



# Early Years Foundation Stage Curriculum Map – St Polycarp's Catholic Primary school

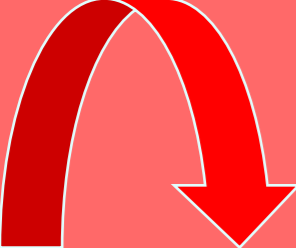
**Intent:** At St Polycarp's Catholic Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

## **Implementation:**

At St Polycarp's Catholic Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our kitchen, sandpit and water play. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive the yearly overview and weekly newsletters to inform them of what their child is learning each half term/week and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Reception Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Harvest <u>Peek into the past</u>	Nativity <u>Outdoor Adventure</u>	Around the world People Who Help Us Chinese New Year	Exploring maps-  Ocean	Adventure through time Space	Animals Dinosaurs Mini beasts
<b>RE – Come and See</b>	<b>Creation and Covenant</b>	<b>Prophecy and Promise</b>	<b>Galilee to Jerusalem</b>	<b>Desert to Garden</b>	<b>To the End of The Earth</b>	<b>Dialogue and Encounter</b>
<b>High quality Texts</b>	Harry and the Dinosaurs go to School Elmer (series) My Mum Best of Friends My Dad All about me The Invisible String Augustus and his Smile Room on a Broom Tabby Mctat Monkey Puzzle The Magic Toy Box Goldilocks and the Three Bears We're Going on a Bear Hunt The Colour Monster Little Red Hen Pumpkin Soup The Enormous Turnip  <b>Poems and songs:</b> <ul style="list-style-type: none"> <li>- If you go down to the woods today</li> <li>- I see leaves</li> <li>- All the leaves are falling down</li> <li>- All about my emotions</li> <li>- Harvest festival</li> <li>- Enormous Turnip song</li> </ul>	The Quiet Little Firework We are going on a Leaf Hunt The Squirrels who Squabbled The Tiny Seed Little Robin Red Vest The Jolly Postman Rosie's walk All the water in the world Let's go for a walk Little Teddy Left Behind Can't You Sleep Little Bear? Funny Bones Owl Babies Is That What Friends Do? Kipper's Birthday The Christmas Story The Gruffalo The Snail and the Whale The ugly Five  <b>Poems and songs:</b> <ul style="list-style-type: none"> <li>- Fireworks</li> <li>- Remembrance poem</li> <li>- Little Robin Redbreast</li> <li>- A Stick is an Excellent Thing</li> <li>- Furry, Furry Squirrel Poem</li> <li>- I am a little seed</li> </ul>	Alan's big scary teeth Fire Ted The Zoo vet Mog and the vet Zog and the Flying Doctor  'This is How We Do It' by Matt Lamothe.  'One Day, So Many Ways' by Laura Hall.  'Over and Under the Snow' by Kate Messner.  'Children Just Like Me: A New Celebration of Children Around the World' by DK.  'One World, One Day' by Barbara Kerley.  'Atlas of Adventures' by Rachel Williams and Lucy Letherland.  Supertato (series) Real Superheroes Once there were Giants  Vicky the Silly vet  Traction Man  Non- Fiction books about People Who Help us  <b>Poems and songs:</b> <ul style="list-style-type: none"> <li>- People who help us song</li> <li>- Job song</li> <li>- Brush your teeth song</li> </ul>	Martha Maps It Out by Leigh Hodgkinson. Pirates Love Underpants by Claire Freedman. The Treasure of Pirate Frank by Mal Peet and Elspeth Graham. Katie Morag Delivers the Mail by Mairi Hedderwick. Maps' by Aleksandra Mizielinska. Me on the Map' by Joan Sweeney. Let's Go for a Walk by Ranger Hamza A home for a Pirate Goodnight Pirate  Pirate Frank The Rainbow Fish Tiddler Billy's Bucket Sharing a Shell The Snail and the Whale Someone Swallowed Stanley The singing Mermaid  <b>Poems and song:</b> <ul style="list-style-type: none"> <li>- Commotion in the ocean</li> <li>- When I was one Pirate Song</li> <li>- Map poem</li> <li>- Rainbow fish sharing song</li> <li>- Under the sea song</li> <li>- There is a whole in the bottom of the sea</li> </ul>	'One Family' by George Shannon. 'A Family Is A Family Is A Family' by Sara O'Leary. 'We Are Family' by Patricia Hegarty. 'Courageous People Who Changed the World' by Heidi Poelman. 'Little People, BIG DREAMS' series by Maria Isabel Sánchez Vegara. 'Katie's Picture Show' by James Mayhew. 'The Queen's Knickers' by Nicholas Allan. 'British Kings and Queens' by Olivia Waller. The King's Crown' by Rose Cobden. 'Paddington at the Palace' by Michael Bond. 'Look Inside a Castle' Conrad Mason. 'The Queen's Hat' Steve Antony. 'If I Were King' by Chelsea O'Byrne. Zog Aliens love under pants No place like Space How to catch star Man on the Moon Whatever Next Smeds and Smoods The way back home <b>Poems and song:</b> <ul style="list-style-type: none"> <li>- Twinkl twinkl little star</li> <li>- Zoom zoom around the moon poem</li> </ul>	The Very Hungry Caterpillar The Angry Ladybird Insect Body Parts Caterpillar Diary Superworm Stone Girl Bone Girl The Gruffalo The Three Little Pigs Amazing Animals Rumble in the jungle Animal Babies What Can You See? The Gruffalo's Child Tabby McTat Fox Beware What the Lady Bird Heard Farmer Duck  Tyrannosaurus Drip Harry and bucket full of Dinosaurs  Squash and a squeeze  <b>Poems and songs:</b> <ul style="list-style-type: none"> <li>- Dinosaur song – music</li> <li>- You are a dinosaur and your know it</li> <li>- 10 little dinosaurs</li> <li>- Down in the jungle</li> <li>- Old McDonald had a farm</li> <li>- 5 little ducks</li> <li>- Mary had a little Lamb</li> <li>- Incy Wincy spider</li> <li>- Going to the zoo</li> </ul>

			<ul style="list-style-type: none"> <li>- Five little fire fighters</li> <li>- Five police officers poem</li> <li>- Happy to be healthy song</li> <li>- The Doctors song</li> </ul>	<ul style="list-style-type: none"> <li>- This way that- over the Irish sea</li> <li>- Pirate poem</li> <li>- 5 ocean song</li> <li>- 7 continents song</li> </ul>	<ul style="list-style-type: none"> <li>- In a rocket</li> <li>- 5 little men in a flying saucer</li> <li>- Planet song</li> </ul>	
<b>Wow' moments / Enrichment</b>	Harvest Assembly Making Soup Making Bread Autumn Walk	St Charles Feast Day Diwali Bonfire Night Remembrance Day Nativity Production Children in Need Anti- Bullying Week Visit to church- Baptism	Firefighter's Visit Policemen Visit Dress up day Pilot visit Parental visits	Pirate- message in a bottle Mother's Day World Book Day 6th March Easter Bonnet Parade Easter Assembly Walk around the local area – including road safety and map link	Alien arrival Parent visitor – space engineer	Minibeast Walk Father's Day Fishers farm visit End of year summer picnic
<b>Online safety &amp; Oral Health</b>	Chicken Clicking	Dentist role play area	Smartie The Penguin Healthy Food & Cinderella's smile Alan's big scary teeth	Digiduck	The Selfish Crocodile	

<b>COEL</b>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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><b>Over Arching Principles</b></p> 	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; 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><b>Enabling environments:</b> 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><b>Learning and Development:</b> 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>

<b>British values</b>	<b>Mutual respect</b>	<b>Mutual Tolerance</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Democracy</b>	<b>British Values</b>
	Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities such as WWF and the environment	Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	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; all valued and respected  <b>Be ready, be respectful, be safe</b>	Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	Where this might be seen in EYFS: In addition to previous: Our World- RE topic;

Diversity Texts to be read throughout the year during story time session				
BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much	The big book of families	Through the eyes of me	Amazing	Two Homes
Shine	Maisie's scrapbook	Loud	Susan Laughs	My pirate mums
Astro Girl	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Lulu's first day	The Jasmine Sneeze	We're all wonders	Its ok to be different	The girl with two dads
Baby goes to market	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Mommy saying	We are all Welcome.	I see things differently	Only one you	More people to love me
Full, full full of love	Shu Lin's Grandpa	Because	Don't call me special	Our class is a family
Maisie's Scrapbook	Hats of Faith	What makes me a me?	Happy to be me	Love makes a family
Jabari jumps			Millie gets her super ears	Heather has two mummies

# 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.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b> 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><b>Also taught through Jigsaw</b></p>	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p> <p>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.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b> Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Children will manage their own basic needs independently.</p> <p>Road safety – local walk</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will show a ‘can do’ attitude.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>

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.

# 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
<p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b> Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.</p> <p><b>Speaking</b> Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.</p> <p><b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</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.

# 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
<b>Gross Motor Skills</b>	<p><b>Gross Motor</b> Children will learn to move safely in a space considering themselves and others.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height.  Children will balance on a variety of equipment and climb.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p>
	<p><i>Using the environment effectively</i> <i>Using large bricks to build e.g houses</i> <i>Team games</i> <i>Hide and seek</i> <i>Duck duck goose</i></p>	<p><i>Obstacle courses with cones</i> <i>Using the bikes</i> <i>Making dens</i> <i>Bounce and catch</i> <i>Floor is lava using planks</i></p>	<p><i>Balancing using the outdoor equipment</i> <i>Using big Lego and bricks</i></p>	<p><i>Dribbling</i> <i>Throwing and catching</i> <i>Balancing- walking the plank-</i> <i>Controlling a ball with hands</i> <i>Scoop sand all</i> <i>Throwing bean bags into hoops- maths link</i> <i>Building towers</i></p>	<p><i>Lifting tires</i> <i>Bikes using direction</i> <i>Making space rockets with heavy lifting and big card board boxes</i></p>	<p><i>Animal habits</i> <i>Lifting logs and tires- habitats</i> <i>Creating own games and obstacle course</i> <i>Planting</i></p>
		<i>Physifun – afternoon</i>	<i>Physifun – afternoon</i>	<i>Physifun – afternoon</i>	<i>Physifun – afternoon</i>	<i>Physifun – afternoon</i>
<b>Fine Motor Skills</b>	<p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools  <i>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</i></p>	<p><b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.  <i>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</i></p>	<p><b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.  <i>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</i></p>	<p><b>Fine Motor</b> Children will use cutlery appropriately.  <i>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</i></p>	<p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.  <i>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</i></p>	<p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.  <i>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</i></p>

	Complete PE- Hands 1	Complete PE- ball skills-hands	Complete PE-gymnastics under, over, low and high	Complete PE- ball skills feet	Complete PE- ball skills- Rackets bats and balls	Complete PE- games for understanding- attack and defence
	<p>How?  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>					

**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.

## 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><b>Comprehension</b>  Visit school library (Tuesdays/ Wednesdays)  Daily stories  High quality interactions  Role Play  Story vocabulary introduced weekly</p> <p><b>Word Reading</b>  Daily phonics lesson and half termly reading with Teacher and TA (every 2 weeks with an adult)</p> <p><b>Writing</b>  Writing station, roleplay, letters to Santa, thank you letters, invitations, shopping lists, name writing. Writing during phonics. Writing challenges related to topic. Free writing books</p>	<p><b>Comprehension</b>  Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b>  Children will segment and blend sounds together to read words.</p> <p><b>Writing</b>  Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b>  Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b>  Children will begin to read captions and sentences.</p> <p><b>Writing</b>  Children will form letters correctly.</p>	<p><b>Comprehension</b>  Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b>  Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b>  Children will write words representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b>  Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b>  Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b>  Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b>  Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b>  Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b>  Children will write words which are spelt phonetically.</p>	<p><b>Comprehension</b>  Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b>  Children will read books matched to their phonics ability.</p> <p><b>Writing</b>  Children will write simple phrases and sentences using recognisable letters and sounds.</p>
	Phonics: Read Write inc  Follow whole class RWI	Phonics: Read Write inc  Children in groups, follow RWI daily plans	Phonics: Read Write inc  Children in groups, follow RWI daily plans	Phonics: Read Write inc  Children in groups, follow RWI daily plans	Phonics: Read Write inc  Children in groups, follow RWI daily plans  New Tricky Words	Phonics: Read Write inc  Children in groups, follow RWI daily plans  New Tricky Words



					said so have like some come love do were here little says there when what one out today	said so have like some come love do were here little says there when what one out today
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**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.

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

## 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.

## 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	
	<b>Vocab:</b> School Parents Siblings Grandparents Familiar Autumn Baby Toddler Child Past Present	<b>Vocab:</b> Autumn Freezing Observe Winter Spring Summer Seed Water Rain Snow Wind Sun	<b>Vocab:</b> firefighter Fire truck Hose Fire alarm Police Emergency Dentist Hygienist Plaque Fillings Decay Beach blizzard building bus stop cactus city cottage countryside desert explorer	farm field flats forest lamp post land map palm tree playground polar post box postcard rainforest river roundabout sand dune scientists storm village waterfall	<b>Vocab:</b> Above aerial bird's eye view building car park direction feature field find road route treasure village house identify journey lake look map park path photograph pirate river search town	<b>Vocab:</b> achievement courageous horse-drawn cart king medal new old Past power present queen royalty rule steam train trophy	<b>Vocab:</b> Plants Grow Roots Habitats Diet Offspring Minibeast Insects Jungle animals Fossils Ancient and prehistoric Herbivore, carnivore Palaeontologist vines tree tops sloth
	<b>History: Past and Present</b> Children will know about their own life story and how they have changed.  Recounting activities that happened in their past using photos as a prompt. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Recognising that different members of the class may notice different things in photographs from the past. Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	<b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now.  Guy Fawkes: compare character from stories, including figures from the past: looking at clothes	<b>History: Past and Present</b> Children will talk about the lives of people around them.	<b>History: Past and Present</b> Children will talk about past and present events in their lives and what has been read to them.  History of St Polycarp’s school – using photos to compare	<b>History: Past and Present</b> Children will know about the past through settings and characters.  The environment around us changes as time passes. Names of people that are significant to their own lives. Stories and books can tell us about the past. In fairytales, kings/queens are usually important, powerful people who rule over others. Some people are older than others.	<b>History: Past and Present</b> Children will know about the past through settings, characters and events.  Dinosaurs Fossils Mary Anning Language- In the past, a long time ago	

<p>Being aware of changes that happen throughout the year (e.g. seasons, nature). Using photographs and images to make simple observations about the past. Communicating findings by pointing to images and using simple language to explain their thoughts. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") Making simple observations about the past from photographs and images. Different members of their family visiting Identify toys from the past</p> <p><i>To describe changes over time</i> <i>To sort photographs from the past and present</i> <i>To begin to recognise the order events happen.</i> <i>To identify toys from the past.</i> <i>To compare pictures from the past and present.</i></p>				<p>Parents are older than children and grandparents are older than parents Some language for talking about the passing of time and events that have already happened Some photographs and drawings represent the past Transport through time Be aware of changed that happen through the year</p> <p><i>To begin to understand the concept of generations.</i> <i>To recognise special achievements.</i> <i>To recognise that kings and queens are powerful people.</i> <i>To understand that the environment around us changes as time passes.</i> <i>To compare modes of transport of the past with the present.</i></p>	
<p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment. Ask questions about aspects of familiar world – key areas of the school</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world</p> <p>Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That the terms Spring, Summer, Autumn and Winter are used to describe the season. Some of the key characteristics of each season. That there are four seasons in a year marked by certain weather conditions. That a place and its features can be represented in a picture. Ask simple questions</p>	<p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community. Knowing there are different countries in the world (China) Different emergency vehicles around the world That places within this country can differ from each other. That there are differences between places in this country and places in other countries. The name of their school and the place where they live. Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That a map is a picture of a place. That a place and its features</p>	<p><b>Geography: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>A map is a picture of a place. Water is usually represented in blue on a map or globe Some vocabulary to describe the characteristics of different places, Recognise different features on a map That a place and its features can be represented in a picture. Some vocabulary to describe directions, even if used inaccurately Some vocabulary to describe different bodies of water, even if used inaccurately Identify some features on a</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions.</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p>

		<p>Begin to make observations of features of places</p> <p><i>To explore natural objects using senses</i>  <i>To explore and make observations of the world around them</i>  <i>To describe the effects of different weather conditions.</i>  <i>To use the senses to observe and talk about experiences whilst outside.</i>  <i>To begin to notice some of the features of the changing seasons.</i>  <i>To begin to recognise seasonal weather conditions.</i></p>	<p>can be represented in a picture. That usually water is represented in blue on a map or globe.          Make observations about the characteristics of places          Recognising features on a map</p> <p><i>To compare features in the local environment to other places around the world.</i>  <i>To compare contrasting places within the UK.</i>  <i>To recognise the difference between city and countryside environments.</i>  <i>To compare different landscapes around the world.</i>  <i>To understand the characteristics of desert environments, including climate and landscape.</i>  <i>To explore and understand life in a cold place, comparing and contrasting it with our own lives.</i></p>	<p>map          Characteristics of local area          Different continents          Comment on features they see in school          Ask questions about the world around them          Making observations about places around them  <b>Local walk- walking in the local area-contextualised</b>  <b>safeguarding- road safety and train safety- Maps links</b></p> <p><i>To find and name familiar features on maps.</i>  <i>To consider shapes and positions of features when making a map.</i>  <i>To build and describe a model of a familiar place.</i>  <i>To describe a journey using found objects as prompts.</i>  <i>To explore a range of maps.</i>  <i>To apply their knowledge of maps to make their own.</i></p>		<p>Science: <i>The Natural World</i></p>
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<p><b>Science: <i>The Natural World</i></b> Children will understand the terms 'same' and 'different'.</p> <p>I can talk about why things happen and changes: making soup, porridge and bread. Talk about forces; sand and water play. Use their senses to explore outside and describe what they see; 'wet leaves' - seasons</p> <p>KAPOW- Changing seasons- To recognise changes outside Autumn</p> <p>KAPOW- I am a scientist – Push and Pull- Enormous Turnip To explore ways to make objects move.</p>	<p><b>Science: <i>The Natural World</i></b> Children will explore and ask questions about the natural world around them.</p> <p>KAPOW- Changing seasons- To recognise different types of weather.</p> <p>KAPOW- I am a scientist –Light and Dark- Links to Geography topic To explore how light makes shadows.</p>	<p><b>Science: <i>The Natural World</i></b> Children will talk about features of the environment they are in and learn about the different environments.</p> <p>KAPOW- Changing seasons- To recognise how animals prepare for winter</p> <p>KAPOW- I am a scientist Freezing/ Melting To explore freezing and melting.</p>	<p><b>Science: <i>The Natural World</i></b> 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.</p> <p>Floating / Sinking – boat building</p> <p>KAPOW- Changing seasons- To recognise changes outside in spring.</p> <p>KAPOW- I am a scientist – floating' sinking To explore whether objects float or sink.</p>	<p><b>Science: <i>The Natural World</i></b> KAPOW- Changing seasons- To investigate the mixture needed to build a sandcastle</p> <p>KAPOW- I am a scientist –Loud or Quiet To explore different sounds.</p>	<p>Children will know some important processes and changes in the natural world, including states of matter.</p> <p>Understand the key features of the life cycle of a plant (bean) and an animal (chick) The main body parts of common animals Animals, including humans, use their senses to explore the world. Animals need food. Animals and plants move, grow and feed. The difference between things that are living and things that are non-living. Plants and animals live in a range of different places (land, sea, air). Some different places where animals live on the school site With support, asking questions about the natural world. Commenting on what they see and hear in the natural world. Drawing and labelling pictures of plants and animals. With support, grouping objects, plants and animals.</p> <p><b>Science action</b> Some different job roles</p> <p><i>To sort objects into living and non-living.</i> <i>To find and describe minibeasts.</i> <i>To sort and describe farm animals.</i> <i>To sort animals based on where they live.</i> <i>To compare my home with a zoo animal home.</i></p> <p>KAPOW- Changing seasons- To recognise changes outside in summer.</p>
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Key Scientific skills- threaded throughout

- Beginning to share ideas and suggestions about what to do when working practically.
- Beginning to make guesses about what might happen.
- Commenting on what they see and hear in the natural world.
- Using non-standard units to measure.
- Drawing and labelling pictures of plants and animals.
- Recognising that tables can be used to record information.
- With support, grouping objects, plants and animals.

## 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.*

Creating with materials	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Artists:	Artists:	Artists:	Artists:	Artists:	Artists:
	<i>Music: Being Imaginative</i> Children will sing and perform nursery rhymes.	<i>Music: Being Imaginative</i> Children will experiment with different instruments and their sounds.	<i>Music: Being Imaginative</i> Children will create narratives based around stories.	<i>Music: Being Imaginative</i> Children will move in time to the music.	<i>Music: Being Imaginative</i> Children will play an instrument following a musical pattern.	<i>Music: Being Imaginative</i> Children will invent their own narratives, stories and poems.

<p><b>Being imaginative and Expressive</b></p>	<p><b>Art &amp; Design: <i>Creating with Materials</i></b> Make use of props when role playing</p>	<p><b>Art &amp; Design: <i>Creating with Materials</i></b> Children will experiment with different textures.</p>	<p><b>Art &amp; Design: <i>Creating with Materials</i></b> Experiment with colour, design, form, texture and function</p>	<p><b>Art &amp; Design: <i>Creating with Materials</i></b> Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.</p>	<p><b>Art &amp; Design: <i>Creating with Materials</i></b> Children will safely explore different techniques for joining materials.</p>	<p><b>Art &amp; Design: <i>Creating with Materials</i></b> Understand the world around them making observations and drawing animals and plants Children will share creations, talk about process and evaluate their work.</p>
	<p><b>Cooking: <i>Made bread, Porridge</i></b></p> <p>Join in with songs Beginning to mix colours Rubbings of leaves Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. To draw / paint self-portrait.</p> <p><b>Artist: <u>Guiseppe Arcimboldo – Harvest fruit and vegetable faces</u></b></p>	<p><b>Cooking: <i>salt dough</i></b></p> <p>Christmas decorations, Christmas cards, Christmas songs/poems. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Exploration of other countries – dressing up in different costumes Nativity performance Use different textures and materials to make firework pictures Colour mixing</p> <p>Indonesian shadow puppets <b>Artists- <u>Choi Yu Hyun 'The 12 Zodiac Animal generals'</u></b></p>	<p>Explore how colour can be changed Making lanterns, Chinese writing, puppet making, Chinese music Use various construction materials: Listen to music and make their own dances in response. Junk modelling- vehicles</p> <p><b>Artists -<u>Aliza Nisambaum – 'Team Time Storytelling, Alder Hey Children's Hospital'</u></b></p>	<p><b>Cooking: <i>Pancakes</i></b></p> <p>Make patterns using different colours Mother's Day crafts Artwork themed around Growing / Spring Easter crafts printing, patterns on Easter eggs /plants Water pictures, collage, shading by adding black or white,. Colour mixing; underwater pictures. Making models from recycled materials: link to keeping our sea clean. Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p><b>Artists- <u>Joy Adams (fish portraits)</u></b></p>	<p>Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively. Working in pairs</p> <p><b>Sculpture- <u>linked to planes</u></b></p>	<p>Compare art work Father's Day. combine media to make a collage (collage owl/hedgehog) Plan and evaluate designs Collage-farm animals / Making</p> <p><b>Artist- <u>Frederick Richard Lee – a collection of his paintings of farmers and their</u></b></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.