


“We are a Catholic community, living and learning in faith. Through the Gospel values of faith, hope, trust and love, we aim to recognise individuality and enable each other to fulfil our potential”

St Cuthbert’s Catholic Primary School
Early Years Foundation Stage Curriculum Map

Early Years Foundation Stage - Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children’s interests	All About Me!	Seasons and Celebrations	Once Upon a time	The Farm Superheroes (real and storybook)	All creatures great and small	Under the Sea
RE - RECD	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
RHE - TenTen	Created and Loved by God Developing an understanding of valuing themselves		Created to love others Relationships with family and friends Online safety		Created to live in community Service in the wider community Goals and ambitions for life	
RHE – life modules	Super me! & How I feel	Look what I can do! & My body	Being safe	Positive Relationships & Working together	Reach for the stars	Me and my world
High quality Texts	Harry and the Dinosaurs go to School The Colour Monster The Invisible String Lost and found A quiet night in You Choose Funny Bones Jesus storybook bible When God made the world God’s very good idea	Percy the Park Keeper (series) We’re Going on a Bear Hunt Kipper’s Birthday Stickman The Christmas Story Jesus’ Christmas Party The Christmas promise Mary’s little donkey Song of the stars The littlest watchman The longest wait Joy to the world	Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Little Red Hen Little Red Riding Hood The story of the three wise kings Never too little How can I pray? The boy who shared his sandwich The big umbrella Maddi’s fridge	Supertato (series) Zog Zog and the Flying Doctors Oliver’s vegetables When I grow Up The little red hen Farmer Duck Duck in the truck What the ladybird heard The scarecrows wedding The donkey that no one could ride A very happy Easter The Easter fix Be kind Mama Panya's pancakes Delphine Denise and the Mardi Gras Prize	Am I yours? How to look after your pet dinosaur The Very Hungry Caterpillar The Angry Ladybird Superworm God the Father and the best day ever The day when God made church My best friend the Holy Spirit Gently Bentley Joy This is the Church Father Ben gets ready for Mass Maybe something beautiful	Tiddler Sharing a Shell Commotion in the ocean The night pirates The pirate who said please Pirates in the supermarket Notes from Jesus If Jesus came to visit me The prisoners, the earthquake and the midnight song Paul writes a letter The friend who forgives A handful of buttons

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<p>Wow' moments / Enrichment</p>	<p>Chatter boxes Harvest Assembly Autumn Walk</p>	<p>St Cecelia Feast Day Diwali Bonfire Night Remembrance Day Nativity Production Anti- Bullying Week Visit to church- Baptism</p>	<p>Chinese New Year Fairy tale workshop. Traditional tales Science experiments</p>	<p>Mother's Day (MAGs) World Book Day Easter Bonnet Easter Egg hunt Making bread/biscuits</p>	<p>Minibeast visit Caterpillars hatching</p>	<p>Father's Day (BUDs) Pirate Day</p>
<p>Online safety & Oral Health</p>	<p>Chicken Clicking</p>	<p>Dentist role play area Visit from the dentist.</p>	<p>Smartie The Penguin Healthy Food & Cinderella's smile</p>	<p>Digiduck</p>	<p>The Selfish Crocodile</p>	
<p>COEL Characteristics of Effective Learning</p> <p>Over Arching Principles</p> 	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>					

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

BAME main characters		Cultural diversity		Neurodiversity		Physical disabilities		Different families	
So much Shine Astro Girl Lulu’s first day Baby goes to market Mommy saying Full, full full of love Maisie’s Scrapbook Jabari jumps		The big book of families Maisie’s scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin’s Grandpa Hats of Faith		Through the eyes of me Loud A Friend for Henry We’re all wonders Incredible you I see things differently Because What makes me a me?		Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don’t call me special Happy to be me Millie gets her super ears		Two Homes Love makes a family We are family More people to love me Our class is a family Love makes a family	
Fair Values	Faith	Appreciate	Articulate	Independence	Individuality	Respect	Resilience		

British values	<p>Mutual respect Where this might be seen in EYFS: Sharing outside area; School rules; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; supporting charities.</p>	<p>Mutual Tolerance Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;</p>	<p>Rule of law Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside</p>	<p>Individual liberty Where this might be seen in EYFS: In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;</p>	<p>Democracy Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills</p>	<p>British Values Where this might be seen in EYFS: In addition to previous: Our World- RE topic;</p>
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Prime Area – Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PSED</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>Children develop their personal, social and emotional skills throughout the year through by listening and discussing stories, circle time and high quality interactions .</p>	<p>Being Me in My World</p> <p>Learning about myself and similarities and differences with others. Chatterboxes - show and tell celebrating what makes me special.</p> <p>Learning about my new school/class and my place in the world.</p> <p>Self-Regulation</p> <p>Children will be able to follow one step instructions and follow our daily routine using our visual timetable.</p> <p>Children will recognise different emotions through stories, songs and circle times about our family and starting school.</p> <p>Children will focus during short whole class activities during carpet time and when working with an adult during baseline activities.</p> <p>Managing Self</p>	<p>Celebrating difference</p> <p>Learning how different families celebrate different festivals at this time.</p> <p>Self-Regulation</p> <p>Children will talk about how they are feeling and to consider others feelings when discussing how different families celebrate and their customs.</p> <p>Managing Self</p> <p>Children will understand the need to have rules when taking part in daily collective worship and discussing the school’s rules and values. Celebration collective worship celebrates those trying hard and highlights the importance of following the rules.</p> <p>Building Relationships</p> <p>Children will begin to develop friendships through free flow play and with the introduction of</p>	<p>Healthy Me</p> <p>Learning about how to keep ourselves healthy using traditional tales to explore different foods.</p> <p>Learning about Oral health with the very selfish crocodile and free flow and carpet activities to support.</p> <p>Learning about good and bad choices and the consequences of our choices on others.</p> <p>Self-Regulation</p> <p>Children will be able to focus during longer whole class lessons using a range of strategies and with support from staff.</p> <p>Managing Self</p> <p>Children will begin to show resilience and perseverance in the face of a challenge as the directed tasks during the day increase and children are set daily</p>	<p>Dreams and goals</p> <p>Learning to talk about what I would like to be when I grow up through our super heroes and people who help us learning, talking about real life heroes and the different jobs that people do.</p> <p>Self-Regulation</p> <p>Children will identify and moderate their own feelings socially and emotionally as they gain more independence dealing with friendships.</p> <p>Managing Self</p> <p>Children will develop independence when dressing and undressing to prepare for PE in Year 1.</p> <p>Building Relationships</p> <p>Children will listen to the ideas of other children and agree on a solution and compromise. This will be modelled by our peer mediators and staff at first</p>	<p>Relationships</p> <p>As the children move through the summer term they will begin to learn how to cooperate with each other and solve problems with less adult support. This is modelled in free flow learning and discussed as part of circle time. They will begin to build more relationships with others around school as they take part in more whole school activities, including with their Year 5 buddies and start to take part in transition activities to prepare them for Year 1 and meeting their new teacher and LSA.</p> <p>Self-Regulation</p> <p>Children will be able to control their emotions using a range of techniques. Children will be able to follow instructions of three steps or more as they adapt to the changes in timetable in summer term and prepare for Year 1.</p> <p>Managing Self</p> <p>Children will manage their own basic needs independently. Children will show a ‘can do’ attitude towards their learning and their friends.</p> <p>Children will learn to dress themselves independently and how to look after themselves in the hot weather, e.g. wearing a sunhat and suncream.</p> <p>Building Relationships</p>	

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	<p>Children will learn to wash their hands and access the toilets and snack area independently as part of our daily routine and supported by adults when needed.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults throughout free flow learning and through ‘getting to know you’ circle times and carpet activities.</p>	<p>more small group, collaborative work, alongside an adult.</p>	<p>challenges during their independent learning.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking and in dealing with friendship issues by using different strategies to help (e.g find a friend or peer mediator, ask an adult, using phrases to communicate wants ‘Please stop, I don’t like that’.</p>	<p>to build confidence and then independence.</p>	<p>Children will learn to work as a group. Children will have the confidence to communicate with adults around the school.</p>
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NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

Early learning Goals

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.

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.

Building Relationships: Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

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Prime Area – Communication and Language

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding Speaking Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and demonstrate ‘good listening’ during carpet time.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas, when the topic of discussion interests them.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions and be able to answer them with support when with familiar adults and their peers.</p> <p>Speaking Children will begin to be aware of new vocabulary learnt during topic lessons and begin to use it independently.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding Children will retell a familiar story using some vocabulary from the story and be able to follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how and be able to demonstrate that understanding in their answer, or actions.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events and be able to respond to what their peers say with comments or questions of their own during carpet discussions and circle time.</p>	

Early learning Goals

Listening, Attention and understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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Prime Area – Physical Development

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	PE: Personal Best Challenges TLC Hub Gross Motor Children will learn to move safely in a space around their new playground with their peers.	PE: Multi Skills Ball Skills & Games Gross Motor Children will explore different ways to travel using our playground bikes and scooters.	PE: Dance/Pilates /Yoga Games Throwing & Catching Gross Motor Children will be able to control a ball in different ways.	PE: Gym Games Bat & Ball Skill Gross Motor Children will jump and land safely from a height.	PE: Athletics OAA Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.	PE: Striking & Fielding Games Developing Partner Work Gross Motor Children will be able to play by the rules and develop coordination by taking part in team building games and preparing for sports day races.
Fine Motor Skills	Fine Motor Children will begin to use a tripod grip when using mark making tools. Developed through a range of fine motor activities such as threading and play dough.	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures during free flow choosing and as part of adult led activities.	Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Fine Motor Children will use cutlery appropriately as they begin to build independence with cutting their own food at lunchtime.	Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip.
	Get Set For PE: Fundamentals 1 Get Set For PE: Introduction to PE	Get Set For PE: Dance Unit 1 Get Set For PE: Gymnastics: Unit 1	Get Set For PE: Fundamentals 2 Get Set For PE: Introduction to PE 2	Get Set For PE: Gym Get Set For PE: Dance	Get Set For PE: Games 1 Get Set For PE: Ball Skills 1	Get Set For PE: Games 2 Get Set For PE: Ball Skills 2
	<p>How?</p> <p>Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson. Gross motor skills developed in the outside area -moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment. Climbing on climbing frame. Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.</p>					

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Early learning Goals

Gross Motor Skills:

Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

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Specific Area – Literacy

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Comprehension Visit school library (Tuesdays) Daily stories High quality interactions</p> <p>Word Reading Daily phonics lesson and 3 reading practise sessions per week.</p> <p>Writing Writing station, roleplay, letters to Santa, thank you letters, shopping lists, name writing. Writing during phonics. Writing challenges related to topic.</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will form letters correctly.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>
	<p>Phonics: RWI Children are taught whole class for the first half term and then assessed and grouped for small group sessions following RWI plans.</p>					

Early learning Goals

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

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

Writing

Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

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Specific Area – Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Opportunities for settling in, introducing the areas of provision. Key times of the day, class routines	Mass and Capacity	One more	6 7 & 8	3D Shapes	Taking away
Numerical Patterns	Exploring the continuous provision inside and out. Where do things belong? Positional language. Matching and sorting	Exploring Pattern	One fewer/less	Combining 2 amounts	Spatial awareness	Compose and decompose
	Compare amounts	Representing 1 2 & 3	Time	Making pairs	Patterns	Doubling
	Compare size	Comparing 1 2 & 3	Introducing zero	Length and height	Building numbers beyond 10	Sharing and grouping
		Composition of 1 2 & 3	Comparing numbers to 5	Time	Counting patterns beyond 10	Even and odd
		2D shapes	Composition of 4 & 5	Counting to 9 & 10	Spatial reasoning	Visualise and build
		Positional language	Compare mass	Comparing numbers to 10	Match, Rotate, Manipulate	Deepening understanding patterns and relationships
		Representing numbers to 5	Compare capacity	Bonds to 10	Adding more	Mapping
White Rose Mathematics /Mastery for Number – see separate plans.						

Early Learning Goals:

Number:

Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

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Specific Area – Understanding the World

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Spaced retrieval practice takes place once a week across the year. The children take part in a walk of the school and revisit the same points of interest along the way, taking photographs and noting the changes and the similarities. What do they remember seeing before, what can they see now? What is happening at this point of the year? Why do these changes happen? Helping children to develop observational skills, as well as their understanding and use of key vocabulary. The route of the walk is the constant, the natural world is always changing.</p>					
<p>People, Culture & Communities.</p> <p>The Natural World</p>	<p>History: What can I do now I am 4? Learning about personal History. Sharing our chatterboxes of things that are important to us and show our personal history.</p> <p>Linked with Year 1 My family history - what was life like when our grandparents were children?</p> <p>Geography: Where we live. What rooms are inside our houses? Who do we live with? Finding our houses on google earth and using describing words for our houses. Exploring maps of the school and our local</p>	<p>History: Learning stories from the past. The Christmas story. What would it have been like for Mary and Joseph to make a journey to Bethlehem in the past vs what does Bethlehem look like now?</p> <p>Changes in seasons over time. The history of Guy Fawkes and bonfire night.</p> <p>Linked with Year 1 My family history - what was life like when our grandparents were children?</p> <p>Geography: What do different celebrations look like around the world. Finding out about the</p>	<p>History: Understanding that stories can come from the past and are told and retold over time, making them sometimes different and well known around the world. Understanding the importance of kings and Queens and that they rule over others. Kings and Queen’s over time and from stories.</p> <p>Linked with Year 1 The greatest explorers - who are the greatest explorers?</p> <p>Geography: Understanding what the different countries in our stories about Jesus look like, to help us understand the story</p>	<p>History: Sequencing events. What happened first, next, through stories and through our focus on growing and changing.</p> <p>Linked with Year 1 Great inventions - transport. How did the first flight change the world?</p> <p>Geography: Learning about the job of a farmer how food is grown and where our favourite foods come from around the world.</p> <p>Linked with Year 1 People and their communities - where in the world do these people live?</p>	<p>History: Looking at changes over time with our lifecycles investigation. Learning about Mary Anning and Elizabeth Philpot in our exploration of dinosaurs.</p> <p>Linked with Year 1 The greatest explorers - who are the greatest explorers?</p> <p>Geography: Where do different animals live. Learning about the way the world would have looked at the time of the dinosaur’s. Investigating new animals being born around the world at spring time.</p>	<p>History: Learning about moving to year 1 and thinking again about changes over time and what is coming next. What can you do now that you couldn’t before? Learning about the history of pirates through our stories.</p> <p>Linked with Year 1 Great inventions - transport. How did the first flight change the world?</p> <p>Geography: Exploring the world across the oceans and looking at what lives beneath the sea.</p> <p>Linked with Year 1 Animals and their</p>

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	community. Identifying features on the map.	North Pole and watching the journey that Father Christmas would make across the world. Creating maps for different journeys from different stories.	better. What did they look like in the past, compared to now?	<p>Science: Using different materials to make our own Supertato puppets. What materials will we need to make him? Which materials are best?</p> <p>Linked with Year 1 Comparing materials</p>	<p>Linked with Year 1 Animals and their habitats - where do our favourite animals live?</p> <p>Science: Lifecycles of animals. Butterflies, frogs.</p> <p>Linked with Year 1 Parts of animals</p>	<p>habitats - where do our favourite animals live?</p> <p>Science: Creating our own pirate boats out of different materials. How can we make a boat that floats, what will make it sink?</p> <p>Linked with Year 1 Identifying materials</p>
	<p>Linked with Year 1 Our local area - what is it like where we live?</p> <p>Science: Understanding the link between adult and baby animals. Understanding how we grow and change over time.</p>	<p>Linked with Year 1 Our local area - what is it like where we live?</p> <p>Science: Looking at the features of Autumn and Winter and the changes as we move from one season to another – making observations about changes over time.</p>	<p>Linked with Year 1 People and their communities - where in the world do these people live?</p> <p>Science: Learning about what a beanstalk needs in order to grow. Making predictions and carrying out experiments to test our predictions. What do we think will happen when..?</p>		<p>Linked with Year 1 Animals and their habitats - where do our favourite animals live?</p> <p>Science: Lifecycles of animals. Butterflies, frogs.</p> <p>Linked with Year 1 Parts of animals</p>	<p>habitats - where do our favourite animals live?</p> <p>Science: Creating our own pirate boats out of different materials. How can we make a boat that floats, what will make it sink?</p> <p>Linked with Year 1 Identifying materials</p>
	<p>Linked with Year 1 Types of animals</p>	<p>Linked with Year 1 Changing seasons</p>	<p>Linked with Year 1 Plants</p>		<p>Linked with Year 1 Comparing materials</p>	<p>Linked with Year 1 Parts of animals</p>

Early Learning Goals:

People. Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

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Specific Area – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials</p> <p>Being imaginative and Expressive</p>	<p>Music: children will access a diverse range of activities that introduce them to music that aims to foster creativity and engagements. Topics will have cross-curricular links and children explore pitch, dynamics and tempo when singing and the sounds that different instruments make.</p>					
	<p>Art: Drawing: marvellous marks Exploring different ways of mark making and with different utensils. Crayons, felt tips, chalk, pencils. Drawing our self portraits and using observational skills to identify and draw the details in our faces.</p> <p>Linked with Year 1 Drawing - make your mark. Painting - colour splash.</p>	<p>DT: Cooking Designing and creating the foods for our class birthday party. Using collage materials to create our Christmas cards. Using different painting techniques to create firework pictures (focus on Jackson Polluck and his splatter paintings).</p> <p>Linked with Year 1 Food - fruit and vegetables</p>	<p>Art: Sculpture and 3D creation station Designing and creating our own sculptures using playdough and clay. Using natural resources to create 3D pictures. Building houses for the 3 pigs using a range of different materials and joining techniques. Threading baskets for Little Red Riding Hood. Designing, building and testing our own boats, to float across the river to save the Gingerbread Man.</p> <p>Linked with Year 1 Sculpture and 3D - paper play</p>	<p>DT: Textiles Exploring threading and weaving. Using different materials to make our own Supertato puppets. What materials will we need to make him? Which materials are best? Sewing our own superhero puppet!</p> <p>Linked with Year 1 Textiles - puppets</p>	<p>Art: Craft and design: Let's get crafty Exploring cutting skills and threading with a range of different resources. Learning how to adapt and change our models to make them different, or even better. Exploring joining techniques. Using paper craft to create animals.</p> <p>Linked with Year 1 Craft and design - embellishments</p>	<p>DT: Junk Modelling Using different resources and different joining techniques to create our under the sea creatures.</p> <p>Linked with Year 1 Structures - constructing windmills</p>

Early Learning Goals:

Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.