Bishop Martin C.E Primary School Reception Curriculum 2026/27

LDST
Liverpool Diocesan Schools Trust

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes and key text **NB: *These themes may be adapted at various points to allow for children's interests***	**Ourselves** Settling into reception,learning and revisiting routines Exploring people who help us in school Friendship and sharing School Values Autumn/Harvest Wild animals where we live 	**Opposites** **Light and dark/ Hot and cold** Autumn changes, leaves, colours Night and day Darkness and Light Stars and space Freezing/Melting Changing states Advent/Christmas 	**Superheroes** Real life superheroes People Who Help Us The Emergency Services Exploring right and wrong, how to use our powers for good. 	**Fairy Tales** Retelling familiar stories, creating story maps. Animals Oral storytelling, puppets, hot seating characters. Discussing story morals and emotions. Creating props, story boxes, building story settings (castles, woods). 	**Plants and animals** Life cycles Plants & Flowers Weather/Seasons Planting seeds and growing Minibeasts and habitats 	**The sea** Under the sea Off on holiday / clothes Where in the world shall we go? Ways of travelling 
British Values These will mirror the principles and values of our school & our Guiding Light curriculum.	**Mutual Respect** We are all special and unique. We are kind and respectful to everyone. We listen to others and use kind words. We learn that people can be the same and different—and that's okay.	**Tolerance** We learn about different people, families, and celebrations. We know that people can have different beliefs and ways of living. We respect everyone, even if they are different from us. We enjoy learning about the world around us.	**Rule of Law** We have rules in our classroom to keep us safe and happy. We know what is right and wrong. We understand that rules help us to learn and play together. We try to follow rules and routines.	**Individual Liberty** We can choose what we want to play and explore. We are encouraged to try new things. We can share our ideas and feelings. We learn to make safe choices.	**Democracy** We take turns and share. We listen to each other's ideas. We can help make decisions (e.g., choosing a story or activity). We learn that everyone's voice is important.	**British Values (Overall Understanding)** We learn how to be kind, fair, and respectful. We understand how to be part of our class and community. We learn to play and work together. We celebrate differences and include everyone.
'Wow' moments / Enrichment **Parental**	Nature/ Autumn Walk Harvest Time Birthdays Favourite Songs and Rhymes Autumn walk- school LDST Promises Love- first steps, lasting memories- First Day in Reception photos Invite a newborn baby into class Create a mysterious hole in the outdoor area- link to 'The something' text in literacy Meet the Teacher Phonics/ reading workshop Seesaw	Road Safety Week 15/ 11 Autumn walk- village/ park Remembrance Day Trip to the post box Bonfire night and safety Stargazing event Diwali 8/11 Christmas/ Nativity production Star in jar found in classroom linked to new text Nativity 9/12 Christmas Enterprise Market Maths workshop Parents Evening	Visit from Emergency Services/ people who help us Big garden bird watch Jan LDST Promises Discover- Make bird food/ feeders Chinese New Year 6/ 2 Internet Safety Day 9/ 2 Valentine's Day World Book Day 4/3 Lent/ Pancake Day Superhero capes found in classroom linked to new text Seesaw Big garden bird watch at home	Walk to local school and picnic Mother's Day Science Week Easter Egg Hunt Easter celebrations and activities- Easter bonnet parade Fairytale objects found in classroom linked to new text Parents Evening Easter Bingo Mother's Day Celebration (special	Creepy Crawlie Roadshow Den building Bug Hunts around the school grounds Planting seeds St Georges Day Tadpoles/ butterflies Make own healthy snacks Plant growing toolkit and letter found in classroom linked to new text Picnic with parents Seesaw	Sea Life Centre Visit Under the Sea – singing songs Father's Day Food tasting – different cultures (RE) Dress like a pirate day Water safety Starnded whale found in classroom linked to new text LDST Serve- Children create thank you posters for school support staff Under the Sea Day

Reception Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairy tales**	**Plants and animals**	**The sea**



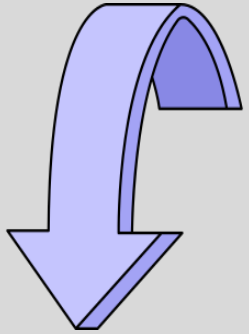
Characteristics of Effective Learning

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: 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.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

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General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairy tales**	**Plants and animals**	**The seaside**

Our Guiding LIGHT Curriculum

Our Christian Values: Trust, Respect, Kindness, Hope with Love at the heart.

Our Guiding Light Curriculum has been designed through the National Curriculum and by collaboration between all stakeholders at Bishop Martin C of E Primary School. At Bishop Martin we intend to provide a broad and balanced curriculum that meets the needs of all pupils, regardless of ability or background.

Our Curriculum Philosophy is rooted in the Bible verse from the book of Matthew.
'Let Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16)

We strive to provide a curriculum that is underpinned by our Christian Values, which are embedded in the life and work of our school, and to allow all our children to *'Let their Light Shine'.*

Key Principles:

Lifelong Learning - Encouraging curiosity and a lifelong long for learning that extends beyond the classroom, inspiring students to explore, ask questions, and seek knowledge wherever they go.

Inclusive - Ensuring that every student, regardless of background, ability or interest, has the support and opportunities they needs to succeed, thrive and reach their full potential.

Great Expectations - Providing well-sequenced subjects that are progressive in knowledge and include rich vocabulary, concepts and skills to enable the children to know and remember more.

Holistic - Offering a spiritual dimension, nurtured alongside the academic and emotional needs of all children. Guiding children to make sense of the world and develop their faith and values.

Thought-provoking - Providing innovative and engaging teaching methods and experiences that are purposeful and inspire students to think critically and creatively and independently.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairy tales**	**Plants and animals**	**The sea**
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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.**					
Whole EYFS Focus – Communication & Language is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, worship and celebrations. Daily story time using high quality texts.	**Listening, Attention and Understanding** Listen to and join in with familiar stories, rhymes, and songs. Begin to follow simple one-step instructions (e.g., "Hang up your coat"). Show attention for short periods during carpet time or group activities. **Speaking** Use simple words or short phrases to express needs and feelings. Begin to repeat familiar words and phrases from stories or songs. **Interacting and Responding** Respond to simple questions (e.g., "What's your name?" "Where is your bag?"). Begin to take turns in very short exchanges with adults.	**Listening, Attention and Understanding** Listen with increased interest to stories and begin to recall key parts. Follow simple two-step instructions (e.g., "Put your coat on and line up"). Begin to answer simple 'what' and 'who' questions. **Speaking** Use a wider range of vocabulary from stories and experiences. Start to link ideas using simple sentences (e.g., "I like…", "I went…"). **Interacting and Responding** Take turns in conversations with adult support. Begin to use simple question forms (e.g., "What's that?").	**Listening, Attention and Understanding** Listen carefully to stories and talk about characters and events. Follow longer instructions involving two or three steps. Begin to show understanding by responding to 'what happened' questions. **Speaking** Use talk to describe experiences and express ideas. Begin to extend sentences using connectives like "and" or "because." **Interacting and Responding** Engage in back-and-forth exchanges with adults and peers. Start to comment on familiar stories or events.	**Listening, Attention and Understanding** Listen attentively in a range of situations. Understand more complex instructions and questions. Begin to answer 'why' questions with support. **Speaking** Use a growing vocabulary to explain ideas and experiences. Begin to retell parts of stories in their own words. **Interacting and Responding** Ask simple questions to clarify understanding. Use talk in imaginative play, taking on simple roles.	**Listening, Attention and Understanding** Understand the main ideas in stories and discussions. Follow instructions involving several steps independently. Show understanding of key events in stories. **Speaking** Speak in longer sentences with increasing clarity. Use talk to organise and sequence ideas when retelling stories. **Interacting and Responding** Engage in sustained conversations with peers. Begin to express opinions (e.g., "I think… because…").	**Listening, Attention and Understanding** Listen attentively in a range of contexts, including group discussions. Demonstrate understanding by answering a range of questions about stories and events. Make simple predictions about what might happen next. **Speaking** Use well-formed sentences to share ideas, experiences, and narratives. Retell familiar stories with confidence, sometimes using their own words. **Interacting and Responding** Participate in extended conversations, taking turns appropriately. Use language to negotiate, explain, and collaborate in play. Take on roles in imaginative play and sustain dialogue with others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairytales**	**Plants and animals**	**The sea**
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.**					
Kapow	**Self-Regulation:** My feelings	**Building Relationships:** Special Relationships	**Managing Self:** Taking on Challenges	**Self-Regulation:** Listening and Following Rules	**Building Relationships:** My Family and Friends	**Managing Self:** My Wellbeing
	. **Self-Regulation** Begin to recognise and name basic emotions (e.g., happy, sad, angry). Show emerging awareness that others have feelings. Begin to regulate behaviour with adult support (e.g., calming with reassurance). **Managing Self** Begin to follow simple routines with support (e.g., lining up, tidying up). Develop independence in basic self-care (e.g., toileting, handwashing with guidance). Begin to understand expectations and boundaries within the setting. **Building Relationships** Form attachments with key adults and seek support when needed. Begin to play alongside others (parallel play). Start to take turns with adult guidance.	**Self-Regulation** Express a wider range of emotions and begin to talk about them. Begin to understand how actions can affect others. Use simple strategies to manage feelings with adult support. **Managing Self** Follow routines with increasing independence (e.g., self-registration, tidying). Manage personal hygiene with reduced support (e.g., handwashing, dressing). Begin to make simple choices and express preferences. **Building Relationships** Engage in play with others, beginning to share resources. Take turns with less adult prompting. Begin to develop friendships within the group.	**Self-Regulation** Identify and describe feelings in themselves and others. Begin to manage impulses and wait for short periods. Use simple strategies (e.g., talking, seeking help) to regulate emotions. **Managing Self** Show increasing independence in daily routines and self-care. Understand and follow rules and expectations with less prompting. Begin to show resilience when facing challenges. **Building Relationships** Play cooperatively with peers, sharing ideas and resources. Begin to resolve simple conflicts with adult support. Show awareness of others' needs and perspectives.	**Self-Regulation** Regulate behaviour more consistently in different situations. Begin to control impulses and adapt behaviour appropriately. Show increasing ability to focus attention during activities. **Managing Self** Take responsibility for personal needs and belongings. Show confidence in trying new activities and challenges. Begin to understand the importance of healthy habits and routines. **Building Relationships** Develop sustained play with peers, extending interactions. Begin to negotiate and solve minor conflicts. Show empathy and understanding towards others.	**Self-Regulation** Manage emotions more independently in a range of situations. Maintain attention and concentration for longer periods. Begin to adapt behaviour to different contexts and expectations. **Managing Self** Demonstrate independence in managing personal care and routines. Show perseverance and resilience when tasks are challenging. Take pride in achievements and demonstrate self-confidence. **Building Relationships** Build positive relationships with peers and adults. Work collaboratively, sharing ideas and taking turns. Begin to resolve conflicts with reduced adult support.	**Self-Regulation** Understand and manage their own emotions effectively. Give focused attention in a range of situations, including group activities. Follow instructions involving several steps independently. **Managing Self** Be confident to try new activities and show independence in routines. Explain the importance of healthy practices (e.g., hygiene, exercise). Manage their own basic needs consistently and independently. **Building Relationships** Form positive, respectful relationships with others. Show sensitivity to others' needs and feelings. Resolve conflicts independently, negotiating and finding solutions. Understand and respect differences between themselves and others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairy teales**	**Plants and animals**	**The sea**
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.**					
Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **Gross Motor** They focus on how children develop their ability to move with increasing control, perform self-care tasks independently, and understand health and wellbeing concepts as part of their growth.	**Fine Motor Skills** Develop hand strength through squeezing, pinching, pressing, and manipulating materials (e.g., dough, pegs, threading). Use a palmar grasp and begin developing a pincer grip (thumb and finger) to pick up small objects. Begin mark-making using whole-arm movements, creating random marks, lines, and circular motions. Explore tools such as large crayons, chunky pencils, and paintbrushes with limited control. **Gross Motor Skills** Explore fundamental movements: walking, running, crawling, climbing, and jumping. Begin to coordinate movements with increasing control, though still uneven. Experiment with rolling balls and moving objects. Develop body awareness, beginning to understand how their body moves in space. Show enjoyment in active play, beginning to move more confidently	**Fine Motor Skills** Strengthen hand muscles through repeated actions (e.g., cutting playdough, using tweezers). Begin to form controlled lines and circles in mark-making. Use scissors to make snips in paper, showing early control. Start to stabilise paper with one hand while manipulating tools with the other. **Gross Motor Skills** Move with greater control when running, jumping, and climbing. Begin to kick, throw, and roll balls with some intention. Start to develop balance (e.g., standing on one foot briefly). Show increased coordination when changing direction or speed. Build confidence in using outdoor equipment.	**Fine Motor Skills** Begin using a **tripod grip** (thumb, index, middle finger) with growing consistency. Draw simple shapes (lines, circles, crosses) with clearer control. Use scissors to cut along straight or simple curved lines. Begin forming recognisable shapes and early representations. **Gross Motor Skills** Refine movements such as hopping, skipping, and balancing. Develop control when throwing and catching larger balls. Begin linking movements (e.g., run → jump → land with control). Show improved coordination in whole-body movements. Develop agility when navigating space and obstacles.	**Fine Motor Skills** Use a tripod grip more consistently when drawing and writing. Begin forming some letters and shapes with intention. Cut along lines with increasing accuracy and control. Show improved hand-eye coordination in tasks like threading, construction, and small-world play. **Gross Motor Skills** Move confidently in a range of ways, including hopping, skipping, and jumping with control. Develop ball skills: throwing, catching, kicking, and passing with increasing accuracy. Build core strength and posture, sitting appropriately during table tasks. Demonstrate better control when climbing and balancing. Begin to show movement patterns (e.g., controlled landings, smoother transitions).	**Fine Motor Skills** Form recognisable letters and shapes, beginning to show correct orientation. Use tools (scissors, pencils, construction equipment) with increasing precision and control. Demonstrate improved dexterity in small movements (e.g., threading, fastening, joining). Begin to adjust grip and pressure for different tasks. **Gross Motor Skills** Combine movements fluently (e.g., running, jumping, balancing in sequence). Show improved coordination and control in games and structured activities. Refine ball skills with greater accuracy and consistency. Move with increased confidence, agility, and spatial awareness.	**Fine Motor Skills** Write some letters and numbers with increasing accuracy and control. Use a secure tripod grip consistently. Demonstrate strong hand-eye coordination and fine motor precision (e.g., detailed drawing, small construction). Manipulate tools and materials confidently for a range of purposes. **Gross Motor Skills** Move confidently and safely in a wide range of ways (running, jumping, climbing, balancing). Combine movements with fluency, control, and coordination. Demonstrate accuracy in ball skills (throwing, catching, kicking, aiming). Show strength, balance, and coordination in both structured and independent physical activity. Move with agility and control, adapting movements for different tasks (e.g., dance, games, obstacle courses).

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General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairytales**	**Plants and animals**	**The sea**
Literacy **Comprehension – Developing a passion for reading** The children will study one core book but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors. Children will also be exposed to our Reading Spine books, fiction and non-fiction daily.	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)					
	Comprehension Listen to and enjoy a range of stories, rhymes, and non-fiction texts. Begin to understand how books work (holding correctly, turning pages). Join in with repeated refrains and familiar phrases. Talk about key events or characters with adult support. **Word Reading** Develop awareness of environmental print (e.g., logos, signs). Begin to recognise own name and some familiar words. Show awareness of rhyme and rhythm in spoken language. Begin to hear and identify initial sounds in words. **Writing** Engage in mark-making using large movements and whole-arm control. Give meaning to marks (e.g., "This says my name"). Begin to develop hand strength and control through play. Experiment with writing tools and surfaces.	**Comprehension** Retell simple stories using pictures or props. Answer simple questions about stories (e.g., "Who?", "What?"). Begin to make links between stories and their own experiences. **Word Reading** Recognise and say some taught letter sounds (GPCs). Begin to blend simple CVC words orally. Continue developing rhyme awareness and alliteration. Recognise some tricky words (if introduced through phonics scheme). **Writing** Begin to use identifiable letters or letter-like shapes in writing. Attempt to write own name. Begin to represent sounds in writing (often initial sounds). Use drawing alongside writing to convey meaning.	**Comprehension** Understand the main events in a story and talk about them. Begin to answer 'why' and 'how' questions with support. Make simple predictions about what might happen next. **Word Reading** Blend sounds to read simple CVC words. Begin to segment words for spelling. Recognise more GPCs and tricky words. Read simple captions or short phrases. **Writing** Write simple words using phonetic spelling (CVC). Begin to form letters more accurately. Attempt short phrases or captions. Use talk to plan what they want to write.	**Comprehension** Retell stories in sequence with increasing detail. Answer questions about characters, settings, and events. Begin to explain why things happen in stories. **Word Reading** Read simple sentences with increasing fluency. Recognise a growing number of tricky words. Use phonic knowledge to decode unfamiliar words. **Writing** Write simple sentences that can be read by others. Begin to use finger spaces between words. Use known GPCs to spell words phonetically. Begin to include basic punctuation (e.g., capital letters, full stops with support).	**Comprehension** Demonstrate understanding by answering questions about what they have read. Anticipate key events in stories. Use new vocabulary from stories in discussions. **Word Reading** Read aloud simple sentences and books consistent with phonic knowledge. Show confidence in blending and recognising familiar words. Begin to read with some fluency and expression. **Writing** Write simple sentences that can be read by others. Spell words using phonic knowledge (plausible phonetic attempts). Use capital letters, finger spaces, and full stops correctly in most writing. Begin to write for different purposes (e.g., stories, lists, captions).	**Comprehension** Demonstrate understanding by answering questions about what they have read. Anticipate key events in stories. Use new vocabulary from stories in discussions. **Word Reading** Read aloud simple sentences and books consistent with phonic knowledge. Show confidence in blending and recognising familiar words. Begin to read with some fluency and expression. **Writing** Write simple sentences that can be read by others. Spell words using phonic knowledge (plausible phonetic attempts). Use capital letters, finger spaces, and full stops correctly in most writing. Begin to write for different purposes (e.g., stories, lists, captions).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Literacy **Word Reading** Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words. Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs. (This planning as a guide)	**Phonic Sounds:** RWI Set 1 whole class **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Fred Talk – oral blending Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	**Phonic Sounds:** RWI Differentiated groups – A,B,C **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting special friends (digraphs) in words. Show children how to pinch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	**Phonic Sounds:** RWI Differentiated groups / Ditties **Reading:** Rhyming strings, common theme in favourite stories, identifying characters and settings. Help children to become familiar with letter groups (special friends), such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	**Phonic Sounds:** RWI Differentiated groups **Reading:** Story structure- beginning, middle, end. Innovating and retelling stories to an audience, range of non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: Pinny time to reinforce phonic knowledge.	**Phonic Sounds:** RWI Differentiated groups: **Reading:** Non-fiction texts and fiction texts. Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual alien and red words (RWI).	**Phonic Sounds:** RWI Differentiated groups **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition with Year 1

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Maths **Maths mastery**	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.					
	Subitising within 3. Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4. Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than. 2D shapes ABAB patters Time- seasonal changes, visual weekly and daily timetables, days of the week, birthday month- children's own timeline- significant events- ordering	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20. Time- day and night/ nocturnal animals/ our daily routines. 3D shapes/ mass (Christmas parcels) Pattern-ABB, AAB, AABB, AABBB (wrapping paper)	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 & 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Spacial reasoning 1-3 Sharing and grouping	Focus on the staircase pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers Making pairs Doubling Odd and even Spacial reasoning 4- Fairytale map	Counting to 20 and beyond– larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Measure- length and height (growing plants, throwing, jumping activities) Time (butterfly life cycle observed, seeds growing) Days, weeks, hours, minutes	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting to 20 and beyond Recognising numbers past 20 Time- obstacle courses/ outdoor challenges- counting in seconds, timers, recipes Spacial reasoning 4- pirate treasure maps Measure- Capacity and mass

General Themes	Ourselves	Opposites	Superheroes	Fairy tales	Plants and animals	The sea

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.

Understanding the world

People, Culture, and Communities

Begin to talk about people and communities they are part of (e.g., family, friends, and their community).
Notice and talk about differences in people, for example, the different homes and families they know.

The Natural World

Begin to observe changes in the environment (e.g., seasonal changes, changes in weather, falling leaves).
Explore and talk about basic features of the natural world, including plants, animals, and the weather (e.g., talking about how plants grow, or observing animals in their local environment).
Show curiosity by asking questions about the world around them (e.g., "Why does it rain?").

Past and Present

Begin to understand the concepts of **now** and **then** (e.g., talking about things they did yesterday, things they do now, or things that happened before they were born).
Talk about changes in their own life and in their family (e.g., looking at old photos of family events or birthdays).

Technology – Barefoot Winter Warmers
Let's Make an Igloo

Work and play cooperatively and take turns with others;
Use a range of small tools, including scissors, paint brushes and cutlery.
Understand some important processes and changes in the natural world around them,
including the seasons and changing states of matter.
Begin to understand the need to respect and care for the natural environment
and all living things.
Recognise some environments that are different to the one in which they live.
Join different materials and explore different textures.

People, Culture, and Communities

Recognise and describe features of their own environment (e.g., people in their community, places they visit). Understand and talk about different roles and jobs people do (e.g., teacher, shopkeeper, etc.).Show interest in different cultural events, celebrations, and traditions.

The Natural World

Begin to identify living things (e.g., animals, plants, and people) and some of their basic needs (e.g., water, food, sunlight).Notice and describe changes in the environment over time (e.g., observing how the weather changes across seasons).Begin to recognise different weather patterns and seasons (e.g., winter, spring, summer, autumn).

Past and Present

Begin to understand that things can be different in the past and present (e.g., talking about how technology or toys have changed).Show interest in the past through stories, pictures, and artifacts.

Technology – Barefoot People Who Help Us
Fighter Fun

Work and play cooperatively and take turns with others.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Respond to new experiences that you bring to their attention.
Review their progress as they try to achieve a goal. Check how well they are doing.
Continue developing positive attitudes about the differences between people.
Show interest in different occupations.
Talk about members of their immediate family and community.
Name and describe people who are familiar to them.

People, Culture, and Communities

Begin to recognise that different communities have different ways of living and traditions (e.g., how families might celebrate differently).Discuss how people have different needs, customs, and traditions (e.g., festivals, food, clothing).

The Natural World

Understand and talk about life cycles (e.g., how plants and animals grow and change).Show an interest in exploring the natural world (e.g., noticing how flowers bloom, or how trees change through the seasons).Talk about how the environment changes over time depending on the weather or season (e.g., how trees lose their leaves in autumn).
Shows confidence in using simple maps, identifying features and routes, and beginning to explain their purpose.

Past and Present

Recognise that some things in the past are different from how they are now (e.g., talking about how transport or homes looked in the past compared to now).Develop an understanding that history can be learned through objects, photographs, and stories (e.g., talking about the past in relation to their own life or family history).

Technology – Barefoot Summer Fun
Journeys

Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things
work and why they might happen.
Provide opportunities to work together to develop and realise creative ideas.

Technology

Although technology is not explicitly referenced within the current *Development Matters* guidance, it remains an important aspect of children's learning and development. Opportunities to explore and use technology are thoughtfully integrated into our planning to support children's understanding of the world, problem-solving skills, and digital literacy in age-appropriate and meaningful ways.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Ourselves**	**Opposites**	**Superheroes**	**Fairy tales**	**Plants and animals**	**The sea**
Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. . Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	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 Explore a range of materials (paint, crayons, clay, fabric). Use senses to investigate textures, colours, and marks. Begin to make simple marks and transient creations. **Being Imaginative and Expressive** Engage in simple imaginative play (e.g., home corner, small world). Act out familiar experiences with adult support. Join in with songs, rhymes, and simple movements.	**Creating with Materials** Experiment with tools (brushes, scissors, glue). Combine materials to create simple pictures or models. Begin to talk about what they have made. **Being Imaginative and Expressive** Develop role play linked to familiar stories or experiences. Use props and resources to support imaginative play. Join in with songs, beginning to follow rhythm and actions.	**Creating with Materials** Use a variety of materials with increasing control. Explore simple techniques (rolling, folding, layering). Begin to create recognisable representations. **Being Imaginative and Expressive** Take on roles in pretend play and act out simple narratives. Use drawing, movement, and talk to express ideas. Create simple rhythms and respond to music with movement.	**Creating with Materials** Select materials for a purpose. Combine media to achieve a planned effect. Begin to explain how they are using different materials or techniques. **Being Imaginative and Expressive** Develop storylines in play with increasing detail. Use language, movement, and props to express ideas and feelings. Perform simple songs or actions with growing confidence.	**Creating with Materials** Use tools and materials with increasing control and intention. Create more detailed pieces, combining textures and techniques. Begin to adapt and improve their work. **Being Imaginative and Expressive** Sustain imaginative play over longer periods. Create and develop narratives through play and storytelling. Perform songs, music, and movement with awareness of rhythm and expression.	**Creating with Materials** Confidently select and use a range of materials and techniques. Create purposeful, detailed artwork and models. Show control in cutting, joining, drawing, and constructing. **Being Imaginative and Expressive** Develop and act out narratives with peers. Express ideas, feelings, and stories through a range of media. Perform songs, dances, and role play with confidence, adapting and creating their own ideas.

RE Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. Children will have opportunity to develop their emerging moral and cultural awareness. They will begin to understand and value the differences of individuals and groups within their own community.	**EYFS 2 Harvest** Why do people of faith say thank you to God at harvest time? **EYFS 1 I am special** Why are we all different and special? **EYFS 4 Christmas** How do Christians celebrate Jesus' birthday?	**EYFS 5 Stories Jesus Heard** What stories did Jesus hear when he was a child? **EYFS 6 Stories Jesus Told** Why did Jesus tell stories? **EYFS 7 Easter (5hrs)** Why do Christians believe that Easter is all about love?	**EYFS 9 Special Places** What makes a place holy? **EYFS 11 Special Times** How do you celebrate special times?

Early Learning Goals – for the end of the year - Holistic / best fit Judgement						
Communication and Language	**Personal, Social, Emotional Development**	**Physical Development**	**Literacy**	**Maths**	**Understanding the World**	**Expressive Arts and Design**
ELG: 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 **ELG: 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.	**ELG: 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. **ELG: 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. **ELG: 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.	**ELG: 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. **ELG: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.	**ELG: 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. **ELG: 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. **ELG: 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.	**ELG: 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. **ELG: 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.	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**ELG: 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. **ELG: 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.