



EYFS Reception Curriculum

St John's Mead Primary School

Year A 2025-2026

Year B 2026-2027



The St. John's Mead Vision:

Our vision at St John's Mead is that every child should grow in wisdom, knowledge and skills so that they may flourish as unique human beings created in God's likeness, knowing that they are loved and valued with the potential to make a difference in the world.

We aim to make this vision a reality by:

Valuing Effort- *I am come that you may have life and have it to the full. - John 10, 10*

We recognise that God gives to each one of us gifts and talents and we aspire to learn, succeed and achieve in all areas of the curriculum offering our wisdom, knowledge and skills for the good of all. We aspire to develop a lifelong love of learning and an open and enquiring mind.

Valuing Others - *Love your neighbour as yourself- Mark 12,31*

Our values at St John's Mead School are Christian values based on Jesus' teaching and example. We are learning to recognise those values and practise them in our school life together. We encourage and support each other and seek to serve others with compassion, forgiveness and understanding in order to create a nurturing and sustaining community where all children develop socially, morally and spiritually and with an understanding of their own and other's culture. We are learning to be active local, national and global citizens with a sense of responsibility for our neighbours, near and far and a growing awareness of the challenges and opportunities to create a more just world and a healthy environment for all.

Valuing Self -*Love one another as I have loved you - John 13, 34*

We recognise that God values and loves each person as a unique individual and that Jesus taught us the measure of how we love others is how we love ourselves. St John's Mead is a place where children are learning to know, love and value themselves so that they may become seekers after truth and goodness. They are learning to be confident of their own identity and are learning about healthy lifestyle choices. Our culture of encouragement and involvement fosters hope and belief that they can make a difference in significant ways to serve the common good.

Our values help us to live out our vision:

Our core values (termly focus): Thankfulness, Perseverance, Peace, Truthfulness, Responsibility, Service

British values: Democracy, Rule of Law, Respect & Tolerance, Individual Liberty

At St John's Mead CE VC Primary School it is our intent to provide a firm foundation on which all aspects of education are built. The Early Years Foundation Stage (EYFS) provides a broad, balanced curriculum which is wide ranging in approach where the learning environment is motivating, exciting and caring in order to promote children's positive self-esteem and to foster a love of learning. We work in partnership with parents so children develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We believe all children deserve to be valued as individuals and are passionate in allowing all children to achieve their full, unique potential.

At St John's Mead CE VC Primary School we carefully develop our EYFS Curriculum considering unique needs and each stage of development. Our curriculum for the Foundation Stage is based on Prime and Specific areas of learning. The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the characteristics of effective learning. We strive to develop these key principles of "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development.

Four guiding principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- children benefit from a **strong partnership** between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

Characteristics of Effective Learning

- **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

<p>Possible themes / interests / Lines of Enquiry</p>	<p>(Settling In) 'Who am I?' (8 wks) Who we are and our families- <i>how have we changed since we were babies? Who is in my family and what do they do? (links to UW past and present)</i> Harvest (including in the past) Autumn</p>	<p>'Why Do We Celebrate?' (7 wks) Celebrations (Bdays/Christenings) Diwali- 1st Nov Bonfire Night – 5th Nov Remembrance Day Hannukah 25th Dec – 2nd Jan Christmas- Past and present</p>	<p>'How Can We Look After Our World?' (6 wks) Recycle/ Reduce/ Reuse (2 wks) Winter Chinese New Year Local area/ Our town in the past- <i>Visit high street (*avoid getting old toy box from YHC*)</i> The wider world- <i>Where in the world- CBeebies (links with UW People, Culture and Communities)</i></p>	<p>'How do we Help Each Other?' (6 wks) Occupations (*not a focus on emergency services*) Being healthy (including oral health) Spring- lifecycle of a plant Easter Tadpoles- lifecycles (*not a focus on butterflies*) Ramadan 10th March - 9th April</p>	<p>'What Animals Live on Earth?' (5 weeks) <i>(World map- researching/ plotting where animals live)</i> Dinosaurs (inc. how has the world changed since dinosaurs were living?)/ archaeologists Life cycles and growth Minibeasts</p>	<p>Year B 'What's underneath the sea?' (7 weeks?) Under the Sea/ seaside? <i>(with Nursery)</i>- (different beaches around the world)</p> <p>Year A 'What treasure can I find? (7 weeks) Pirates <i>(with Nursery)</i> consider a famous voyager? <i>Where in the world- CBeebies</i> <i>Treasure maps/ looking at maps</i></p> <p>Year B+A Reflection/Memories and transition What makes a good show? (Planning End of Year Celebration)</p> <p>(World environment day 5th June World ocean day 8th June)</p> <p>Sports day Global sports event (Olympics, women's football, euro's)</p>
<p>Termly ICT focus Barefoot Computing: Early Years EN Barefoot Computing</p>	<p>Early Years Prompt Cards Computational Thinking Poster</p>	<p>Awesome Autumn</p>	<p>Winter Warmers</p>	<p>Busy Bodies</p>	<p>Spring Time</p>	<p>Summer Fun Year B: Under the Sea Year A: Boats Ahoy</p>
<p>Termly Value Year B</p>	<p>Thankfulness</p>	<p>Perseverance</p>	<p>Peace</p>	<p>Truthfulness</p>	<p>Responsibility</p>	<p>Service</p>
<p>Termly Value Year A</p>	<p>Hope & Humility</p>	<p>Compassion</p>	<p>Courage</p>	<p>Justice</p>	<p>Trust</p>	<p>Respect</p>

<p>Possible texts <i>(Poetry Basket/ Helicopter Stories weekly)</i></p>	<p>(Non-fiction- My Family by Todd Parr)</p> <p>Introduce Poetry Basket (begin one poem a week as warm up)</p> <p>Drawing club – begin Term 1</p> <p>Colour Monster by Anna Llenas (links to Zones of Regulation)</p>  <p>Rosie's Walk by Pat Hutchins (links to Drawing Club)</p>  <p>You Choose by Nick Sharratt</p>  <p>Tomorrow I'll Be Kind by Jessica Hische</p> 	<p>Rama and Sita By Malachy Doyle</p>  <p>What the Ladybird Heard by J. Donaldson (links to Drawing Club)</p>  <p>The Magic Porridge Pot (links to Drawing Club)</p>  <p>(Non-fiction- festival texts/ Christmas around the world)</p> <p>Poetry basket</p> <p>Christmas Poetry Basket</p>	<p>Somebody Crunched Colin By Sarah Roberts (links to Drawing Club)</p>  <p>George Saves the World by Lunchtime</p>  <p>(Non-fiction- books about our world/ atlas/ local town/ past)</p> <p>The Magic Paintbrush by Julia Donaldson</p>  <p>Peepo by Janet and Allan Ahlberg- (past and present) (links to Drawing Club)</p>  <p>Poetry basket</p> <p>Non fiction- atlases/ maps</p>	<p>'In Training' Series Doctor, Astronaut, Engineer, Vet (Non-fiction- books about occupations)</p>  <p>Supertato- Veggies Assemble by Sue Hendra</p>  <p>Kitchen Disco By Clare Foges and Al Murphy</p>  <p>Year B The Three Little Pigs (T4W)</p> <p>Year A Enormous Turnip (T4W)</p> <p>Spring non fiction texts- focusing on lifecycle of plants</p>	<p>Harry and the Dinosaurs By Ian Whybrow (T4W) Year B</p>  <p>Dinosaurs Love Underpants By Claire Freedman and Ben Cort Year A</p>  <p>Year B+A Jack and the Beanstalk(T4W)</p> <p>Year B The Very Busy Spider/ The Mixed Up Chameleon Eric Carle (*not HC/ Brown Bear/ What Can you hear?*)</p>  <p>Year A Superworm by J. Donaldson</p>  <p>(Non-fiction texts about Dinosaurs and Minibeasts e.g. The Big Book Of Bugs by Yuval Zommer)</p>	<p>Year B Tiddler By Julia Donaldson</p>  <p>Year B Somebody Swallowed Stanley By Sarah Roberts</p>  <p>Year B (non fiction under the sea texts)</p>  <p>Year A Pirates Love Underpants By Claire Freedman and Ben Cort https://childhood101.com/pirate-picture-books</p>  <p>Year A The Night Pirates By Peter Harris (T4W)</p>  <p>Year A non fiction?</p> <p>Year A Lost and Found By Oliver Jeffers (voyage)</p> 
--	---	---	--	--	--	--

						<p>Shark Lady By Jess Keating</p> 
<p>Fab 5 (texts to be read daily and changed termly)</p>	<ol style="list-style-type: none"> 1. My Hair by Hannah Lee 2. The Little Red Hen 3. After the Fall by Dan Santat 4. Little Goose's Autumn by Ellie Woollard 5. Owl Babies by Martin Waddell 	<ol style="list-style-type: none"> 1. Julian is a Mermaid 2. Goldilocks and the 3 Bears 3. We're Going on a Bear Hunt 4. Look Up by Nathan Bryon/ Dapo Adeola 5. Ruby's Worry by Tom Percival 	<ol style="list-style-type: none"> 1. Sulwe By Lupita Nyung'o (change) 2. Gingerbread Man 3. Stick Man by Julia Donaldson 4. Tidy by Emily Gravett 5. The Dot- Peter H Reynolds 	<ol style="list-style-type: none"> 1. We're Going on a Monster Hunt by Malorie Blackman 2. Little Red Riding Hood 3. Izzy Gizmo by Pip Jones 4. Tilda tries Again- Tom Percival 5. Mama Panya's Pancakes by Mary and Rich Chamberlin 	<ol style="list-style-type: none"> 1. The Undefeated Kwame Alexander, Kadir Nelson (change) 2. Jack and the Beanstalk 3. Perfectly Norman- Tom Percival 4. Dragon post by Emma Yarlett 5. The Perfect Fit by Naomi Jones 	<ol style="list-style-type: none"> 1. The Lighthouse Keeper's Lunch by Ronda and David Armitage 2. 3 Billy Goats Gruff 3. Pink is for Boys- Bobb Pearlman 4. The Last Wolf by Mini Grey 5. The Lion Inside by Rachel Bright and Jim Field
<p>WOW moments</p>	<p>Nursery Rhyme Challenge (ourselves/ autumn/Humpty Dumpty- science day)</p> <p>Request Life Bus earlier in the year (preferably T4)- see PSHE lead</p>	<p>(Birthdays/ celebrations-science day)</p> <p>Interfaith day (15/11)</p> <p><i>*request loan box for next term</i></p> <p>Book week poet in 8th 11-15 Nov</p> <p>Anti-bullying/ Parliament week 18-22 Nov</p>	<p>Chinese new year (29th Jan)</p> <p>(Winter- snow/ice/The Gingerbread Man- science day)</p> <p><i>*request dentist visit for next term</i></p>	<p>(Spring-farm-science day)</p> <p>Red Nose Day 15th March</p> <p>British Science Week 7-16 March</p> <p>World Poetry Day 21st March</p> <p>World Water Day 22nd March</p> <p>World Health Day 7th April</p> <p>Life Bus</p>	<p><i>*request loan box for next term?</i></p> <p>(Animals in my garden/ Dear Zoo/ Dinosaurs Day Out-science day)</p>	<p>(Rainbow fish/Summer: fruit – science day)</p>
<p>Cultural capital</p>	<p>Apple Week (wk 3)- harvesting/ sim/diff-change</p> <p>Maths – size, shape, colours</p>	<p>Church Visit x2 Explore, Celebrate Christmas – Nativity service</p>	<p>Visits to the high street (begin attending 'open the book' assemblies)</p> <p>Yate Heritage Centre- 'Yate through the Ages'/ 'Homes in the Past' box</p>	<p>Church Visit – Easter</p> <p>DT Bench- building a boat</p>	<p>Trip: Court farm</p> <p>Chicken visit (Amie bring in)</p> <p>Bristol museum – Dinosaur Archaeologists Dinosaurs Natural History Museum (nhm.ac.uk)</p>	<p>EYFS Fair</p>
<p>Forest school (Weekly)</p>	<ul style="list-style-type: none"> ➤ Exploring school grounds (tree climbing, swings, hammocks) ➤ Message centre ➤ Feeling monsters, Clay/mud faces ➤ Rosie's walk (journeys, positional vocab) ➤ Fire safety 	<ul style="list-style-type: none"> ➤ Fire safety – S'Mores ➤ Seasonal changes – Autumn ➤ It's not a stick ➤ Leaf Man and leaf art ➤ Muddy Maths 	<ul style="list-style-type: none"> ➤ Seasonal changes – Winter ➤ Litter picking ➤ Bird watching: RSPB Big school ➤ Fire safety – Crumpets 	<ul style="list-style-type: none"> ➤ Den making ➤ Wind chimes – kits, wind socks ➤ Nature wind chimes ➤ Weeding ➤ Seasonal changes – Spring ➤ Fire – toasting hot cross buns ➤ Art day Symmetry – natural symmetry nature symmetry artwork 	<ul style="list-style-type: none"> ➤ Sensory exploration: Barefoot walk, Lie down cover eyes/ears ➤ RE: God in Nature ➤ Animals in my garden: Minibeast hunt, Minibeast making, clay, mud, sticks, leaves, bug hotels ➤ Archaeologists—Dinosaur egg hunt, Making dinosaur nests, Excavation (bones, sand, brushes), Measuring dinosaurs. ➤ Fire – banana parcels? 	<ul style="list-style-type: none"> ➤ Weeding Reception outdoor area and allotment. Planting Home grown plants ➤ Duplicate game – natural materials ➤ Sports day ➤ Following a treasure map to locate pitrites lost treasures/Mapping out the planets in the solar system (R & N) ➤ Loose parts Pirate shipsrocket making (R & N) ➤ Cairn building—towers with stones ➤ Creating stick photo frames using string ➤ Natural instruments ➤ Tools (whittling, sawing)

Notable people	My family – Tapestry sharing photos of families, culture, celebrations	Artists: Matisse and Kandinsky	Ms Tai (1 st hand Chinese new year)	Occupations - Visits from family members/relatives firefighter/ police/ doctor/PT/ Oral Health workshop – Dentist and dental nurse World Oral Health Day 20 th March M.C Escher, Charles Rennie Mackintosh, Jason Galles, Walter Crane	Naturalists: Steve Backshall David Attenborough Palaeontologists: Dong Zhiming/Jack Horner	Eugene Clarke- pioneering scuba diver and marine biologist. Mr Dyson- first hand experience with diving.
Parental engagement opportunities <i>(Tapestry ongoing/ termly jigsaw home learning suggestions)</i>	Parents lunch NRC performance/ Stay and Play session (Fine and gross motor skills) Parents Evenings	Nativity performances Grandparents Day Phonics/Reading Workshops	Writing workshop *Set up & share Numbots logins for home use*	Easter celebration Mother's Day 27.03.22 Parents evening Maths workshop		End of Year Celebration Father's Day 19.06.22 Home Visits (new cohort) Stay and play session
Opportunities for continuous provision						
Vocabulary for themes/ lines of enquiry	<ul style="list-style-type: none"> Family, friends, brother, sister, community, grandparents, home, park, library, museum, police, firefighter, nurse. Sad, angry, scared, happy, emotions, calm, love, fearful. Autumn: change, harvest, crops, vegetables, giving thanks, colours, fallen, hibernation, crunchy, crisp Weather: clouds, sunshine, rain, foggy, windy, wet, cold Position, under, over, around, through, next to, beside, behind. 	<ul style="list-style-type: none"> Celebration, belief, Diwali, diva, fireworks, remembrance, tradition, Christmas, Jesus, nativity (and associated language), past, before, Remembrance, poppy. <p>Non fiction, poetry, rhyming, onset</p>	<ul style="list-style-type: none"> Winter: bare, frosty, dead, snow, ice, cold, nature. Weather related words: clouds, sunshine, rain, snow, ice Recycle, reduce, reuse, protect, compost, environment, decay, landfill, rot, decompose. Countryside, city, town, Yate, Chipping Sodbury, Bristol, England, United Kingdom, Europe, map, sea, land. China, celebration, dragon, lion, emperor, Chinese food related words. 	<ul style="list-style-type: none"> Balanced diet, fruit, vegetables, 5 a day, well-being, physical and mental health, exercise, healthy, screen time. Toothbrush, toothpaste, gums, dentist, brushing. Spring: bud, blossom, bloom, growth, roots, shoots, new life. Weather related words: clouds, sunshine, rain etc Occupations, architect, engineer, scientist, police (other titles for jobs/ professions) Easter: belief (some people), reborn, new life, Jesus, cross, forgiveness, Bible, disciples. 	<ul style="list-style-type: none"> Life cycles: frog, tadpole, frogspawn, froglet, butterfly, caterpillar, egg, chrysalis, change, cycle. Dinosaurs- triceratops, t-rex, spinosaurus, pterodactyl (other dinosaurs), herbivore, carnivore, omnivore Mini beasts: worm, spider, woodlice, earwigs, centipede, legs, body, head, antennae, thorax,, habitat. 	<ul style="list-style-type: none"> Moving-on, older, transition, reflect, memories, change. Year B Sea (introduce some sea names e.g. Caribbean), beach, seaside, shore, sea bed, coral, tide, waves, ocean zones, (various sea creature names), Jacques Cousteau Year A: Space, atmosphere, oxygen, astronauts, Neil Armstrong, Buzz Aldrin, Tim Peake, planets, moon, sun, stars, comets, rocket, space station, satellite
KS1 Topics (Year A)	<p>Hist/ Geog/ DT: 999 Emergency Services 'Great Fire of London'</p> <p>Sci: Living Things – habitats and the 7 life processes. Hist: Looking at herbivores, omnivores and carnivores. Events beyond living memory that are significant nationally – Great Fire of London Significant historical individual – Samuel Pepys. Geog (T1): Discreet teaching of human and physical features through topic work.</p>	<p>Hist/ Art: Castles, Kings and Queens</p> <p>Sci: Plants and seeds – how they grow Hist: Studying significant historical buildings – castles; Queen Elizabeth 1 and Queen Victoria. Windsor Castle.</p>	<p>DT/Hist: Toys</p> <p>Sci: Plants and seeds – how they grow Hist: Toys Popular toys through the 20th century and the early 21st century - Shadow puppet theatre outside/playground toys from the past</p>	<p>Geog/ Sci: Marvellous Meteorologists (Compare Africa to UK)</p> <p>Seasonal changes and weather Geog: Where do we live? Which other countries are close? Where is Africa? Is it a country or a continent? Where in the world is Africa? Atlas and map work; 7 continents and 7 seas and contrast of human/physical geography. Identify seasonal and daily weather patterns in the UK and the location of a cold area of the world.</p>		

KS1 Key vocabulary (Year A)	Present, living memory (recent past), past. • Local • Significant individual • Contribution • present, future, memory, timeline, artefact, Samuel Pepys, diary, occupation, emergency service, London, habitats, life processes, prey, predator, food chain, habitat, survival, amphibians, mammals, reptiles. Catholic, protestant, traitor, treason (gunpowder plot)	Colour • Pattern • Texture • Line, • Shape • Form • Space Material • Purpose • Function • Fixing • Strengthen	Common • Wild • Root, Stem, Leaves, Flower • Forest, soil, vegetation, garden, seasons and weather • history, present, future, past, decade, century, ancient, modern, artefact, Tudors, Stuarts,	Present: today, now • Near past: yesterday, last week • Far past: years ago, decades ago, generations • Change Fold • Slide • Pivot • Lever • Cutting • Shaping • Joining • Finishing • Representing, material, wood, mechanical	City, town, farm, country Globe, Atlas, Map • Key, symbols • Human and physical geography • Similarity and difference • Locality, Compare and contrast, area, atlas, country, Britain, climate, community, conservation, continent (names of), oceans (names of) coordinate, equator, north, south, east, west, grid reference, island, key, lake, vegetation, Wales, valley, tropical, stream, station, hail, flood, polar, south pole, north pole, ocean, outskirts	
KS1 Topics (Year B)	Geog: There's No Place Like Home Ask simple geographical questions from their own observations? Where is it? What is it like? (Link to our homes – map study; aerial photographs of the high street/school) Who are we and where do we live? Know the 4 countries and capital cities of the UK. Sci: Humans: Exercise, food and hygiene.		Hist: Time Travellers <u>Famous People in Transport: Bessie Coleman/ Wright Brothers/Brunel/Amelia Earhart</u> How has transport changed? Early travel The history of transport Looking at engineers from different backgrounds and genders (bridges) (Visit SS great Britain) Sci: Everyday Materials and their suitability. Link to the Inventor Brunel.		Sci/ Geog/Hist: Land Ahoy! <u>Sci: Animals, Land and Sea</u> Carnivores, omnivores, herbivores. Reproduction and Life-Cycle <u>Hist: Chronology, Similarities and Differences</u> Sea sides from the past. How holidays have changed? Timeline Geog: Know key physical features of a coastline. Compare different beaches from around the world.	
KS1 Key vocabulary (Year B)	Kindness • Charity • Giving • Technique • Modelling • Animation; still, frame • Background/foreground, Wales, Ireland, England, Scotland, London, Edinburgh, Dublin, Cardiff, canal, centre, city, cliff,		transport, engineer, impact, significant, history, past, present, similarities, differences, flight, pilot, Atlantic, aviator, aviation Everyday materials • Squashing, bending, twisting, stretching • Cutting, shaping, joining, finishing • Building/Builder • Architecture/Architect • Engineer • Construction, Strengthening • Evaluation • Improvement, travel, journey, destination		Roots, stem, flower, seeds • Continent [names of] • Ocean [names of] • Hot, cold, variable [climate] • Water, light, nutrition Present: today, now • Past: Years ago, decades ago • Future: 'tomorrow's' • Continents, oceans etc. • Map, atlas • Travel, journey, destination, oceans (names of), chronology, similarities and differences, coast line, tide, natural, calm, climate, life cycle, offspring, reproduction.	
Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language						
<p>➤ Educational Programme: 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, story-telling 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</p>						
➤ Understand how to listen carefully and why listening is important.		➤ Ask questions to find out more and to check they understand what has been said to them. ➤ Develop social phrases. ➤ Describe events in some detail.	➤ Engage in non-fiction books ➤ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	➤ Use new vocabulary in different contexts.	➤ Connect one idea or action to another using a range of connectives. ➤ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	➤ Consolidation

			➤ Use new vocabulary in different contexts.			
	Ongoing ➤ Learn new vocabulary. ➤ Use new vocabulary through the day. ➤ Articulate their ideas and thoughts in well-formed sentences.		➤ Listen to and talk about stories to build familiarity and understanding. ➤ Learn rhymes, poems, and songs. ➤ Engage in story times.		➤ Listen carefully to rhymes and songs, paying attention to how they sound. ➤ Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	
Personal, Social and Emotional Development	➤ Educational Programme: 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 9 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.					
	➤ See themselves as a valuable individual. ➤ Build constructive and respectful relationships. ➤ Express their feelings and consider the feelings of others. <i>(introduce Zones of Regulation through ‘Colour Monster’)</i>		➤ Show resilience and perseverance in the face of challenge. ➤ Identify and moderate their own feelings socially and emotionally.		➤ Think about the perspectives of others. ➤ Manage their own needs.	
	<i>These statements have been split to show areas of particular focus each term. However, these statements will be ongoing throughout the year.</i>					
Jigsaw PSHE Theme	<i>Being Me in My World</i> PANTS – session 1: <i>Who looks after you? and what do you do if you are upset?</i>	<i>Celebrating Difference</i> PANTS – session 2: Talk pants song and rules	<i>Dreams and Goals</i> PANTS – session 3: <i>Recap rules, applying in real life scenarios</i>	<i>Healthy Me</i> PANTS – session 4: In depth focus on Rules P & A	<i>Relationships</i> PANTS – session 4: In depth focus on Rules N & T	<i>Changing Me</i> PANTS – session 4: In depth focus on Rules T and recap Session 1 focusing on transition to Y1
Physical Development	➤ Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. 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.					
	➤ Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	➤ Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing	➤ Combine different movements with ease and fluency ➤ Progress towards a more fluent style of moving, with developing control and grace.	➤ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine	➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ➤ Develop confidence, competence, precision and accuracy when engaging in	➤ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

		➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	➤ Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.	- being a safe pedestrian	activities that involve a ball.	➤ Develop the foundations of a handwriting style which is fast, accurate and efficient.
Ongoing ➤ Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ➤ Develop overall body-strength, balance, co-ordination and agility.						
P.E	Gymnastics (balance) Balance, different forms of travel Focus is static and dynamic balancing	Fundamental Skills/ Games (focus on throwing/ catching games) Focus is coordination (ball skills)- moving ball/ BB around body, before progressing onto rolling, throwing at a target, as well as coaching.	Dance Focus is agility- moving in various ways in different directions (side steps, forwards, backwards)	Games and Multi-skills (rolling and bowling) Curling and Boccia	Gymnastics (agility and co-ordination through stretching, landing, rolling, twisting and moving in different directions)	Athletics (co-ordination, travelling in different methods, such as skipping/ galloping)
Literacy	➤ Educational Programme: 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)					
	➤ Read individual letters by saying the sounds for them. ➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	➤ Read some letter groups that each represent one sound and say sounds for them. ➤ Spell words by identifying the sounds and then writing the sound with letter/s. ➤ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ➤ Form lower-case and capital letters correctly.	➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ➤ Re-read what they have written to check that it makes sense.			
	Ongoing ➤ Read a few common exception words matched to the school's phonic programme. ➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ➤ Form lower-case and capital letters correctly.					
Phonics (Read Write Inc)	L+S Phase 1/ RWI Set 1	RWI Set 1	RWI Set 1/2	RWI Set 2	RWI Set 2	RWI Set 2/3
Mathematics	➤ Educational Programme: 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.					

	<ul style="list-style-type: none"> ➤ Early numbers – getting to know you ➤ Match and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern ➤ Representing, comparing and composition of 1,2,3. Circles and triangles. Positional language. ➤ Representing numbers to 5. One more and less. Shapes with 4 sides. Time. ➤ Count objects, actions and sounds. ➤ Subitise ➤ Link the number symbol (numeral) with its cardinal number value ➤ Compare numbers ➤ Understand one more than/ one less than relationship between consecutive numbers. 	<ul style="list-style-type: none"> ➤ Introducing 0. Comparing Numbers to 5. Compare Mass and Capacity. ➤ 6, 7 and 8. Making Pairs. Combining 2 groups. Length and Height. Time. ➤ 6, 7 and 8. Making Pairs. Combining 2 groups. Length and Height. Time. ➤ 9 and 10. Comparing Numbers to 10. Bonds to 10. 3D-Shape. Pattern. ➤ Count beyond 10 ➤ Compare numbers ➤ Explore the composition of numbers to 10 ➤ Automatically recall number bonds to 10. ➤ Select rotate and manipulate shapes in order to develop spatial reasoning skills ➤ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> ➤ Building Numbers Beyond 10. Counting Patterns Beyond 10. Spatial Reasoning. Match, Rotate, Manipulate. ➤ Adding more. Taking away. Spatial reasoning. Compose and decompose. ➤ Doubling. Sharing and grouping. Even and odd. Spatial reasoning. Visualise and build. ➤ Deepening Understanding. Patterns and relationships. Spatial reasoning. Mapping. ➤ Automatically recall the number bonds for numbers 0-10 ➤ Continue, copy and create repeating patterns. ➤ Compare length, weight and capacity. ➤ Count beyond 10 ➤ <i>Verbally count beyond 20, recognising the pattern of the counting system.</i>
--	--	--	--

We follow Maths Mastery/ White Rose and supplement with NCETM/ and Numberblocks resources

Understanding the World

<p>➤ Educational Programme: 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.</p>					
<ul style="list-style-type: none"> ➤ Talk about members of their immediate family and community. ➤ Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> ➤ Recognise that people have different beliefs and celebrate special times in different ways. (ELG know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.) ➤ Understand that some places are special to members of their community. ➤ Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> ➤ Recognise some environments that are different to the one in which they live. (ELG 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) ➤ Draw information from a simple map. (ELG describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps) 	<ul style="list-style-type: none"> ➤ Talk about members of their immediate family and community. ➤ Recognise that people have different beliefs and celebrate special times in different ways. ➤ Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> ➤ Explore the natural world around them. (ELG explore the natural world around them, making observations and drawing pictures of animals and plants) ➤ Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> ➤ Explore the natural world around them. (ELG explore the natural world around them, making observations and drawing pictures of animals and plants) ➤ Describe what they see, hear and feel whilst outside. ➤ Draw information from a simple map. (ELG describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps) ➤ Recognise some similarities and differences between life in this country and life in other countries. (ELG explain some similarities and differences between life in this country and life in other countries, drawing on

			<ul style="list-style-type: none"> ➤ Comment on images of familiar situations in the past. ➤ Compare and contrast characters from stories, including figures from the past. ➤ Recognise some similarities and differences between life in this country and life in other countries. <p>(ELG 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)</p>			knowledge from stories, non-fiction texts and when appropriate- maps)
	F2 Which people are special and why? F3 What places are special and why?	F4 What times are special and why? IF2 - Why do Christians perform nativity plays at Christmas?J	F1 Which stories are special and why? IF1 - Why is the word 'God' so important to Christians?J	IF3 - Why do Christians put a cross in an Easter garden?J F1 Which stories are special and why?	F6 What is special about our world?	F5 Being special: where do we belong?
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Understand the effect of changing seasons on the natural world around them. ➤ Describe what they see, hear and feel whilst outside. ➤ Explore the natural world around them. ➤ (See RE/ Geography/ History/ Science knowledge and skills documents for EYFS) 					
Expressive Art and Design	<p>➤ Educational Programme: 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.</p>					
	➤ Develop storylines in their pretend play.	➤ Explore and engage in music making and dance, performing solo or in groups.	➤ Watch and talk about dance and performance art, expressing their feelings and responses.	➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them.	➤ Listen attentively, move to and talk about music, expressing their feelings and responses.	➤ Create collaboratively sharing ideas, resources and skills.
	<p>Drawing:</p> <ul style="list-style-type: none"> ➤ Hold and use drawing tools with some control to make marks ➤ Select coloured drawing implements for a purpose 	<p>Collage:</p> <ul style="list-style-type: none"> ➤ Begin to use simple shapes in artwork ➤ Begin to rip/cut paper for a purpose 	<p>Painting:</p> <ul style="list-style-type: none"> ➤ Recognising different colours ➤ Understand that when colours are mixed new colours are created 	<p>Printing:</p> <ul style="list-style-type: none"> ➤ Make rubbings (Forest school) ➤ Print with a variety of objects ➤ Print with block colours 	<p>Sculpting:</p> <ul style="list-style-type: none"> ➤ Explore malleable media ➤ Impress and apply simple decoration ➤ Cut shapes using scissors and other modelling tools 	<p>Textiles:</p> <ul style="list-style-type: none"> ➤ Enjoy playing with and using textiles and fabric ➤ Decorate a piece of fabric using different implements ➤ Have a go at threading a needle

	<ul style="list-style-type: none"> ➤ Uses drawing tools to make marks, lines and curves ➤ Draw accurate representations of people and objects ➤ To talk about their own and others work ➤ Begin to follow and create simple patterns 	<ul style="list-style-type: none"> ➤ Use glue and glue spreaders 	<ul style="list-style-type: none"> ➤ Select and create different colours ➤ Begin to experiment with different shades of colour ➤ Use a variety of tools to apply paint ➤ Explore working with paint on different surfaces and in different ways ➤ To work from direct observation and imagination ➤ To talk about their own work 		<ul style="list-style-type: none"> ➤ Use tools (stapler, split pins and shape cutters) competently and appropriately ➤ Build a construction/sculpture using a variety of objects from observation or imagination (recycled, natural and manmade materials) 	<ul style="list-style-type: none"> ➤ Show experience in simple stitch work ➤ Show experience in simple weaving - paper, twigs (Forest school) ➤ Show experience in fabric collage: layering fabric
	<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Sing in a group or on their own, increasingly matching the pitch and following the melody. ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings (see Art and Music knowledge and skills documents for EYFS) 					
Charanga Music Theme	<i>Me!</i> <i>BBC 10 pieces</i>	<i>(Christmas Nativity rehearsals/ performance)</i> <i>BBC 10 pieces</i>	<i>My Stories</i> <i>BBC 10 pieces</i>	<i>Everyone</i> <i>BBC 10 pieces</i>	<i>Our World</i> <i>BBC 10 pieces</i>	<i>Big Bear Funk!</i> <i>BBC 10 pieces</i>