begin to think like little explorers, historians, and scientists!

At school, we create hands-on, meaningful experiences that help children explore the world through play, conversation, and discovery.

|                         |                                               |                                                         |                                                               |                                                                      |                                                    |                                            |
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| <b>Past and Present</b> | Who is in my family?                          | <b>Links to festivals:</b><br>Bonfire night, Christmas. | Can talk about what they have done with their families during | <b>Exploring Dragons and Castles.</b><br>Do homes look like castles? | Looking at photos of occupations past and present. | Exploring the seaside now and in the past. |
|                         | Commenting on photos of their family – naming |                                                         |                                                               |                                                                      |                                                    |                                            |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>who they can see and of what relation they are to them.</p> <ul style="list-style-type: none"> <li>Can talk about what they do with their family and places they have been with their family.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction.</li> <li>Ourselves – parts of the body.</li> <li>Role play – home setting.</li> <li>Their past and their life as a baby</li> </ul> | <ul style="list-style-type: none"> <li>What does it mean to remember?</li> <li>Remembrance Day.</li> </ul> | <p>Christmas' in the past.</p> <ul style="list-style-type: none"> <li>Show photos of how Christmas used to be celebrated in the past.</li> <li>Ernest Shackleton - Little People, Big Dreams</li> </ul> | <ul style="list-style-type: none"> <li>Are there some castles in the present?</li> <li>Do dragons live now?</li> <li>Role-play – Knights and Princesses in the castle.</li> <li>Understanding the past through stories and storytelling</li> </ul> | <ul style="list-style-type: none"> <li>Discussing how they have changed.</li> <li>How do we know it's an old photo?</li> </ul> |  |
| <p><b>Early Learning Goal</b> <span style="float: right;"><b>- Past and Present</b></span></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                                |  |



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## Religious Education Learning Goal

## - Past and present

- ☛ Talk about the lives and roles of the parish priest and people in their local parish.
- ☛ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard.
- ☛ Begin to understand the past through settings, people, and events encountered in Bible and religious stories.
- ☛ Recognise key people in the history of the people of God.

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| <b>People, Culture and Communities</b> | <ul style="list-style-type: none"> <li>☛ Describing their environment around them.</li> <li>☛ Can they locate their home on google maps? Exploring what makes a family.</li> <li>☛ The varying members of a family unit.</li> </ul> | <b>Links to festivals:</b> <ul style="list-style-type: none"> <li>☛ Bonfire night</li> <li>☛ Diwali</li> <li>☛ Christmas Role play</li> <li>☛ Christmas home scene.</li> <li>☛ Cultural Events – Halloween (Trick or Treat),</li> <li>☛ Bonfire Night,</li> <li>☛ Remembrance Sunday,</li> <li>☛ Christmas, Diwali.</li> <li>☛ Use world maps to show children where some stories are based.</li> </ul> | <ul style="list-style-type: none"> <li>☛ Chinese New Year – how is it celebrated</li> <li>☛ How is it different to New Year here?</li> <li>☛ Celebrating our differences</li> <li>☛ Describing their local habitat and a contrasting country.</li> <li>☛ What are the similarities and differences</li> <li>☛ Exploring Africa/Polar regions.</li> </ul> | <ul style="list-style-type: none"> <li>☛ Maps of Little Red Hen's farmyard.</li> <li>☛ Maps of Little Red Riding Hood's journey through the wood.</li> <li>☛ Developing maps of the outdoor area.</li> </ul> <b>Significant cultural events:</b> <ul style="list-style-type: none"> <li>☛ Pancake Day</li> <li>☛ Easter</li> <li>☛ Mother's Day</li> </ul> | <ul style="list-style-type: none"> <li>☛ Describing the farm environment and what the animals' needs are.</li> <li>☛ Exploring the difference between life in our town to life on a farm.</li> </ul> | <b>Consolidation</b> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      | Use the Jolly Postman to draw information from a map and begin to understand why maps are so important |                                                                 |                                                                 |                                                          |                                                   |
| <b>Early Learning Goal:</b> <span style="float: right;"><b>- People and Communities</b></span> <ul style="list-style-type: none"> <li> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li> 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.</li> <li> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul><br><b>Religious Education Learning Goal</b> <ul style="list-style-type: none"> <li> Talk about their immediate environment around them, noticing God's wonderful world.</li> <li> Build an understanding that they are part of a parish, school, local, and global community.</li> <li> Know that they are a child of God.</li> <li> God made them and loves them.</li> <li> Recognise experiences of baptism and being welcomed into the Church and parish family.</li> <li> Talk about what they know about religious beliefs and listen to the beliefs of others.</li> <li> Know some similarities and differences between life in this country and life in other countries.</li> <li> Recognise religious signs and symbols.</li> </ul> |                                                      |                                                                                                        |                                                                 |                                                                 |                                                          |                                                   |
| <b>The Natural World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Exploring the natural world around the outdoor area. | Exploring light and dark.<br>How can we see in the dark?                                               | Seasons – Winter – differences and changes over time – weather, | Seasons – Spring – differences and changes over time – weather, | Care and concern for living things. Planting Sunflowers, | Exploring the differences between land and water. |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Describing what they see, hear and feel outside.</li> </ul> | <ul style="list-style-type: none"> <li>Seasons – Autumn – differences and changes over time – weather, animals and plants.</li> <li>Nocturnal animals – making sense of habitats.</li> <li>Which animals are nocturnal?</li> </ul> | <ul style="list-style-type: none"> <li>animals and plants.</li> <li>Melting ice experiments.</li> <li>Non-fiction arctic environment and animals.</li> <li>Comparing the Arctic to their local environment – small world role-play.</li> </ul> | <ul style="list-style-type: none"> <li>animals and plants.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> </ul> | <ul style="list-style-type: none"> <li>beans and other flowers.</li> <li><b>Role-play:</b> garden centre.</li> <li>Observing minibeasts.</li> <li>Looking after the caterpillars.</li> </ul> | <ul style="list-style-type: none"> <li>Introduce the children to recycling and how it can take care of our world.</li> <li>Look at what rubbish can do to our environment and animals.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> </ul> |
| <b>Early Learning Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                         |
| <b>- The Natural World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> |                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                         |



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#### Religious Education Learning Goal

#### - The natural world

-  Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world.
-  Talk about the gifts given to people by God that help us to make, build, and work.  
Know some similarities and differences between people and places around the world.
-  Know that they are responsible for looking after their world and experience ways in which they can make a change.

#### Expressive Arts and Design

Expressive Arts and Design allows children to explore their creativity, imagination, and emotions through art, music, movement, dance, role play, and design. It helps children express themselves in different ways and builds confidence and enjoyment in learning.

**This area is divided into two parts:**

##### 1. Creating with Materials

Children explore different materials, tools, and techniques to create, design, and build.

**Children develop skills like:**

-  Drawing, painting, and making models
-  Using scissors, glue, and other tools safely
-  Exploring colour, texture, and shape
-  Making choices about how to create something
-  Talking about their creations and what they're doing

**How we support this in school:**

-  Providing a wide range of art and craft materials
-  Encouraging children to experiment and be imaginative
-  Celebrating children's artwork and creations
-  Linking art to stories, topics, and real-world objects

##### 2. Being Imaginative and Expressive



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Children use their imagination through music, role play, dance, and storytelling.

#### Children develop skills like:

- 🏰 Singing songs and rhymes
- 🏰 Moving to music and creating dance routines
- 🏰 Using props and costumes in role play
- 🏰 Making up their own stories, songs, and performances
- 🏰 Acting out ideas from books, real life, or their imagination

#### How we support this in school:

- 🏰 Daily singing, music, and movement activities
- 🏰 Role play areas (e.g. home corner, shop, hospital) to spark imagination
- 🏰 Storytelling and drama games
- 🏰 Encouraging children to perform and share their ideas

#### Why is Expressive Arts and Design Important?

##### Creative play helps children:

- 🏰 Express thoughts and feelings in different ways
- 🏰 Build confidence and independence
- 🏰 Develop fine motor and coordination skills
- 🏰 Explore ideas and solve problems
- 🏰 Enjoy learning and feel proud of their work

| Expressive Arts and Design | Creating with Materials:<br>Self-portraits -<br>Use of the continuous provision and | Creating with Materials:<br>Linking colours to festivals. | Creating with Materials:<br>Winter pictures and scenes. | Creating with Materials:<br>Spring pictures.<br>Flower artwork. | Creating with Materials:<br>Farm pictures<br>Healthy Eating collages. | Creating with Materials:<br>Summer pictures. |
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| <b>Creating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>how to use the paint and workshop areas.</p> <p>Autumn pictures.</p> <p>Mixing colours and exploring textures.</p>                 | <p>Firework pictures. Rocket models.</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards.</p> | <p>Chinese New Year – lanterns.</p>                                                                                                        |                                                                                                                              | <p>Observational drawing</p>                                                                                           | <p>Marine life pictures.</p> <p>Paper plate jellyfish.</p> <p>Making passports.</p>                       |
| <div> <div>Early Learning Goal:</div> <div>- Creating</div> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> </div> <div> <div>Religious Education Learning Goal:</div> <div>- Creating</div> <ul style="list-style-type: none"> <li>Share their creations and talk about what this represents from their learning.</li> <li>Make use of props and materials when role-playing people, they have heard about in Bible narratives and stories</li> </ul> </div> |                                                                                                                                       |                                                                                                                                                       |                                                                                                                                            |                                                                                                                              |                                                                                                                        |                                                                                                           |
| <b>Being Imaginative and Expressive</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Singing songs and learning some familiar songs –</p> <p>Harvest songs.</p> <p>Role-play – home corner.</p> <p>Small world play</p> | <p>Singing songs and learning some familiar songs –</p> <p>Christmas songs.</p> <p>Performing the Nativity.</p>                                       | <p>Singing songs and learning some familiar songs –</p> <p>Winter songs.</p> <p>Role-play – the arctic. Small world - arctic explorer.</p> | <p>Singing songs and learning some familiar songs</p> <p>Easter songs.</p> <p>Role-play – Once upon a time storytelling.</p> | <p>Singing songs and learning some familiar songs</p> <p>Spring songs.</p> <p>Role-play – farm shop/garden centre.</p> | <p>Singing songs and learning some familiar songs</p> <p>Seaside/Sea songs. Role-play – under the sea</p> |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                             | Role-play – home corner (enhanced with Christmas)                                                                                      | Chinese New Year songs.                                                            | Small world – Castles and Dragons.                                                                                  | Small world play – farmyards.                                                        |                                                                                                    |
| <b>Early Learning Goals:</b> <ul style="list-style-type: none"> <li> Invent, adapt and recount narratives and stories with peers and their teacher</li> <li> Sing a range of well-known nursery rhymes and songs</li> <li> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>                                                                                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                        |                                                                                    |                                                                                                                     |                                                                                      |                                                                                                    |
| <b>Religious Education Learning Goal:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                             |                                                                                                                                        |                                                                                    |                                                                                                                     |                                                                                      |                                                                                                    |
| <b>- Being imaginative and expressive</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                             |                                                                                                                                        |                                                                                    |                                                                                                                     |                                                                                      |                                                                                                    |
| <ul style="list-style-type: none"> <li> Recount Bible stories, poems, and prayers.</li> <li> In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher.</li> <li> Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year.</li> <li> Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience</li> </ul> |                                                                                                                                                             |                                                                                                                                        |                                                                                    |                                                                                                                     |                                                                                      |                                                                                                    |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | In-house baseline data<br>National Reception Baseline<br>Observations Baseline on SONAR<br>Little Wandle assessments<br>Parent/pupil meeting – settling in. | Observations<br>Little Wandle assessment<br>SONAR data updated<br>Pupil progress meetings<br>In-house moderation<br>EYFS team meetings | Observations<br>Little Wandle assessment<br>Maths assessment<br>SONAR data updated | Observations<br>Little Wandle assessment<br>SONAR data updated<br>Pupil progress meetings<br>Parent/pupil meeting – | Observations<br>Little Wandle assessment<br>SONAR data updated<br>EYFS team meetings | Observations<br>SONAR data updated<br>End of Year Data submitted<br>End of year Report to parents. |



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| SMSC | <b>Mutual respect.</b> <ul style="list-style-type: none"> <li>We are all unique.</li> <li>We respect differences between different people and their beliefs in our community, in this country and all around the world.</li> <li>All cultures are learned, respected, and celebrated.</li> </ul> | <b>Mutual Tolerance.</b> <ul style="list-style-type: none"> <li>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</li> <li>Mutual tolerance of those with different faiths and beliefs and for those without faith.</li> </ul> | <b>Rule of law.</b> <ul style="list-style-type: none"> <li>We all know that we have rules at school that we must follow.</li> <li>We know who to talk to if we do not feel safe.</li> <li>We know right from wrong.</li> <li>We recognise that we are accountable for our actions.</li> <li>We must work together as a team when it is necessary.</li> </ul> | <b>Individual liberty.</b> <ul style="list-style-type: none"> <li>We all have the right to have our own views.</li> <li>We are all respected as individuals.</li> <li>We feel safe to have a go at new activities.</li> <li>We understand and celebrate the fact that everyone is different.</li> </ul> | <b>Democracy.</b> <ul style="list-style-type: none"> <li>We all have the right to be listened to.</li> <li>We respect everyone and we value their different ideas and opinions.</li> <li>We have the opportunity to play with who we want to play with.</li> <li>We listen with intrigue and value and respect the opinions of others.</li> </ul> | <b>British Values.</b> <ul style="list-style-type: none"> <li>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.</li> <li>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</li> </ul> |
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