

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Main Theme	<i>I wonder what is special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
Possible ideas/mini themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Starting school / my new class / New Beginnings My family PSED focus /relationships/feelings What am I good at?	Harvest Diwali Bonfire night Hanukah The Nativity Christmas Lists Letters to Father Christmas	Winter, Different types of weather, animals in winter, Where in the world? (Comparing UK weather to other countries Arctic and the North Pole) Chinese New Year	Plants, exploring, food (healthy food choices), gardening	Animals including habitats. Minibeasts Jungle animals	Looking after Our World Recycling Seasonal changes – Spring/Summer Seaside and holidays
High quality texts	<i>Nursery</i> Owl Babies Where's Spot Hairy McLary The Naughty Bus <i>Reception</i> Elmer Funnybones We're going on a Bear Hunt The Button Box	<i>Nursery</i> Rosie's Walk Whatever Next! The Billy Goats Gruff <i>Reception</i> The Three Little Pigs Room on the Broom Pumpkin soup Sparks in the Sky	<i>Nursery</i> The Gingerbread Man Come on Daisy <i>Reception</i> Stickman The Gruffalo's Child Lost and Found The Emperor's Egg	<i>Nursery</i> Farmer Duck The Tiny Seed Jasper's Beanstalk <i>Reception</i> Titch The Little Red Hen Jack and the Beanstalk	<i>Nursery</i> The Very Hungry Caterpillar Arrgghh Spider <i>Reception</i> The Jolly Postman Dear Zoo	<i>Nursery</i> The Snail and the Whale <i>Reception</i> Sharing a Shell Billy's Bucket
Possible experiences and Wow moments	Autumn Walk Making pumpkin soup Remembrance Day EYFS Nativity performance		Winter Hunt Making ice experiment. Making hot chocolate Mardi Gras Looking for signs of Spring Growing Plants Sunflower growing competition. Easter egg hunt Making Easter Nests		Sports day School trip Beach Party	

Religious Education						
<p>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 development.</p> <p>Across 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.</p>						
Term specific provision	Branch One Creation And Covenant	Branch Two Prophecy And Promise	Branch Three From Galilee To Jerusalem	Branch Four From Desert To Garden	Branch Five To The Ends Of The Earth	Branch Six Dialogue And Encounter
Hear	<p>The words and actions of the Sign of the Cross.</p> <p>God created the world and said, 'Indeed it is very good'. (Genesis 1:31)</p> <p>The whole of creation shows God's love for us. (Laudato Si' 84-88)</p>	<p>The Annunciation (Lk 1:26-31, 38)</p> <p>The Nativity (Lk 2:4-7)</p> <p>The Shepherds visit the manger (Lk 2:28-30)</p>	<p>The Visit of the Magi (Matt 2:1-12)</p> <p>What?</p> <p>Jesus blesses the little children (Mk 10:13-16)</p> <p>How?</p> <p>Feeding of 5000 (Jn 6:1-14)</p>	<p>A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to recognise key events).</p> <p>The great commandment (Lk 10:25-28)</p>	<p>Story of Pentecost (simple telling).</p> <p>The early Christian community (Acts 2:42-47)</p>	<p>Dialogue</p> <p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (link to St Charles' Feast Day)</p> <p>Ask a local parishioner to talk about their faith and why it matters to them to be a friend of Jesus.</p> <p>Explore a range of pictures of Jesus from a non-European tradition</p>
Believe	<p>God is love.</p> <p>God made each one of us.</p> <p>God loves each one of us as a unique person.</p> <p>God made a wonderful world and what God creates is good.</p> <p>God loves us and we are part of a family.</p> <p>Catholic Social Teaching</p> <p>God made: the earth and sky,</p>	<p>Mary was chosen by God to give birth to his son.</p> <p>Jesus was born in a stable and laid in a manger.</p> <p>Shepherds, were told by angels to visit him.</p>	<p>The Magi visited Jesus with gifts.</p> <p>Jesus is God's son and came for everyone.</p> <p>Jesus' birth is celebrated at Christmas.</p> <p>Jesus came to show God's love and welcomes everyone.</p> <p>Jesus takes care of everyone.</p>	<p>Listen and talk about the season of Lent and Easter.</p> <p>Jesus died on Good Friday and rose again on Easter Sunday.</p> <p>Easter is a celebration that Jesus is with us still.</p> <p>Easter celebrates new life.</p>	<p>Coming of the Holy Spirit at Pentecost.</p> <p>The Good News of Jesus lived out by the early Christian community.</p>	<p>Dialogue</p> <p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (link to St Charles' Feast Day)</p> <p>Ask a local parishioner to talk about their faith and why it matters to them to be a friend of Jesus.</p> <p>Explore a range of pictures of Jesus from a non-European tradition</p>

	<p>all the people all over the world, all the animals and plants, the air, the ground and the water. God tells us we must take care of them. It is an important job! Stewardship</p>			<p>Simple religious symbols in Lent and Easter.</p>		
<p>Celebrate</p>	<p>Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through Baptism.</p>	<p>The tradition of the crib to tell the story of Jesus' birth.</p>	<p>That the Church prays the 'Glory Be' as a response to the coming of Jesus.</p>	<p>The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens and symbols of new life.</p>	<p>Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.</p>	<p>Encounter Talk with a local or school community member about their local (faith) community and what it means to them Encounter music, food, smells, tastes and clothing to enrich experiences.</p>
	<p>Care and love for self, family, others and God's world. Catholic Social Teaching God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. <i>The Dignity of the Human Person</i></p>	<p>Various cultures celebrate Jesus' birthday in different ways. Catholic Social Teaching By our work in Advent, we help others and ourselves and we show our love to God. All people work in some way. Everyone should be able to work</p>	<p>We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. Catholic Social Teaching You need food, water, a house, your school, a good doctor and a job for the person</p>	<p>Various cultures celebrate Lent and Easter in different ways, eg pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent – Raasa Parade (Kerala) and other Lent customs around the world. Catholic Social Teaching</p>	<p>The parish church and the parish family meet there to celebrate. Catholic Social Teaching Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too.</p>	

		<p>safely so that it helps them because God loves them.</p> <p><i>The Dignity and Rights of Workers</i></p>	<p>who takes care of you. So does everyone else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people.</p> <p><i>An Option for the Poor and Vulnerable</i></p>	<p>Every single person on Earth needs these things: food, water, work, clothes, a home, a school and a doctor. Some people have what they need but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this.</p> <p><i>Rights and Responsibilities</i></p>	<p>We need each other. We Are Called to Live as Family and Community All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from one another but we are still one family – God's family.</p> <p><i>Solidarity</i></p>	
Nursery Curricular Goals	<p>Know that they are special within their family and the community. Join in with simple prayers and hymns.</p>					
Reception Curricular Goals	<p>To know that God loves us all. Appreciate the awe and wonder of our beautiful world. Talk about stories that reflect our faith</p>					

Communication and Language						
<p>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>						
Term specific provision	<p>Settling in activities Making friends Children talking about experiences that are familiar to them. What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people. Follow instructions (settling in, putting my things away)</p>	<p>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</p>	<p>Learn and use new vocabulary related to winter and the weather. Recall instructions for making hot chocolate. Retell traditional tales. Winter poetry.</p>	<p>Learn and use vocabulary linked to growing plants.</p>	<p>Learn and use vocabulary related to animals and their habitats.</p>	<p>Learn and use vocabulary related to our World. Discuss the importance of taking care of the world.</p>
Ongoing throughout the year	<p>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.</p>					
Nursery Curricular Goals	<p>Ask simple questions. Follow simple instructions</p>					
Reception Curricular Goals	<p>Express ideas and feeling with confidence. Enjoy sharing own opinion in a discussion. Listen to friends and adults and respond with a relevant comment or question</p>					

Personal, Social and Emotional Development						
<p>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.</p>						
Term specific provision	<p><i>All about me</i> What makes me special? Me and my special people Who can help me? (self-regulation) Me and my feelings</p> <p>Ten: Ten – Created and Loved by God</p>	<p><i>Valuing Difference</i> I’m special you are special. Same and different Same and different families Same and different homes I am caring. Kind and caring</p> <p>Ten: Ten – Created and Loved by God</p>	<p><i>Dreams and Goals</i> Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Ten: Ten – Created to Love others</p>	<p><i>Healthy Me</i> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>Ten: Ten – Created to Love others</p>	<p><i>Relationships</i> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Ten: Ten – Created to Live in Community</p>	<p><i>Changing Me</i> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p>Ten: Ten – Created to Live in Community</p>
Ongoing throughout the year	<p>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 home. Ten: Ten Life to the full programme and Story time to experience, explore and talk about positive relationships, feelings and emotions and diversity Circle time to address issues as they arise to support children’s development.</p>					
Nursery Curricular Goals	<p>Know what to play with and where to find it. Understand the feelings of others</p>					
Reception Curricular Goals	<p>Show Empathy to others. Show Determination to complete a goal. Show Resilience in the face of a challenge</p>					

Physical Development						
<p>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.</p>						
Term specific Provision	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand.</p> <p>Putting on coat independently</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction, and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Zippping up coat independently</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip.</p> <p>Forms recognisable letters most correctly formed.</p> <p>Developing control to do up buttons</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors.</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut the shape out using scissors.</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture.</p> <p>Draw pictures that are recognisable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
On-going provision	<p>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.</p>					

Nursery Curricular Goals	Use the toilet independently. Climb, run, and jump with confidence; give new challenges a go!
Reception Curricular Goals	Hold a pencil effectively. Use simple tools with confidence. Develop control, co-ordination, balance, and strength

Literacy						
<p>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).</p>						
Term Specific Nursery Provision	<p><i>Phonics</i> Phase 1 Aspect 1 General sound discrimination Environmental sounds</p>	<p><i>Phonics</i> Phase 1 Aspect 2 General sound discrimination Instrumental sounds</p>	<p><i>Phonics</i> Phase 1 Aspect 4 Rhythm and rhyme Rhyming Books Songs and Rhymes</p>	<p><i>Phonics</i> Phase 1 Aspect 5 Alliteration I spy names. Sounds around. Alphabet song</p>	<p><i>Phonics</i> Phase 1- Aspect 6 Voice Sounds Mouth movements Voice sounds Sound story time.</p>	<p><i>Phonics</i> Phase 1 – Aspect 7 Oral blending and segmenting</p>
	<p><i>Reading</i> Pick up their name card at the start of the session and start to recognise name.</p>	<p>Phase 1 Aspect 3 General sound discrimination Body Percussion</p>	<p><i>Reading</i> Engage in conversations about stories and spotting rhymes.</p>	<p><i>Reading</i> Recognise words with the same initial sounds.</p>	<p>Phase 1-Aspect 7 Oral segmenting & blending</p>	<p>Introducing set 1 sounds – linking sounds to letters.</p>
	<p>Understand that print has a meaning.</p>	<p><i>Reading</i> Pay attention to stories respond to some of the stories or words.</p>	<p><i>Writing</i> Talk about the marks and letters they write, ascribing meaning.</p>	<p>Discuss new vocabulary in stories.</p>	<p><i>Reading</i> Understand that print can have different purposes.</p>	<p><i>Reading</i> Talk about their favourite story with an adult.</p>
	<p>Enjoy songs and rhymes.</p> <p><i>Writing</i> Become aware that writing has meaning. Use drawings and mark making in play.</p>	<p>Enjoy songs and rhymes and copying sounds.</p> <p><i>Writing</i></p>	<p><i>Squiggle wiggle</i> Side to side lines</p>	<p><i>Writing</i> Use some of their print and letter knowledge in early writing attempts.</p>	<p>Recognise the different parts of a book.</p> <p><i>Writing</i> Write some or all their name.</p>	<p><i>Writing</i> Write some letters accurately.</p> <p><i>Squiggle wiggle</i> Arches</p>

	<p><i>Squiggle wiggle</i> Up and down movements</p>	<p>Mark making used in play for a purpose.</p> <p><i>Squiggle wiggle</i> Upwards and downwards lines</p>		<p><i>Squiggle wiggle</i> Wavy lines</p>	<p><i>Squiggle wiggle</i> Zig zag lines</p>	
Ongoing provision	<p>Daily story time linked to main theme and children's interests. Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision. Wide range of physical skills development to help children learn to form shapes and letters accurately</p>					
Nursery Curricular Goals	<p>Enjoy listening to and making stories. Write their name</p>					
Term specific Reception provision	<p><i>Read, Write, Inc</i> Teach set 1 sounds. Reading groups Letter formation</p> <p>Baseline Assessment through: Observations of pencil grip Drawing of pre-writing shapes Gross and fine motor assessments</p> <p>Supported through the Warwickshire Occupational therapy programme</p> <p><i>Emergent writing:</i> Develop listening and speaking skills in a range of contexts. Aware that writing</p>	<p><i>Read, Write, Inc</i> Teach set 1 sounds Read red words (Red ditty level) Reading groups Letter formation, Fred Fingers</p> <p><i>Emergent writing:</i> Copies adult writing behaviour. e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and</p>	<p><i>Read, Write, Inc</i> Recap set 1 sound Teach set 2 sounds Read red words (Red ditty level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases.</p> <p><i>Emergent writing:</i> Use appropriate letters for initial sounds.</p> <p><i>Composition:</i> Orally compose a phrase and hold it in memory before attempting to write it.</p>	<p><i>Read, Write, Inc</i> Recap set 1 sound Teach set 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases.</p> <p><i>Emergent writing:</i> Build words using letter sounds in writing.</p> <p><i>Composition:</i> Use talks to organise describe events and experiences. Begin to write a simple sentence with support.</p>	<p><i>Read, Write, Inc</i> Recap set 1 and 2 sounds. Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences.</p> <p><i>Emergent writing:</i> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p>	<p><i>Read, Write, Inc</i> Recap set 1 and 2 sounds. Read red words (Green/Purple level) Reading groups Letter formation Fred Fingers</p> <p><i>Emergent writing:</i> 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.</p> <p><i>Composition:</i> Write a simple</p>

	<p>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.</p> <p><i>Composition:</i> Use talks to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><i>Spelling:</i> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><i>Handwriting:</i> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>own symbols. Write letters, and strings, sometimes in clusters like words. Beginning to form other recognisable letters that have been taught. Using handwriting phrases to support</p> <p><i>Composition:</i> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><i>Spelling:</i> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><i>Handwriting:</i> Recognise that after a word there is a space. Focus on modelling comfortable pen grip</p>	<p><i>Spelling:</i> Spell to write VC and CVC words independently using set 1 graphemes.</p> <p><i>Handwriting:</i> Shows a dominant hand. Write from left. to right and top to bottom. Begin to form recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and working on improving. anticlockwise movements.</p>	<p><i>Spelling:</i> Spell to write VC, CVC and CVCC words independently using set 1 graphemes. Spell some irregular common. (tricky) words e.g., the, to, no, go independently.</p> <p><i>Handwriting:</i> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write. when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines.</p>	<p><i>Composition:</i> Write a simple sentence with a full stop.</p> <p><i>Spelling:</i> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><i>Handwriting:</i> 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.</p>	<p>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.</p> <p><i>Spelling:</i> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>
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Ongoing provision	<p>Daily story time linked to main theme and children’s interests. Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision. Wide range of physical skills development to help children learn to form shapes and letters accurately. Big 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.</p>
Reception Curricular Goals	<p>Retell a story though play. Read simple sentences and books containing taught sounds. Write a simple story</p>

Mathematics						
<p>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.</p> <p>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</p>						
Nursery	<p>Colours</p> <p>Sorting</p> <p>Patterns</p>	<p>Size</p> <p>Counting</p> <p>Comparing</p>	<p>Number 1</p> <p>Number 2</p> <p>Number 3</p>	<p>Number 4</p> <p>Number 5</p> <p>Counting to 5</p>	<p>Shapes</p> <p>My day</p> <p>Short, Long and Tall – comparing length</p>	<p>Weight</p> <p>Capacity</p> <p>Positional Language</p>
Nursery Curriculum goals	<p>Know how to solve everyday problems in their play. Use mathematical language and begin to count.</p>					
Reception	<p><i>Getting to know You</i></p> <p><i>Just like me</i> Match and sort Making comparisons</p>	<p><i>It’s me 1, 2, 3!</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and</p>	<p><i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass.</p>	<p><i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p><i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning</p>	<p><i>Find my pattern.</i> Doubling Sharing and grouping Even and odd Spatial reasoning</p>

	(Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	spatial thinking (Circles and triangles Spatial awareness) <i>Light and dark</i> Numbers to 5 (Four and Five One more and one less)	Compare capacity. <i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<i>Consolidation</i>	<i>First, then, now</i> Adding more Taking away Spatial reasoning	<i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning
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Reception Curriculum goals	Understand in depth numbers to 10, including number bonds. Recognise 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 other families	Autumn walk Festivals Diwali Hanukkah Christmas Children can talk about special events.	Making hot chocolate Keeping warm in the cold weather – what clothes should we wear? Investigate how clothes keep us warm.	Signs of spring and new life Easter celebration Talk 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?	Taking care of our Wonderful World Recycling Summer holidays Sea creatures Seaside holidays now and then
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		Nocturnal animals and hibernation	Ice experiment		Small world jungle, farm, zoo.	Create 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 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 tree. Care for an animal Respect and share their own and other cultures					

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.	Colour mixing autumn colours	Exploring cold colours and hot colours	Observational drawings of flowers.	Animal collages	Collaborative artwork
	Self portraits	Firework pictures and songs	Marbling	Mixing colours to create different shades.	Junk modelling animals	Large scale seascapes
	Creating family artwork	Creating Rangoli patterns for Diwali	Ice paintings			
	Mixing colours to explore feelings.	Making Christmas Cards				
		Making Christmas decorations				
		Decorating home corner for Christmas				

		Nativity performance				
Ongoing provision	Weekly music lesson with music specialist. Daily story and song time Songs linked with main themes and specific learning outcome					
Nursery Curricular Goals	Sing nursery rhymes to an audience. Experiment with colours and materials					
Reception Curricular Goals	Explore art processes and use them in own creations. Perform to an audience					