St. Giles' & St. George's Academy

Newcastle



EYFS Curriculum Learning Journey

Curriculum, Teaching and Achievement

Intent

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

Our EYFS curriculum is designed so that children build a secure body of core knowledge and vocabulary in each area of learning, sequenced in small, deliberate steps across Nursery and Reception. New learning is planned to connect explicitly to what has come before, and is revisited and consolidated over time, so that children know more and remember more.

In Nursery, our intent is to establish the foundations of communication, physical development and personal, social and emotional development through play, exploration and consistent routines, building the vocabulary, confidence and early number sense that children will draw on throughout their time in EYFS. In Reception, we build on these foundations to secure the specific knowledge, vocabulary and skills children need to meet the Early Learning Goals, including systematic, sequenced approaches to early reading and mathematics.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To sequence learning in small, cumulative steps across the prime and specific areas, so that children build secure knowledge and vocabulary and are able to apply and connect what they have learned.
- To deliver early reading and writing through Super Sonic Phonic Friends, our systematic and sequenced phonics programme, ensuring children build phonic knowledge and skills in small, cumulative steps

from Nursery through to Reception, and apply these securely to their reading and writing.

- To develop a deep and connected understanding of number, shape, pattern and measure through White Rose Maths, building mathematical knowledge and vocabulary in small sequential steps so that children can confidently apply and connect their learning.
- To build children's vocabulary explicitly and cumulatively, both through everyday communication and language teaching and through topic-specific vocabulary, so that children become confident, articulate communicators.
- To offer a wide range of rich, first-hand experiences that make learning meaningful and memorable, and that provide a context for new knowledge and vocabulary to be introduced, practised and revisited.
- To create an exciting, engaging and well-planned indoor and outdoor environment which supports independent and collaborative learning.
- To foster the development of each child's character, personal development, health and wellbeing.
- To prepare children to reach the Early Learning Goals at the end of the Foundation Stage, ensuring every child makes at least good progress from their starting points.
- To support a positive transition between Nursery and Reception, and then into Key Stage 1.



Teaching

Our EYFS curriculum follows the statutory guidance EYFS Framework 2021 and is supported by the Development Matters guidance 2021. The Characteristics of Effective Teaching and Learning are central to all planned learning experiences in our EYFS curriculum.

Through consideration of this guidance and incorporating children's interests, we implement a curriculum that is topic-based, allowing for in-depth exploration of themes and ideas, while ensuring that knowledge and vocabulary are sequenced in small, deliberate steps within each area of learning, and revisited so that children retain what they have learned. Long-term plans set out, half-term by half-term, the specific knowledge, vocabulary and skills children will be taught, building cumulatively from Nursery into Reception.

Adaptive teaching practice and questioning allows staff to support and challenge the children during their time in provision and during adult-facilitated time.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. Our curriculum is tailored and planned to promote our children's enthusiasm, curiosity, love of learning and personal development. Children are provided with a range of purposeful adult-led and independent learning opportunities through structured play and direct teaching, planned through the seven areas of learning and development:

Prime Areas

Communication and Language development is taught through a structured progression of understanding and expressive language, moving from single instructions and early vocabulary through to complex sentences, connectives and topic-specific vocabulary. In Reception, this is further supported by explicit oracy targets across four strands – Physical, Linguistic, Cognitive, and Social and Emotional – selected and taught across the year to build children's confidence and skill as communicators.

Physical Development involves providing opportunities for young children to be active and interactive, to develop their coordination, strength and balance. Gross and fine motor skills are sequenced in small steps across the year, building towards the pencil grip, tool control and body management

children need for Reception and beyond, alongside knowledge of how to live a healthy, active lifestyle.

Personal, Social and Emotional Development involves supporting cognitive development, to learn how to understand and manage their own and others' emotions, to form positive relationships with their peers and develop respect for others. Children learn about boundaries and behaviour expectations, routines, and self-regulation strategies, revisited and built upon at each stage as their independence grows.

Specific Areas

Literacy is taught to support children to develop a life-long love of reading and secure writing. Children join in with rhymes, songs and shared story times and experience a wide range of reading materials to ignite their interests. Early reading and phonic knowledge are taught through Super Sonic Phonic Friends, our systematic, sequenced phonics programme, which builds children's knowledge of sounds and letters in small cumulative steps from environmental sounds in Nursery through to blending, segmenting and reading with fluency in Reception. Children apply these skills to writing, progressing from mark-making through to writing simple, independent sentences.

Mathematics is taught through White Rose Maths, which sequences children's developing understanding of number, quantity, shape, pattern and space in small, connected steps – from early comparison and counting in Nursery through to composition of number, calculation and shape work in Reception – so that children build a deep and connected understanding of number and are able to apply what they know.

Understanding the World supports children to make sense of their expanding world and their place within it, through nurturing their wonder and curiosity, and providing sequenced opportunities to explore people, places, technology and the environment, building specific knowledge of, for example, seasons, materials, life cycles and communities as the year progresses.

Expressive Arts and Design fosters imagination, curiosity and creativity, and provides opportunities to improvise, collaborate and interact. Children explore and play with a wide range of media and materials, developing specific skills and techniques over time across art, design and technology, music, dance and role play, to share their ideas and feelings.

Our curriculum is implemented through:

- Learning through play, encouraging active learning to ensure that children are motivated and interested.
- Whole class teaching, small group adult-led or adult-facilitated activities.
- Stimulating enhanced provision and continuous provision opportunities, encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge.
- Adults scaffolding and facilitating learning through skilful interactions and effective questioning.
- Learning environments that are high quality, stimulating and exciting, and most importantly relevant to the needs and age/stage of our children.
- Opportunities for indoor and outdoor learning.
- Promoting the Characteristics of Effective Learning as an integral part of all areas of learning, reflected in our observations and assessments of children.
- Clear routines, alongside a well-planned and balanced timetable, so that children know what to expect and when, and their role within their school day.
- Planning and leading targeted small group sessions to enable adults to systematically check for understanding, identify and respond to misconceptions, and provide real-time verbal feedback.
- All adults working together to build up an assessment of each child's current attainment and next steps.
- Regular team meetings and termly pupil progress meetings to identify impact, provide support for those children not making the progress expected, and identify any changes needed to the curriculum, teaching and environment.

Achievement

The impact of this curriculum is evidenced through the monitoring of attainment and progress of all children by class teachers, and through children's growing ability to know more, remember more and do more across each area of learning.

At St. Giles' and St. George's Academy, ongoing assessment is an integral part of the learning and development process. Staff observe pupils and gather evidence using Evidence Me, to identify their level of achievement, interests and learning styles. These observations are used to shape future planning – including which small steps of knowledge and vocabulary need to be revisited or consolidated – and are shared with parents and carers.

At St Giles' and St George's Academy, we recognise that from the moment children join us at the beginning of the school day, until they go home, every minute possible is best spent with the children. We value the knowledge that staff have of each individual child, from their on-going interaction, facilitation and observation. We ensure that staff communicate this understanding of each child effectively in order to gain an accurate assessment of each child. Staff also use our Early Years Assessment Document to support their assessment of the children.

Children in Early Years are assessed against their objectives from the Early Years Framework at the data points set out in the staff handbook throughout the year, and formative assessment happens throughout their learning journey to check whether children have retained and can apply previously taught knowledge and vocabulary, informing future planning and any need for further consolidation.

Reception children are assessed against the Early Learning Goals at the end of the academic year.

By the end of the Early Years Foundation Stage, all children will have reached their personal best and achieved at least good progress across all areas of learning, aiming for a good level of development (GLD). Impact is also evident through children's successful transition into Year 1: they leave EYFS having secured the core knowledge, vocabulary and skills set out across our sequenced curriculum, and with a good understanding of how the Early Learning Goals link to the National Curriculum, ready to continue their journey as scientists, historians, artists and geographers.

Adaptive Teaching Strategies

To ensure all pupils can access our Early Years curriculum, provision and lessons, we make the following adjustments and adaptations where necessary.

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks – sometimes from the previous year group objectives • Visual supports • Word banks/phonic maps • Split teaching • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Mark target spellings only • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • CalmBrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain/Sensory breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc.) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Little Explorers Journey

Area/ Subject		Autumn 1 Nursery Rhymes	Autumn 2 Transport and Construction	Spring 1 Winter	Spring 2 Spring	Summer 1 Amazing Animals	Summer 2 Summer
Literacy	Reading / Phonics	Explore listening and attention activities Enjoy sharing a book with their key person	Environmental sounds Develop an understanding of how to turn pages	Environmental sounds Pays attention to stories for longer periods of time	Environmental sounds Answer simple questions "What is X doing?"	Instrumental Sounds introduction Using stories within their play	Instrumental Sounds Using stories within their play
	Writing Composition and Transcription	Large mark making	Using a variety of tools to mark make Upside down/vertical mark making	Beginning to mark make with more purpose 'controlled scribbling'	Vertical and horizontal lines with control in a variety of sensory materials and with a variety of mark making tools Distinguishing between the marks made	Drawing freely with a range of mark making tools Draw simple people/animals imitating circle and lines Begin to add meaningful marks Begin to copy simple patterns	Drawing freely with a range of mark making tools Make marks for name Copy simple patterns
Maths		Join in with simple number finger rhymes Explore and use shape sorters and puzzles, stacking cups	Complete inset puzzles Build with a range of resources Climbs and squeezes into different spaces in play Orally recite Numbers sometimes not correct in order	Build with a range of resources Count objects and actions in everyday contexts Compare amounts - lots, more, same	Compare sizes, bigger, little and smaller. Compare weight - heavy, light in every day contexts Make collections of 'the same' Build with a range of resources Count objects and actions in everyday contexts	Complete inset puzzles Notice Patterns Talk about patterns Arrange things in patterns in play Build with a range of resources Count objects and actions in everyday contexts	Recognise and name colours Build with a range of resources Count objects and actions in everyday contexts

Communication and Language	ECS Recap section 3 Nursery Rhymes	Remembering two things at a time Understand simple describing words Understanding that 'no' plus an object is an early negative	Learning to talk through play Understand more complex instructions Understand and use 'doing' words Listen and respond to simple instructions Name a variety of winter items	Using 'in' and 'on' at the simplest level Adding 'ing' to describe an action Understand and use 'I', 'you', 'we' Learning to use 'big' and 'little' Modelling 'wh' questions and answers Name a variety of farm animals, insects and spring objects.	Using 'in', 'on', and 'under' Learning to remember and then say the name of two things Learning to play with a friend Learning the names of colours Learn the meaning of 'where' Modelling longer sentences Name a variety of animals, their patterns and features	Encourage the use of 3 word sentences Use 'under' in a simple game Beginning to use 'what' and 'where' Understand what things are for Use simple plurals/plural forms Using 3 word sentences Name a variety of Summer objects
PSED	Transition and settling in Golden Rules, routines and expectations Build a relationship with their key person Toothbrushing Emotion stories	Build relationships and interaction through child interests Toothbrushing Emotion stories	Toothbrushing Gaining confidence in accessing the provision independently Developing friendships Calming strategies How to dress appropriately for the cold weather	Toilet training when doing nappies Toothbrushing Turn taking phrases Calming and self-regulation strategies	Independent toileting Hand washing independence Toothbrushing	Toothbrushing Talking about emotions Transition to Nursery support How to dress appropriately in the summer
PD	**Gross Motor Skills:** Shoulder pivot Parachute play Lift, carry Clap/stamp to music Action rhymes **Fine Motor Skills:** Explore different sensory materials Explore loose parts Treasure box - Natural materials	**Gross Motor Skills**: Shoulder pivot Reach and climb Use long-armed digging tools Parachute play Build vehicles/building from different construction **Fine Motor Skills**: Treasure box - wooden objects Naughty bus messy	**Gross Motor Skills**: Elbow pivot: XL paint brushes; wave ribbons, hammering, Tunnels, dens & Fitting into spaces **Fine Motor Skills**: Put on own coat Treasure box metal objects Sensory play ice/ snow	**Gross Motor Skills**: Elbow pivot Large rollers,; sweeping, stirring **Fine Motor Skills**: Treasure box - textiles Manipulate dough - make marks with tools Pouring	**Gross Motor Skills**: Shoulder and elbow pivot Use large equipment, ride bikes and scooters with support Move like animals **Fine Motor Skills**: Manipulating Variety of playdough tools. Exploring scissor skills - cutting in	**Gross Motor Skills**: Shoulder and elbow pivot **Fine Motor Skills**: Scissor Skills -model grip and begin to make snips Explore a variety of tool and textures Lacing cards

	Swimming action in variety of sensory trays Manipulate dough with hands	play Manipulate dough with rollers	Knife/ Fork Skills Manipulate Dough with cutter shapes		Playdough Threading large beads Explore a variety of tool and textures Digital Pronate Grip	
RE	Which people are special and why? Family	Which people are special and why? Jesus	What times are special to me? Birthdays etc	What times are special and why? Easter	Where do we belong?	Where do we belong?
Understanding of the World	Harvest Autumn Walk I wonder who is in my family? Family members and compare families (parents, siblings) Familiarising the environment	Mini bus ride Explore how different forms of transport work e.g. train track, car - road, plane - sky	Shrove Tuesday Explore how to keep warm in winter Explore what happens to nature during the winter Observe changes of state ice/water	Easter Spring Explore planting and growing a sunflower Explore the natural world by planting and digging Explore what happens on a farm during the spring	Tadpoles Make comparisons between themselves and animals Where does my favourite animal live? Begin to understand there are different countries/environments e.g. penguins live in the snow	Graduation Think about how they have grown since starting in LE I wonder what my senses can do? Use senses to explore sand/pebbles/water/bubbles/hot/shells I wonder what the weather is like in summer?
Expressive Arts and Design	Painting and mixed media Explore paint with whole body **Music:** Explore sounds using musical instruments	Clay Modelling - Christmas decoration. Explore paint using tools **Music**: Explore sounds using voices Role Play - Autumn and Christmas home corner	Collage Snowflakes Bird Feeders Ice painting **Music**: Make a simple instrument Role Play - winter home corner	Easter Cakes/Biscuits **Music**: Beginning to experience tone, pitch and volume Role Play - Spring / Easter home corner	Paint printing - Explore animal Patterns **Music**: Explore different rhythms, beat and using their bodies appropriately. Role Play - home corner	Building sandcastles **Music**: Action rhymes and songs Role Play - summer home corner

Nursery Journey

Area/ Subject		Autumn 1 Nursery Rhymes	Autumn 2 Bedtime Stories	Spring 1 Our Community	Spring 2 Out of this world	Summer 1 Wonderful World	Summer 2 Journeys
Literacy	Reading Comprehension	Join in with nursery rhymes Explore new vocabulary through and from the rhyme Beginning to handle books carefully, turning the pages	Begin to recognise their own name Beginning to use some story language in play Sequence beginning and end	Recognise and read their own name Point to print in the classroom Name different parts of the books	Handle books carefully, turning the pages Can talk about a story and explain what is happening	Can talk about a story and explain what is happening Uses new vocabulary from the story Can anticipate what might happen next	Can sequence beginning, middle and end of a simple story
	Writing Composition and Transcription	Mark making with a variety of tools Draw patterns in sand Move pencil from left to right Follow a maze through straight, curved and sharp bends Talks about their marks and drawings	Draw round a template Trace over pictures Tells an adult what their drawing is about for the adult to scribe (see their words become print)	Draw a picture using shapes and lines Draw and mark-make during play Gives meaning to their marks and emergent writing	Sit at a table correctly Draw a clear picture with added detail Trace over writing patterns Copy writing patterns	Use marks and early letter shapes for a purpose and tells an adult what they have written Continue writing patterns Trace over my name	Attempts to write their own name using combinations of lines, circles and letter type shapes Draw letters in the sand
	Handwriting	Fine motor- Dough Disco Gross motor- Squiggle whilst you Wiggle 1 and 2	Fine motor- Dough Disco Gross motor- Squiggle whilst you Wiggle 3 and 4	Fine motor- Dough Disco Gross motor- Squiggle whilst you Wiggle 5 and 6	Fine motor- Dough Disco Gross motor- Squiggle whilst you Wiggle 7 and 8	Fine motor- Dough Disco Gross motor- Squiggle whilst you Wiggle 9 and 10	Fine motor- Dough Disco Gross motor- Squiggle whilst you Wiggle recap
		Pre-writing skills: Apply pressures light and dark Thread beads Use tweezers to pick up small objects Use peg boards to make patterns Use lacing cards					

	Phonics	Show good listening Environmental Sounds Play listening and attention games	Instrumental Sounds Body Percussion Play listening and attention games Clap syllables in words	Sound discrimination Rhythm and Rhyme Play rhyming games Alliteration	Sound discrimination Rhythm and Rhyme Play rhyming games Alliteration	Sound discrimination Rhythm and Rhyme Play rhyming games Alliteration Oral segmenting and blending	Sound discrimination Rhythm and Rhyme Play rhyming games Alliteration Oral segmenting and blending
	Reading	Has good phonological awareness of taught aspects		Has good phonological awareness of taught aspects Recognise and read their own name		Can identify and say individual sounds in words to orally segment and blend	
Maths		Colours Recognise, match and sort colours Recognise, match and sort by size Explore and build with shapes and objects Hear and say number names Number rhymes	Number 1 - subitise, could and numeral Number 2 - subitise dice pattern, subitising random pattern, counting, numeral Pattern: notice patterns, extend AB patterns Extend outdoor and movement patterns	Number 3 - subitise, 1:1 count, numerals, triangles Number 4 - 1:1 counting, numerals, squares and rectangles, composition of 4 Number 5 - 1:1 counting, numerals, composition of 5	Pattern - create and correct Height and Length - tall, long, short, taller, longer, tallest, longest Mass linked to stories Capacity	More than, fewer than One more One less Shape 2D - sort by shape Shape 3D - sort by shape	Explore position and shape Explore routes Positional language Number composition 1-5 revision
Communication and Language		ECS to be taken Understanding 'in', 'on' and 'under' at the simplest level. Learning to remember and say the name of 2 things. Learning to play with a friend. Learning the name of colours. Learning the meaning of 'where?' To encourage the use of 3 word phrases. Using 'under' in a simple game. Beginning to use 'what?' and 'where?'.	Understand pronouns he and she. Understand prepositions behind and in front. Understand negative form (no/doesn't/isn't/can't)	Understand the function of body parts Play sociably and learn to share Develop expressive language	Understand and use verbs in the past tense Generate ideas about the function of objects Understand 'why' questions Learn to remember and say the names of 3 things	Understand 'many' and 'few' Understand 'long' and 'short' Learn the meaning of why Understand 'first' and 'last' Understand and use four-word sentences	Understand opposites (wet/dry and same/different) Understand and use pronouns (his/hers/they/theirs) Link sentences together using 'because' Learn and use Key Word Wizard Topic Vocabulary

	Understanding what things in the classroom are for. Using simple plurals.					
PSED	Self regulations and emotions Establish toileting and hand washing routines Transition support Decide and embed golden rules, routines and expectations Modelling play, safety and rules	Explore and talk about morning routines at home, evening/bedtime routines Think about what they are good at Tooth Brushing Think about how their families are different Making friends	Toileting Know how to be healthy Know how to calm themselves down and learn strategies to do this Talk about more complex emotions	Recognise and talk about more complex emotions Calming strategies	Developing friendships and playing with others Healthy food and drink Decide what they want to achieve when playing Sharing and Turn taking games	Helping others Sharing resources Appropriate ways of being assertive Transition to reception
PD	**Gross Motor** Shoulder and Elbow Pivot strengthening Bilateral movements **Fine Motor** Mould dough in simple ways Complete inset puzzles Finger play and Rhymes with puppets	**Gross Motor** Shoulder and elbow Pivot strengthening Bilateral movements **Fine Motor** Rip/tear paper Snips with scissors Hammering	**Gross Motor** Elbow and wrist pivot strengthening **Fine Motor** Use dough tools Threading Use one handed tools/equipment Scooping	**Gross Motor** Elbow and wrist pivot Strengthening **Fine Motor** Tweezers, Use one handed tools/equipment Pouring Scissor skills - Consecutive cuts forward	**Gross Motor** Wrist, hand and finger strengthening **Fine Motor** Tripod grip Buttons and zips Finger isolation Scissor skills - move the scissors along a straight line with some accuracy	**Gross Motor** Wrist, hand and Finger strengthening **Fine Motor** Tripod grip Scissor skills - curves and circles
RE	Explore school Gospel Value Intentional and Prophetic Harvest	Explore school Gospel Value Loving and Compassionate/Faith filled and Hopeful Christmas Other Celebrations	Explore school Gospel Value Learned and Wise Easter	Explore school Gospel Value Curious and Active	Explore school Gospel Value Attentive and Discerning	Explore school Gospel Value Grateful and Generous
Understanding of the World	Understand key events in my own life (birthday, coming to school) Know members of my family Explore using senses	Explore day and night Explore woodland animals Explore and describe different materials (bridges, dry, wrapping presents)	Know that people do different jobs Know what a map is used for Talks about doctors and dentists and other real-life heroes.	Know that Earth is our planet Knows that there are different places and countries in the world Identify and group different animals	Understand the key features of a life cycle of some animals in the world (caterpillar) Explore how the season is changing Say some ways to care	Know that there are different ways to travel and name different forms of transport Know that there are different places in

	Know how to care for other living things Explore how the season is changing	Discuss how people around to world celebrate Christmas	Role play's familiar people and different jobs Says where they live and talks about buildings they can see. Talks about an adventure they have been on. Explore how the season is changing	(dinosaurs) To explore space, moon, aliens To compare Superhero's to other real-life hero's To know that Dinosaurs lived in the past To use all senses to explore	for the planet Sort animals by type, where they live Plant and care for a seed/plant Know different animals live in different areas of the world. Knows the names of several animals and can recognise them.	the world to travel to and that some are hot and others that are cold and to know some features/creatures that live there Think about how people spent time at the seaside in the past To understand the seaside environment and be able to name some things might see and hear at the beach and in the ocean To talk about where they have travelled to locally and wider world and their experiences
Expressive Arts and Design	Explore instruments in the environment Explore colours and colour mixing Explore paint and using other items to paint with	Collage skills (tearing, scrunching, layering) Use mixed media in creative projects	Explore and create using a variety of materials and junk modelling resources	Use a range of different modelling resources and malleable to make aliens and monsters 'out of this world'	Use paint and colour mixing to paint their favourite animals	Explore and use a range of resources to make a lighthouse

Reception Journey

Area/ Subject		Autumn 1 Marvellous Me	Autumn 2 There's no place like home	Spring 1 Once upon a time	Spring 2 Life on the farm	Summer 1 A pirate's life for me	Summer 2 Commotion in the ocean
Literacy	Reading Comprehension	Explore the reading dogs through text of the week Handling and care of books Turning of pages	Explore new text-based vocabulary through the word wizard	Discuss main events and characters from the traditional tales	Identify unknown vocabulary Use new vocabulary in context	Use the book to find answers to simple questions (matching)	Use the pictures and words to understand more about the characters
	Writing Composition and Transcription	Pre-writing skills: Move pencil from left to right Follow a maze through straight, curved and sharp bends Draw round a template Trace over pictures Trace over writing patterns Copy writing patterns Continue writing patterns Draw letters in the sand	Pre-writing skills: Correctly hold a pencil using tripod grip Sit at a table correctly Ascribe meaning to marks- in provision Trace over my name Copy my name Write initial sounds Leave spaces between words when tracing and copying CVC Begin to build CVC words	Write dictated CVC words Hear and find sounds to build and write CVC words (beginning, then end, then middle) Write own CVC words to match a picture Trace and copy CVC captions with spaces	Writing simple lists Write dictated simple captions with a space Orally rehearse captions Write own simple captions with spaces Leave spaces and use a full stop to order and copy a given sentence Write some common exception words for example 'the' in a caption	Writing simple sentences I can see.. with a finger space, capital letter for 'I' and sometimes use a full stop Orally rehearse sentences Use openers 'I' and 'The'	Orally rehearse sentences Writing simple sentences with increasing independence Re-read what they have written Use openers 'He' and 'She' Use taught sounds to spell words

	Handwriting	Pre-writing skills: Dough disco Apply pressures light and dark Use tweezers to pick up small objects Thread beads Use peg boards to make patterns Use lacing cards	Long legged giraffes: l, t, i, u, j, y One-armed robots: r, n, m, h, b, p, k Curly caterpillars: c, o, a, d, g, q, s, f, e Zig Zag monsters: v, w, x, z	Revisit of letter patterns Long legged giraffes	Revisit of letter patterns One-armed robots	Revisit of letter patterns Curly caterpillars	Revisit of letter patterns Zig zag monsters
	Phonics	Phonological Awareness SSPF B2 G1 + 2	SSPF B2 G3, 4, 5 I, is, to, the, go, no, has, his, as, of, into	SSPF B2 G6 B3 G1 + 2 her, was, you, he, she, we, me, be, they	SSPF B3 G3, 4, 5 by, my, are, all, some	SSPF B3 G5, 6, 7 come, so, do, little, out	Recap and Mastery
	Reading	Segment and blend to read CVC words fluently		Segment and blend to read captions fluently Show an understanding of the caption Sight read some basics 2 tricky words		S&B to read sentences. Sight read some decodable words Show an understanding of the sentences read Sight read some basics 3 tricky words	
Maths		**Match sort and compare** **Talk about measure and patterns** **Circles and triangles** **It's me 1, 2, 3** Matching and sorting amounts. Comparing size mass and capacity. Comparing amounts. Exploring pattern. Representing 1, 2 and 3. Comparing 1, 2 and 3. Exploring circles and triangles	**It's me 1, 2, 3** **1, 2, 3, 4, 5** **Shapes with 4 sides** Recapping 1, 2 and 3. One more/ One less. Composition of 1, 2 and 3. Finding and representing 4 and 5. Composition of 4 and 5. Identify and name shapes with 4 sides. Combining shapes with 4 sides. Shapes in the environment.	**Alive in 5** **Mass and Capacity** **Growing 6, 7, 8** Introduce 0. Subitise 0-5. Find one more/less. Composition to 5. Compare mass. Explore and compare capacity. Find and represent 6, 7, and 8. One more/less. Composition of 6, 7, 8. Make pairs to find odd and even. Doubles finding and making. Combining two groups. Conceptual subitising	**Length, Height, Time** **Building 9 and 10** **Explore 3D Shapes** Explore and compare length and height. Talk about, order and sequence time. Find and represent 9 and 10. Compare numbers to 10. One more/less. Composition to 10. Bonds to 10. Doubles to 10. Explore odd/even. Recognise and name 3D shapes. Find 2D within 3D shapes. Identify, copy and continue patterns. Patterns in the	**To 20 and Beyond** **How many now?** **Manipulate, compose and decompose** Build beyond 10 (10-13, 14-20). Continue patterns beyond 10 (10-13, 14-20). Verbal counting beyond 20. Verbal counting patterns. Add more. How many added? Take away. How many taken? Select, rotate and manipulate shapes. Compose shapes. Decompose shapes. Copy 2d shape pictures.	**Sharing and Grouping** **Visualise, build and map** **Making Connections** Explore and carry out sharing. Explore and carry out grouping. Even and odd sharing. Identify units of repeating patterns. Create own pattern rules. Visualise from different positions. Describe positions. Give instructions to build. Explore

				environment.		mapping and create maps.
Communication and Language (Oracy including Wellcom snack and social)	Early Communication Screening Understand 'when' Understand that things that go together are not always the same Learning the meaning of 'after' Understand post modified sentences Understand sentences containing 'either' and 'or'	Understand and use verbs in the past tense Use prepositions 'behind, in, under' Understand emotions through facial expressions Understand questions words through use of stories Remember and say 5 things Superlatives 'biggest and smallest'	Understand which day comes next Understand Passive sentences Identify emotions Begin to understand idioms Predict what might happen next	Understand periods of time Remember more and more information Use category manes and explain the differences between things Make inferences using idioms	Consolidation of previous taught objectives. Teacher to identify any objectives that might need consolidation for their individual class.	Consolidation of previous taught objectives. Teacher to identify any objectives that might need consolidation for their individual class.
	Throughout the year, Reception children will be given oracy targets from the following lists. Opportunities for these will be planned for throughout the year. It is the teacher's discretion which targets are selected for which points in the year based on the cohort, as long as all are covered across a year. Physical: To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others. To use gesture to support meaning in play. To speak audibly so they can be heard and understood. Linguistic: To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. Cognitive: To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next. To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail. Social and Emotional: To listen to others. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently.					
PSED (including PSHE)	Settling in Following new routines Recognising and identifying different emotions **Being Me in my World** Help others feel welcome. Work with others. Know and care about others' feelings.	**Celebrating Difference** Make comparisons. Understand bulling and how to deal with confrontation. Make new friends. Know how to celebrate differences.	**Dreams and Goals** Know what a goal is and set one. Think about what it means to be successful. Know how to tackle challenges.	**Healthy Me** Make a healthy choice and name some. Make a healthy meal plate. Know why physical activity is good for us. Know how to keep safe (strangers, crossing roads). How to be a good friend.	**Relationships** Know what it means to belong. Know how to build good relationships with friends and family. Know who their family are. Know how to celebrate the special people.	**Changing Me** Know what makes them unique. Can express their feelings. Understand and respect changes. Know that changes are good too. Know who to ask for help.
PD (including	**Fundamentals**	**Forest School**	**Dance**	**Forest School**	**Ball Skills**	**Forest School**

PE)	Use big steps to run and small steps to stop. Hold out arms to balance. Bend knees when jumping and landing. One foot for hopping	Exploring how to be in the woodland safely. Explore negotiating space.	Move bodies in different ways. Change an action to show an idea. Negotiate space.	Create a shelter for insects using natural objects. Use fine and gross motor skills when building. Work together.	Look at a target when sending a ball. Have hands out ready to catch. Watch the ball as it comes towards them. Begin to dribble.	Use a simple map of the woodland. Make their own map of the woodland .Negotiate space.
RE	**What makes people special?** Know why they are special. Name someone special to them. Know why Jesus and Moses are special to Christians	**Why do Christians perform a nativity?** Know the significance of people involved in the nativity. Understand why Christians celebrate the birth of Jesus	**How do people celebrate?** know how different people celebrate times of year including: New Year UK, Chinese New Year, Nowruz (Persian), Holi (Hindu),	**Why do Christians put a cross in the Easter garden?** Know the events in holy week. Understand the significance of the symbol of the cross for Christians. Link thoughts to the good Samaritan	**What can we learn from stories?** Know what the moral of the story means through: the boy who cried wolf, the crocodile and the priest, Bilal and the beautiful butterfly, the gold giving serpent	**What makes places special?** Name a special place to them. Know why different places are special to others including: homes, holidays, churches, mosques and synagogues.
Understanding of the World (including aspects of history, science, geography)	Know similarities and differences between themselves and others Organise themselves Explore how they have changed over time Know some different parts of the body and what they are for Explore our own and other family backgrounds Explore seasonal changes (Autumn)	Follow directions Explore and draw simple maps Explore map symbols Know which country we live in Compare homes (building types and homes from around the world) Know different ways of travelling	Explore seasonal changes (Winter) Explore different materials (little red basket) Explore effects of liquids (ginger bread man) Explore the best material to build a house (three little pigs) Know that fairy tales are told for years and years	Life cycle of a chick. Know the different animals that live on the farm and what products we might get from them or their job on the farm. Compare our environment to the farm. Organise the farm animals.	Explore, use and make simple maps Compare their lives to the life of a pirate. Explore things that float and sink. Test different materials to build a boat.	Know that not all animals that live in the sea are fish. Know what life might be like beneath the waves. Explore how things survive in the sea. Make comparisons between animals on land and in the sea.
Expressive Arts and Design (including Art, DT and Music)	**Art - Drawing** **Self Portrait** Explore and observe to draw **Exploring Music in the environment built around firm foundations of**	**DT - Structures** **Junk Model Homes** Compose and decompose shapes. Explore materials freely. Choose the right resources to carry out a plan	**Art - Painting Mixed Media** **Bear Hunt** Explore colour and textures Explore materials freely **Celebration Music**	**DT - Cooking/Nutrition** **Fruit Kebabs** Use a variety of different tools Develop their own ideas **Music and Movement**	**DT - Mechanisms** **Design a pirate ship** Explore different materials Explore materials freely Choose the right resources	**Art - Painting Mixed Media** **Commotion in the Ocean** Explore a range of artistic effects Explore materials freely

	phonics Notice changes in volume. Say what they like/dislike about music. Explore the different sounds objects make.	**Exploring Sound** Explore vocal, body, instrumental, environmental and nature sounds	Know and listen to special songs that celebrate different events. Explore spontaneous movement with different parts of their body.	Explore action songs and finding the beat. Explore tempo and pitch through dance. Do a music and movement performance.	**Musical Stories** Move to music, use actions when storytelling. Use instruments to represent actions. Compose a musical story.	**Big Band** What makes an instrument. Explore an orchestra. Explore tuned and untuned instruments. Complete a performance.