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|  | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| Main Theme | *I wonder what is special about me?* | *I wonder why we celebrate?* | *I wonder what changes in winter?* | *I wonder how plants grow?* | *I wonder who lives there?* | *I wonder why trees are green?* |
| Possible ideas/mini themes*NB: These themes may be adapted at various points to allow for children’s interests* | Starting school / my new class / New Beginnings My family PSED focus /relationships/feelingsWhat am I good at?  | HarvestDiwaliBonfire nightHanukahThe NativityChristmas Lists Letters to Father Christmas  | Winter, Differenttypes of weather,animals in winter,Where in theworld?(Comparing UKweather to othercountries Arcticand the NorthPole)Chinese NewYear | Plants, exploringfood (healthy foodchoices),gardening | Animals including habitatsMinibeastsJungle animals | Looking after Our WorldRecyclingSeasonal changes – Spring/SummerSeaside and holidays |
| High quality texts | *Nursery*Owl BabiesWhere’s SpotHairy McLaryThe Naughty Bus*Reception*ElmerFunnybonesWe’re going on a Bear HuntThe Button Box | *Nursery*Rosie’s WalkWhatever Next!The Billy Goats Gruff*Reception*The Three Little PigsRoom on the BroomPumpkin soupSparks in the Sky | *Nursery*The Gingerbread ManCome on Daisy*Reception*StickmanThe Gruffalo’s ChildLost and FoundThe Emperor’s Egg | *Nursery*Farmer DuckThe Tiny SeedJasper’s Beanstalk*Reception*TitchThe Little Red HenJack and the Beanstalk | *Nursery*The Very Hungry CaterpillarArrgghh Spider*Reception*The Jolly PostmanDear Zoo | *Nursery*The Snail and the Whale*Reception*Sharing a ShellBilly’s Bucket |
| Possible experiences and Wow moments | Autumn WalkMaking pumpkin soupRemembrance dayEYFS Nativity performance | Winter HuntMaking ice experiment.Making hot chocolateMardi GrasLooking for signs of SpringGrowing PlantsSunflower growing competitionEaster egg huntMaking Easter Nests | Sports daySchool tripBeach Party |
| Religious Education |
| Religious Education forms a valuable part of the educational experience of our pupils. Through engaging, practical and integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in our curriculum but makes a particularly important contribution to: Personal, social and emotional development, Communication, language and literacy, Knowledge and understanding of the world and Creative developmentAcross our whole curriculum, we aim to deliver a Religious Education programme which meets the needs of all children; make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context; build upon and extend Religious Education begun in the home and work in active partnership with home and parish. |
| Term specific provision | *Domestic Church – Family: Myself*Know and understand:• The importance of my name• God knows and loves me and each one by name*Baptism/Confirmation: Belonging – Welcome*Know and understand:• What it is to welcome and be welcomed• Baptism: a welcome to God’s family | *Judaism*To look at, discover and respect the Jewish FaithAdvent/Christmas: Loving – BirthdaysKnow and understand:• what a birthday is; waiting for a birthday• Advent: looking forward to Christmas, the birthday of Jesus | *Local Church: Community - Celebrating*Know and understand:• what a celebration is• how the parish family celebrate*Eucharist – Relating: Gathering*Know and understand:• how and why people gather together | *Eucharist – Relating: Gathering*Know and understand:• the joy of gathering together to celebrate atMass *Lent/Easter: Giving – Growing*Know and understand:• Spring is a time when things begin to grow• Lent – a time to grow in love to be more like Jesus and to look forward to Easter | *Pentecost - Good News*Know and understand:• That everyone has Good News to share• Pentecost: the celebration of the Good News of Jesus*Reconciliation -* *Friends*Know and understand:• We can make friends• Jesus had good friends; what Jesus tells us about friendship  | *Reconciliation - Friends*Know and understand:• We can make friends• Jesus had good friends; what Jesus tells us about friendship *Universal Church - Our World*Know and understand:• what we love and wonder about our world• God gave us this wonderful world |
| Nursery Curricular Goals | Know that they are special within their family and the communityJoin in with simple prayers and hymns. |
| Reception Curricular Goals | To know that God loves us allAppreciate the awe and wonder of our beautiful worldTalk about stories that reflect our faith |
| 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, 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. |
| Term specific provision | Settling in activities Making friends Children talking about experiences that are familiar to themWhat are your passions / goals / dreams? About family routines and special occasionsShow an interest in the lives of other peopleFollow instructions (settling in, putting my things away) | Talking in small groups and 1:1 about times we celebrate.Recall simple stories.Ask questions about autumn.Learn and use vocabulary linked to different celebrations.EYFS Production – The Nativity | Learn and use new vocabulary related to winter and the weather.Recall instructions for making hot chocolate.Retell traditional tales.Winter poetry. | Learn and use vocabulary linked to growing plants. | Learn and use vocabulary related to animals and their habitats. | Learn and use vocabulary related to our World.Discuss the importance of taking care of the world. |
| Ongoing throughout the year | C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Fun time, NELI and play interaction interventions. |
| Nursery Curricular Goals | Ask simple questionsFollow simple instructions |
| Reception Curricular Goals | Express ideas and feeling with confidenceEnjoy sharing own opinion in a discussionListen to friends and adults and respond with a relevant comment or question |
| 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.  |
| Term specific provision | *All about me*What makes me special? Me and my special peopleWho can help me? (self-regulation)Me and my feelings (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) | *Valuing Difference*I’m special you are specialSame and differentSame and different familiesSame and different homesI am caringKind and caring | *Dreams and**Goals*ChallengesPerseveranceGoal-settingOvercomingobstaclesSeeking helpJobsAchieving goals | *Healthy Me*Exercising bodiesPhysical activityHealthy foodSleepKeeping cleanSafety | *Relationships*Family lifeFriendshipsBreakingfriendshipsFalling outDealing withbullyingBeing a good friend | *Changing Me*BodiesRespecting my bodyGrowing upGrowth andchangeFun and fearsCelebrations |
| Ongoing throughout the year | Daily routines including Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during CP time) lunchtimes, getting ready for homeStory time to Experience, explore and talk about positive relationships, feelings and emotions and diversityCircle time to address issues as they arise to support children’s development. |
| Nursery Curricular Goals | Know what to play with and where to find itUnderstand the feelings of others |
| Reception Curricular Goals | Show Empathy to othersShow Determination to complete a goalShow Resilience in the face of a challenge |

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| 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. |
| Term specific Provision | 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 graspPencil Grip Taking shoes off and putting them on | 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. Putting on coat independently | Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing controlEncourage children to draw freely.Zipping up coat independentlyCutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formedDeveloping control to do up buttons | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formationUse one hand consistently for fine motor tasksCut along a straight line with scissorsStart to cut along a curved line, like a circle  | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctlyCut a shape out using scissorsBegin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a pictureDraw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego |
| On-going provision | During continuous provision children will; revise and refine fundamental movement skills; develop strength, balance, agility and co-ordination; refine and develop fine motor skills; use a range of tools competently and safely; combine movements; develop ball skills.PE lessons will be taught by the PE coach once per week to develop children’s ability. |
| Nursery Curricular Goals | Use the toilet independentlyClimb, run and jump with confidence; give new challenges a go! |
| Reception Curricular Goals | Hold a pencil effectivelyUse simple tools with confidenceDevelop control, co-ordination, balance and strength |

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| 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). |
| Term Specific Nursery Provision | *Phonics* Phase 1 Aspect 1 General sound discrimination Environmental sounds*Reading* Pick up their name card at the start of the session and start to recognise name.Understand that print has a meaning.Enjoy songs and rhymes*Writing* Become aware that writing has meaning. Use drawings and mark making in play.*Squiggle wiggle*Up and down movements | *Phonics* Phase 1 Aspect 2 General sound discrimination Instrumental sounds Phase 1 Aspect 3 General sound discrimination Body Percussion*Reading*Pay attention to stories respond to some of the stories or wordsEnjoy songs and rhymes and copying sounds*Writing*Mark making used in play for a purpose.*Squiggle wiggle*Upwards and downwards lines | *Phonics*Phase 1 Aspect 4Rhythm andrhymeRhyming BooksSongs and Rhymes*Reading*Engage in conversations about stories and spotting rhymes.*Writing*Talk about themarks and lettersthey write,ascribing meaning.*Squiggle wiggle*Side to side lines | *Phonics*Phase 1 Aspect 5AlliterationI spy namesSounds aroundAlphabet song*Reading*Recognise words with the same initial sounds.Discuss new vocabulary in stories*Writing*Use some of their print and letter knowledge in early writing attempts*Squiggle wiggle*Wavy lines | *Phonics* Phase 1- Aspect 6 Voice Sounds Mouth movements Voice sounds Sound story time Phase 1-Aspect 7 Oral segmenting & blending*Reading*Understand that print can have different purposes Recognise the different parts of a book*Writing*Write some or all of their name*Squiggle wiggle*Zig zag lines | *Phonics*Phase 1 – Aspect 7Oral blending and segmentingIntroducing set 1 sounds – linking sounds to letters.*Reading*Talk about their favourite story with an adult.*Writing*Write some letters accurately*Squiggle wiggle*Arches |
| Ongoing provision | Daily story time linked to main theme and children’s interestsProvide opportunities in a wide range of ways to encourage mark making in different areas of the provisionWide range of physical skills development to help children learn to form shapes and letters accurately |
| Nursery Curricular Goals | Enjoy listening to and making storiesWrite their name |
| Term specific Reception provision | *Read, Write, Inc* Teach set 1 sounds Reading groups Letter formationBaseline Assessment through: *Dough disco* malleable \*Pencil grasp noted. *Big Moves*: core strength and stability.*Squiggle Wiggle* coordination, gross and small movements with scarves / chunky crayons or felt tips.*Squiggle Wiggle* handwriting patterns – scarves, chunky crayons, messy play using different textures and items such as cars. Intervention for those children not accessing the Nursery level patterns. *Emergent writing:* Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.*Composition:* Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. *Spelling:* Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. *Handwriting:* Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. | *Read, Write, Inc* Teach set 1 sounds Read red words (Red ditty level) Reading groups Letter formation, Fred Fingers*Dough disco* continuing weeklywith malleable area nowincluding clay.*Emergent writing:*Copies adult writing behavioure.g., writing on a whiteboard,writing messages. Makes marksand drawings using increasingcontrol. Know there is asound/symbol relationship. Usesome recognisable letters andown symbols. Write lettersand strings, sometimes inclusters like words. Beginningto form other recognisableletters that have been taught.Using handwriting phrases to support*Composition:* Orally composea sentence and hold it inmemory before attempting towrite it.*Spelling:* Orally spell VC and CVC words by identifying the sounds. Write own name. *Handwriting:* Form letters from their name correctly. Recognise that after a word there is a space. Focus on modelling comfortable pen grip | *Read, Write, Inc* Recap set 1 sounds Teach set 2 sounds Read red words (Red ditty level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases*Dough Disco* now used asintervention.*Emergent writing:*Use appropriate letters forinitial sounds.*Composition:* Orally composea phrase and hold it in memory before attempting to write it.Spelling: Spell to write VC andCVC words independentlyusing set 1 graphemes.*Handwriting:* Shows adominant hand. Write from leftto right and top to bottom.Begin to form recognisableletters. Focus on modelling andusing the tripod finger graspwhen writing, painting, chalkingetc. Able to retrace vertical lines and working on improvinganticlockwise movements. | *Read, Write, Inc*Recap set 1 sounds Teach set 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases*Emergent writing:*Build words using letter soundsin writing.*Composition:*Use talk to organise describeevents and experiences. Begin to write a simple sentence with support.*Spelling:* Spell to write VC,CVC and CVCC wordsindependently using set 1 graphemes.Spell some irregular common(tricky) words e.g., the, to, no,go independently.*Handwriting:*Holds a pencil effectively toform recognisable letters.Know how to form clear ascenders and descenders.Focus on developing acomfortable way of writing –tripod pencil grip, position onpaper, writing from left to writewhen writing. Anticlockwisemovements focussed; children should be able to retrace vertical lines. | *Read, Write, Inc* Recap set 1 and 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences.*Emergent writing:* Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.*Composition:* Write a simple sentence with a full stop. *Spelling:*Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. *Handwriting:* Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. | *Read, Write, Inc* Recap set 1 and 2 sounds Read red words (Green/Purple level) Reading groups Letter formation Fred Fingers*Emergent writing:* Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Composition:* Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written. *Spelling:* Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. |
| Ongoing provision | Daily story time linked to main theme and children’s interestsProvide opportunities in a wide range of ways to encourage mark making in different areas of the provisionWide range of physical skills development to help children learn to form shapes and letters accuratelyBig moves, dough disco and other physical interventions used to support children’s writing.RML intervention for children who need additional support.Reading books and library changed weekly for parents to support children’s reading at home. |
| Reception Curricular Goals | Retell a story though playRead simple sentences and books containing taught soundsWrite a simple story |

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| Mathematics |
| 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 |
| Nursery | ColoursSortingPatterns | SizeCountingComparing | Number 1Number 2Number 3 | Number 4Number 5Counting to 5 | ShapesMy dayShort, Long and Tall – comparing length | WeightCapacityPositional Language |
| Nursery Curriculum goals | Know how to solve everyday problems in their playUse mathematical language and begin to count. |
| Reception | *Getting to know**You**Just like me*Match and sortMaking comparisons(CompareamountsCompare size,mass andcapacity)Exploring Pattern(Make simplepatterns) | *It’s me 1, 2, 3!*Representing 1, 2,3Comparing 1, 2, 3Composition of 1,2, 3Geometry andspatial thinking(Circles andtrianglesSpatial awareness)*Light and dark*Numbers to 5(Four and FiveOne more andone less) | *Alive in 5!*Introducing zeroComparingnumbers to 5Composition of 4and 5Compare massCompare capacity*Growing 6, 7, 8*6, 7 and 8Making pairsCombining 2groupsLength and heightTime | *Building 9 and 10*9 and 10Comparingnumbers to 10Bonds to 103D shapePattern *Consolidation* | *To 20 and beyond*Building numbersbeyond 10Counting patternsbeyond 10Spatial reasoning*First, then, now*Adding moreTaking awaySpatial reasoning | *Find my pattern*DoublingSharing andgroupingEven and oddSpatial reasoning*On the move*DeepeningunderstandingPatterns andrelationshipsSpatial reasoning |

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| Reception Curriculum goals | Understand in depth numbers to 10, including number bondsRecognise the pattern of the counting system. Compare quantities in different contexts.  |

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| 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. |
| Term specific provision | Children will make new friends and become confident with new people.Know some of the things that make them unique.Talk about some of the similarities and differences about their own and others families | Autumn walkFestivalsDiwaliHanukkahChristmasChildren can talk about special eventsNocturnal animals and hibernation | Making hot chocolateKeeping warm in the cold weather – what clothes should we wear?Investigate how clothes keep us warmIce experiment | Signs of spring and new lifeEaster celebrationTalk about the work of farmers and the work that they do.Investigation -What do seeds need to grow? | Become familiar with the names of animals and their babies.Where do animals live?What do animals need to grow?Small world jungle, farm, zoo. | Taking care of our Wonderful WorldRecyclingSummer holidaysSea creaturesSeaside holidays now and thenCreate a rock pool |
| Ongoing provision | Share traditions, stories and food from traditional festivals and celebrations and the seasons. Observe seasonal changes, play with seasonal objects and read books relating to the seasons. Celebrate diversity and ensure books from different cultures and ethnicities are read with the children. |
| Nursery Curricular Goals | Use all of their senses to explore the world around them.Take care of a plant and talk about how it grows. |
| Reception Curricular Goals | Know their own family treeCare for an animalRespect and share their own and other cultures |

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| 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. |
| Term specific Provision | Explore a wide range of media and experiment with making different marks.Self portraitsCreating family artworkMixing colours to explore feelings | Colour mixing autumn coloursFirework pictures and songsCreating Rangoli patterns for DiwaliMaking Christmas CardsMaking Christmas decorationsDecorating home corner for ChristmasNativity performance | Exploring cold colours and hot coloursMarblingIce paintings | Observational drawings of flowers.Mixing colours to create different shades | Animal collagesJunk modelling animals | Collaborative artworkLarge scale seascapes  |
| Ongoing provision | Weekly music lesson with music specialist.Daily story and song timeSongs linked with main themes and specific learning outcome |
| Nursery Curricular Goals | Sing nursery rhymes to an audienceExperiment with colours and materials |
| Reception Curricular Goals | Explore art processes and use them in own creationsPerform to an audience |