

**Reception Long Term Plan
2025-2026**










At St Cuthbert’s Catholic Primary School, we understand the importance of using a solid knowledge of the baseline of each and every child. We will ensure that children have a vast amount of learning experiences that are steeped in play-based experiences. We will ensure that children’s interests are considered and will place these alongside key experiences that we want each child to have. Staff in Reception will act as role models and will have high quality interactions with the children ensuring that their learning is progressive. We will deliver our curriculum using a balance of adult led and child-initiated activities. Underpinning everything we do is the personal growth and development of each individual child, ensuring that they develop lifelong skills for learning and a love of the world around them. We will ensure that we use a balance of the outdoors and indoors so that children can develop their imaginative skills, gross motor skills and effective communication skills. We want all children to feel safe, secure, and happy. We pride ourselves on the effective communication that we have with parents throughout this year, a foundation year in a child’s learning that opens up a lifelong love of learning.

The New Framework for the Early Years Foundation Stage




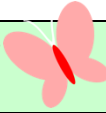


Prime Areas	Communication and Language		
	Listening, Attention and Understanding	Speaking	
	Personal and Social Development		
	Self-Regulation	Managing Self	Building Relationships
	Physical Development		
	Gross Motor Skills	Fine Motor Skills	
Specific Areas	Literacy		
	Comprehension	Word Reading	Writing
	Mathematics		
	Number	Numerical Patterns	
	Understanding the World		
	Past and Present	People, Culture and Communities	The Natural World
	Expressive Arts and Design		
	Creating with Materials	Being Imaginative and Expressive	



Early Learning Goals- for the End of the Reception Year- Judgements will be made using a Holistic/Best Fit Judgement

Communication and Language 	Personal, Social and Emotional Development 	Physical Development 	Literacy 	Mathematics 	Understanding the World 	Expressive Arts and Design 
<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> -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. <p>Speaking ELG</p> <ul style="list-style-type: none"> 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. 	<p>Self-Regulation ELG</p> <ul style="list-style-type: none"> 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. <p>Managing Self ELG</p> <ul style="list-style-type: none"> 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. <p>Building Relationships ELG</p> <ul style="list-style-type: none"> 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. 	<p>Gross Motor Skills ELG</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> 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. 	<p>Comprehension ELG</p> <ul style="list-style-type: none"> 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. <p>Word Reading ELG</p> <ul style="list-style-type: none"> 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. <p>Writing ELG</p> <ul style="list-style-type: none"> 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. 	<p>Number ELG</p> <ul style="list-style-type: none"> 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. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> 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. 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> 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. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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.









	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p>General Themes</p> <p>These themes will be adapted at various points to allow for Children's interests to be reflected in the continuous provision.</p>	<p>Marvellous Me! Starting School/My New Class/ New Beginnings/ People who help us/Staying Healthy/Senses/Parts of the Body/My family/What am I good at? / What is changing in our environment in Autumn Time?</p>	<p>Terrific Tales Traditional Tales Little Red Hen Old Favourites Gingerbread Man Little Red Riding Hood Goldilocks The Nativity Christmas The Gruffalo The Gruffalos Child Letters to Santa</p>	<p>Amazing Animals Animals Around the World Down on the Farm Animal Arts and Crafts Night and Day time Animals The World in Spring Animal Patterns David Attenborough</p>	<p>What lives at the bottom of the Garden? Mini Beasts Plants and Flowers Life Cycles Planting Seeds Andy Goldsworthy Art Reduce, Reuse and Recycle Easter and Lent</p>	<p>Let's Go on an Adventure! The World in Summer Time Around our School Where in the UK have you been? What is in our local area? Where do we live in the UK/World? What is special about our Local area? A look at London Vehicles in the Past and Present Design your own vehicle. Space</p>	<p>Let's Go to the Seaside! Seaside's in the Past Seaside Art Animals that Live under the Sea Fossils- Mary Anning Dionosaurs Off on Holiday Where in the World shall we go? Where have you been on holiday? Writing Postcards</p>
<p>Possible Texts that could be used and 'Old Favourites'</p>	<p>Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Kissing Hand The Big Book of Families Pete the Cat Funny Bones Leaf Man Colour Monster goes to school I'm a Feelasaur Rosie's Walk</p>	<p>The Jolly Postman Traditional Tales Rama and Sita The Nativity Story Farmer Duck Shhh! The Gruffalo Sparks In the Sky Lights for Gita Little People Big Dreams- Captain Tom, Rosa Parks, Martin Luther King Jr, Aretha Franklin, Prince, Muhammed Ali, Stevie Wonder Wriggle and Roar</p>	<p>The Emperors Egg The Tiger Who came to tea. Little People, Big Dreams- David Attenborough, Jane Goodall Diary of a Wombat Elephant and the Bad Baby Pig in the Pond The Lion who wanted to Love Farmyard Hullabaloo Rumble in the Jungle The Magic Paintbrush Six Dinner Sid Handa's Surprise</p>	<p>Aghhh Spider! The Very Hungry Caterpillar The Tiny Seed Oliver's Vegetables One Plastic Bag Tree, Seasons Come and Seasons Go. A Stroll through the seasons Jack and the Beanstalk The Tadpoles Promise The Bad Tempered Ladybird The Very Busy Spider Supertato Hop Little Bunnies! We're going on a Egg Hunt</p>	<p>Little People- Big Dreams Ernest Shackleton The Great Explorer The Snail and the Whale The Way Back Home The Naughty Bus Mr. Grumpy's Outing The Train Ride Bob, The Man on the Moon Beegu A Walk around London Martha Maps it out. Oi Get off my train! Whatever Next! Goodnight Moon</p>	<p>Little People- Big Dreams Mary Anning The Rainbow Fish Lighthouse Keepers Lunch Under the Sea- Non Fiction Commotion in the Ocean Somebody Swallowed Stanley Tiddler Passport to Paris P is for Passport Zoom The Journey Tiddler Hooray for Fish</p>
<p>'WOW' Moments and Key events.</p>	<p>Autumn Trail Harvest Time Buddy Liturgy Roald Dahl Day World Space Week Recycling Week Black History Month</p>	<p>Halloween Guy Fawkes/Bonfire Night Diwali Hanukkah Road Safety World Space Week Children in Need Anti-Bullying Week Nativity Play Remembrance Day Trip to the Library/ Seven Stories</p>	<p>Lent and Easter Chinese New Year Story Telling Week Valentine's Day Random Acts of Kindness Day Internet Safety Day Animal Art Looking at Safari, Jungles, Farms. Science Week</p>	<p>Mother's Day Picnic in the Outdoors Planting Seeds Weather Experiments Van Gogh Study Weather Forecast Videos Nature Scavenger Hunt Making own Healthy Milkshakes Easter Egg Hunt</p>	<p>Posting a Letter Food Tasting-Food from different cultures Map Work – maps of the local area Ice Cream Treat at the Park Local Area walk Using Green Screen</p>	<p>Father's Day Visit to the Beach World Environment Day Pirate Day Sports Day Learning Sea Shanties</p>

"When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning."

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 Marvellous Me!	 Terrific Tales	 Amazing Animals	 What lives at the bottom of the garden?	 Let's go on an Adventure!	 Let's Go to the Seaside
Characteristics of Effective Learning						
<p>Playing and Exploring: - Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a large store of information and experiences to draw on which positively supports their learning.</p> <p>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.</p> <p>Creating and Thinking Critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally drawing on previous experiences which help them to solve problems and reach conclusions.</p>						
Overarching Principles of the EYFS						
<p>Unique Child: Every child has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: - Children will flourish with warm, strong and positive relationships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling Environments: - Children learn and develop best in a safe and secure environment with established routines and where adults respond effectively to their needs and passions and help them to build on their learning over time.</p> <p>Learning and Development: - Every child is an individual who learns and develops at different rates. We must always be aware of the needs of every child.</p>						



“The goal of early education should be to activate the child’s own natural desire to learn”- Maria Montessori







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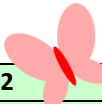




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Come and See RE	<p>MYSELF - God knows and loves each one of us.</p> <p>JUDAISM - God knows and loves each one of us.</p>	<p>WELCOME - Baptism: a welcome to God's family</p> <p>BIRTHDAY - Looking forward to Jesus' birthday</p>	<p>CELEBRATING - People celebrate in Church</p> <p>ISLAM- Prayer mats</p>	<p>GATHERING - Parish family gathers to celebrate Eucharist</p> <p>GROWING - Looking forward to Easter</p>	<p>GOOD NEWS - Passing on the Good News of Jesus</p> <p>FRIENDS - Friends of Jesus</p>	<p>OUR WORLD - God's wonderful world</p>
Assessment Opportunities	<p>In House Baseline Assessment using Play based activities.</p> <p>Statutory Baseline Assessment data by the end of the term.</p> <p>Set up Tapestry for New Parents</p> <p>Parent's Evening</p>	<p>On-going assessments</p> <p>Baseline Analysis</p> <p>Pupil Progress Meetings</p> <p>Name Writing/Phoneme/High Frequency Assessments</p> <p>Number Recognition Assessment</p>	<p>On Going Assessments</p> <p>Moderation</p> <p>Internal Moderation</p> <p>Review of children</p>	<p>Pupil Progress Meetings</p> <p>Tapestry Information</p> <p>Name Writing/Phoneme/High Frequency Assessments</p> <p>Number Recognition Assessment</p> <p>GLD Predictions</p>	<p>Moderation</p> <p>Tapestry Information</p> <p>Ongoing Assessment</p>	<p>Pupil Progress Meetings</p> <p>Tapestry Information</p> <p>Reports</p> <p>Parent's Evening</p> <p>End of Year Data</p> <p>Tapestry Information</p>
Parental Involvement	<p>Staggered Start</p> <p>Home Visits</p> <p>Harvest Assembly</p> <p>Welcome Mass</p> <p>Buddy Liturgy</p> <p>Tapestry</p>	<p>Nativity Play</p> <p>Maths Workshop</p> <p>Parents Evening</p> <p>Books at Bedtime initiative.</p> <p>Tapestry</p> <p>Phonics/Curriculum Workshop</p> <p>Story Sacks</p>	<p>Stay and Read Session</p> <p>Liturgy</p> <p>Writing Workshop</p> <p>Stay and Play Session</p> <p>Tapestry</p>	<p>Stay and Read Session</p> <p>Share a Story</p> <p>Tapestry</p>	<p>Maths Morning</p> <p>Share a Story</p> <p>Tapestry</p>	<p>Parents Evening</p> <p>Reception Video</p> <p>End of Year Reports</p> <p>Tapestry</p>

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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. (EYFS 2021, Statutory Guidance)</p>					

<p>Communication and Language is a heavy focus of the Foundation Stage. A solid underpinning of Communication and Language opens and unlocks all areas of the curriculum. Every interaction with a child supports their Communication and Language Development. We will develop Communication and Language through high quality interactions, daily group discussions, circle time, stories, singing, Drawing Club, The Write Stuff, Plan, Do, Review, school assembly and our daily story time and rhyme time. We also use the Early Talk Boost programme.</p> 	<p>Welcome to EYFS</p> <p>Settling in Activities</p> <p>Sharing all about me Books</p> <p>Sharing all about me bags.</p> <p>Children talking about their experiences that are familiar to them.</p> <p>Looking at familiar print.</p> <p>Zones of Regulation</p> <p>Model talking about the routines of the day</p> <p>Plan, Do, Review Time</p>	<p>Tell Me a Story!</p> <p>Settling in Activities</p> <p>Developing Vocabulary</p> <p>Story Language</p> <p>Word Hunts</p> <p>Following instructions</p> <p>Listening and responding to stories</p> <p>Taking part in discussions</p> <p>Choosing stories that develop language.</p> <p>Using new vocabulary</p> <p>Children are using language in pretend play.</p> <p>Story Sacks</p> <p>Plan, Do, Review Time</p>	<p>Tell me Why?</p> <p>Using Language Well</p> <p>Ask's how and why questions</p> <p>Retelling a story with story language</p> <p>Makes up stories</p> <p>Ask questions to find our more and check they understood what has been said to them</p> <p>Describe events with details</p> <p>Listen and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Plan, Do, Review Time</p>	<p>Talk it Through</p> <p>Describing events in detail- using time connectives.</p> <p>Sustained focus when listening to a story.</p> <p>Use a picture card to talk about an object</p> <p>Plan, Do, Review Time</p>	<p>What happened?</p> <p>Re reading some books so that children learn the necessary language to talk about what is happening in each illustration.</p> <p>Can articulate conversation with increasing detail, ideas, feelings, and events.</p> <p>Uses a range of connectives when talking.</p> <p>Plan, Do, Review Time</p>	<p>Time to Share!</p> <p>Show and tell</p> <p>Weekend News</p> <p>Reading books aloud to children that will extend their knowledge of the world illustrate the current topic.</p> <p>Show children a range of fiction and non-fiction books containing pictures and photographs.</p> <p>Child can adapt language to different social situations.</p> <p>Plan, Do, Review Time</p>
	<p><i>“Childhood is not a race to see how quickly a child can read, write and count. It is a small window of time to learn and develop at the pace that is right for each individual child.” Magda Gerber</i></p> <p>Reception Long Term Plan 2025-2026</p>					




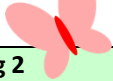


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<p>Personal, Social and Emotional Development</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal 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. (EYFS 2021, Statutory Guidance)</p>					




<p>Self- Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> 	<p>Starting school Class rules and routines Building new relationships Learning about the classroom environment. Talking about dreams and goals. Talking about self and abilities Plan, Do, Review</p> <p>Ten Ten Modules I Am Me Heads, Shoulders, Knees and Toes. Ready Teddy</p>	<p>Christmas Play Talking about likes and dislikes Showing empathy and concern. Share experiences with others. Try new experiences and display confidence when talking about why an activity went well. Learning that actions have consequences Plan, Do, Review.</p> <p>Ten Ten Modules I like, You Like, We all Like! Good Feelings, Bad Feelings Let's Get Real Growing Up</p>	<p>Show considerations about the needs and ideas of others. Start to practice the skills of assertion, negotiation and compromise. Inviting others into games. Able to talk about similarities and differences. Shows sensitivity to the needs of others. Plan, Do, Review.</p> <p>Ten Ten Modules Role Model Who's Who? You've got a friend in me Forever Friends</p>	<p>Show considerations about the needs and ideas of others. Start to practice the skills of assertion, negotiation and compromise. Inviting others into games. Starting to take risks in learning. Plan, Do, Review.</p> <p>Ten Ten Modules Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us</p>	<p>Understands the points of views of others. Resolves conflict with peers Talk about rules and the reasons why we have rules. Confident to talk about plans and changes. Plan, Do, Review</p> <p>Ten Ten Modules God is Love Loving God, Loving Others</p>	<p>Taking part in Sports Day- Winning and Losing. Changes- how have I changed over time? Model positive behaviour and highlight exemplary behaviour. What is kind behaviour? Transition Activities Able to articulate wants and needs. Confident to choose resources and persevere. Plan, Do, Review.</p> <p>Ten Ten Modules Me, You, Us</p>
	<p>Personal, Social and Emotional Development links closely to the Characteristics of Effective Learning and these underpin the Early Years Curriculum at St Cuthbert's. Children will learn to</p> <ul style="list-style-type: none"> - Control own feelings and behaviour - Be able to curb impulsive behaviours - Be able to ignore distractions - Stop and think before acting. 			<p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.</p> <p style="text-align: right;">Education Endowment Fund</p>		



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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. (EYFS 2021, Statutory Guidance)</p>					


<p>Fine Motor Handwriting, Letter Formation and Pencil Grip will be monitored constantly. Intervention and support will be given as required.</p> <p>Gross Motor Children will have daily opportunities to develop their fine and gross motor skills.</p> 	<p>Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco.</p> <p>Manipulates a range of one-handed tools and equipment using good fine motor skills.</p> <p>Create lines and circles.</p> <p>Shows preference for a dominant hand.</p> <p>Uses grip beyond whole handed grasp.</p> <p>Pre-Writing Patterns</p>	<p>Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco.</p> <p>Develop muscle tone to put pencil to paper.</p> <p>Handle a range of tools with increasing control.</p> <p>Teach and model correct letter formation.</p> <p>Letter join print formation practice</p>	<p>Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco.</p> <p>Forming letters correctly.</p> <p>Encourage children to use static tripod grasp.</p> <p>Encourage children to draw freely.</p> <p>Practising fastening buttons.</p> <p>Scissor skill activities.</p> <p>Letter join print formation practice</p>	<p>Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco.</p> <p>Children should be forming most letters correctly.</p> <p>Children should be using tripod grasp when holding a pencil.</p> <p>Letter join print formation practice</p>	<p>Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco.</p> <p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Start to cut along a straight-line using scissors/ cut along a wavy line.</p> <p>Can draw a cross.</p> <p>Letter join print formation practice</p>	<p>Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco.</p> <p>Can form letters correctly.</p> <p>Can copy a square</p> <p>Begin to draw diagonal lines-triangle shape.</p> <p>Start to colour inside the lines of a picture.</p> <p>Draw recognisable pictures.</p> <p>Build with small connecting blocks like Lego.</p> <p>Letter join print formation practice</p>
	<p>Get Set for PE</p> <p>Daily Mile</p> <p>Gross Motor Time outdoors, Timber Trail, Gross Motor Sessions.</p>	<p>Get Set for PE Introduction to PE Unit 2</p> <p>Daily Mile</p> <p>Gross Motor Time outdoors, Timber Trail, Gross Motor Sessions</p> <p>Balance Bike Training.</p>	<p>Get Set for PE Fundamentals Unit 2</p> <p>Daily Mile</p> <p>Gross Motor Time outdoors, Timber Trail, Gross Motor Sessions</p>	<p>Get Set for PE Gymnastics Unit 2</p> <p>Daily Mile</p> <p>Gross Motor Time outdoors, Timber Trail, Gross Motor Sessions</p>	<p>Get Set for PE Dance Unit 1 and Unit 2</p> <p>Daily Mile</p> <p>Gross Motor Time outdoors, Timber Trail, Gross Motor Sessions</p>	<p>Get Set for PE Ball Skills Unit 1 and Unit 2</p> <p>Ball Skills- Passing, batting, and aiming balls.</p> <p>Gross Motor Time outdoors, Timber Trail, Gross Motor Sessions</p>

All activities will be revisited and repeated to enable children to have time to consolidate and practice.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 <p>Marvellous Me!</p>	 <p>Terrific Tales</p>	 <p>Amazing Animals</p>	 <p>What lives at the bottom of the garden?</p>	 <p>Let's go on an Adventure!</p>	 <p>Let's Go to the Seaside</p>
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). (EYFS 2021, Statutory Guidance)</p>					

<p>Comprehension- Developing a Passion for Reading We will use Story Sacks to help develop a love of reading.</p> <p>Word Reading- Children will become confident in reading a range of words.</p> 	<p>Joining in with rhymes and showing an interest in repeated refrains. Understanding the 5 key concepts of print- print has meaning, print can have different purposes, we read from left to right, the names of different parts of the books. Sequencing familiar stories. Recognise initial sounds. Name writing activities. Engage in extended conversations about stories.</p>	<p>Retelling stories related to events through acting/role play. Using story maps to retell a story. Focus on retelling new stories. Looking at Non-Fiction texts. Learning how to sequence a story- using beginning, middle, end. Starting to orally blend sounds into words. Access to a range of books.</p>	<p>Making up stories using themselves as the main character. Encourage children to record their story using pictures/drawings and mark making.</p> <p>Read simple phrases using known sounds. Read some common exception words linked to Phonics Programme.</p>	<p>Lots of non-fiction texts about animals to be made available.</p> <p>Rereading stories to grow confidence in word reading.</p> <p>World Book Day activities.</p>	<p>Looking at stories from other cultures and traditions.</p> <p>Parents stay and read sessions.</p> <p>Retelling a story with actions and picture prompts in small groups.</p> <p>Can a child explain the main parts of a story? Can they draw pictures of characters/events/settings?</p>	<p>Child can talk about the different parts of a story they have heard or one that they have read themselves. Children can make predictions and can respond to what they have heard in stories.</p> <p>Children understand the difference between non-fiction and fiction and that non-fiction texts give us facts. Children will be able to sort non-fiction and fiction texts.</p>
	<p>Phonic Sounds- Pre Phonic Skills looking at environmental sounds, rhythm, rhyme, singing, chanting.</p> <p>Reading- looking at initial sounds, looking at familiar print, oral blending and segmenting, reciting known stories, listening to stories with attention and recall. Looks at a range of print and digital books. Listening to children read aloud. Books matched to phonic ability.</p>	<p>Phonic Sounds- Teaching of Level 1+ phonic sounds.</p> <p>Reading- blending sounds together, touching fingers to orally blend words. Rhyming and alliteration. Showing an understanding that print goes from left to right and top to bottom. Children can discuss books that have been read to them. Children are beginning to recognise familiar names such as mam and dad. Recognising high frequency and common exception words.</p>	<p>Phonic Sounds- teaching of Level 2 sounds including digraphs sh, th and ch.</p> <p>Reading- rhyming strings discussing stories with greater understanding of what has been read.</p> <p>Encouraging children to become familiar with words that contain digraphs. Reading Common Exception Words.</p>	<p>Phonic Sounds- teaching of Level 2 sounds including digraphs sh, th and ch.</p> <p>Reading- Looking at story structure beginning- middle- end. Retelling stories to an audience.</p> <p>Reading CVC words that include some digraphs. Reading Common Exception Words and High Frequency Words.</p> <p>Starting to read longer words.</p>	<p>Phonic Sounds- teaching of Level 3 sounds including vowel digraphs ai, ee, igh.</p> <p>Reading- Non-fiction texts, internal blending to promote fluency. Starting to link sounds to letters, naming letters of the alphabet. Reading CVC words that include digraphs. Reading Common Exception Words and High Frequency Words. Engage with books on a deeper level starting to decode words and use illustrations.</p>	<p>Phonic Sounds- teaching of Level 3 sounds including vowel digraphs ow, oi, ear.</p> <p>Reading- Reading simple sentences using fluency. Reading CVCC and CCVC words confidently.</p>

“Reading is the gateway skill that makes all other learning possible”- Barack Obama







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	 <p>Autumn 1</p>	<p>Autumn 2</p>	 <p>Spring 1</p>	 <p>Spring 2</p>	 <p>Summer 1</p>	 <p>Summer 2</p>
General Themes	 <p>Marvellous Me!</p>	 <p>Terrific Tales</p>	 <p>Amazing Animals</p>	<p>What lives at the bottom of the garden?</p>	 <p>Let's go on an Adventure!</p>	 <p>Let's Go to the Seaside</p>

<h2>Literacy</h2>	<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). (EYFS 2021, Statutory Guidance)</p>					
<h2>Writing</h2>  <p>Texts will be changed to meet children's interests.</p> <p>We use Drawing Club which provides a creative and engaging approach to Early Language Development. Through structured storytelling and guided illustration activities, children explore narrative structure, character development, and vocabulary in a meaningful context. By linking drawing to spoken and written language, the Drawing Club fosters children's comprehension, expressive language, and fine motor skills.</p> <p>This multisensory approach not only enhances their enjoyment of literacy but also supports key developmental goals in listening, speaking, reading, and writing. It serves as a foundation for building confident, imaginative, and articulate learners. Each week, a high-quality text is read and used as a stimulus to support children's literacy development.</p>	<p>Main Texts as a Stimulus</p> <p>Pete the Cat Rocking in my school shoes. Funny Bones The Colour Monster</p> <p>Children will practice using their dominant hand and tripod grip. Children will be given lots of opportunity to mark make for different purposes.</p> <p>Children will be encouraged to use initial sounds as labelling.</p> <p>Children will also practice writing their name.</p>	<p>Main Texts as a Stimulus</p> <p>The Gingerbread Man Goldilocks Little Red Riding Hood The Gruffalo</p> <p>Children will continue to practice writing their names as well as using initial sounds to label book characters. Children will be encouraged to scribe their story map and sequence stories. Children will be encouraged to write the initial sound/missing sound.</p> <p>Children will be encouraged to write letters in sequence, segmenting and blending CVC words.</p>	<p>Main Texts as a Stimulus</p> <p>Rumble in the Jungle Farmyard Hullabaloo Handa's Surprise The Tiger who came to Tea</p> <p>Children will be encouraged to write letters in sequence, segmenting and blending CVC words.</p> <p>Children will be encouraged to write simple captions that contain high frequency words.</p>	<p>Main Texts as a Stimulus</p> <p>The Very Hungry Caterpillar The Bad Tempered Ladybird The Tadpole's Promise Jack and the Beanstalk.</p> <p>Children will be encouraged to write letters in sequence, segmenting and blending CVC words.</p> <p>Children will be encouraged to write simple captions that contain high frequency words.</p>	<p>Main Texts as a Stimulus</p> <p>The Great Explorer The Snail and the Whale Oi Get off my Train Beegu</p> <p>Children will be encouraged to use their phonic knowledge to write things such as labels, captions and simple sentences that can be read by themselves and others.</p> <p>Children will be able to write phrases that can be read by others. Children can reread what they have written. Children will be able to name and sound some letters of the alphabet.</p>	<p>Main Texts as a Stimulus</p> <p>Commotion in the Ocean The Singing Mermaid P is for Passport Zoom</p> <p>Children will be encouraged to use their phonic knowledge to write things such as labels, captions and simple sentences that can be read by themselves and others.</p> <p>Children will be able to write phrases that can be read by others. Children will be able to form lower case and upper case letters and may start to use full stops and capital letters.</p>

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	 <p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	 <p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>General Themes</p>	<p>Marvellous Me!</p>	<p>Terrific Tales</p> 	<p>Amazing Animals</p> 	<p>What lives at the bottom of the garden?</p>	<p>Let's go on an Adventure!</p> 	<p>Let's Go to the Seaside</p> 

Mathematics

We use the NCETM Mastery Mathematics Curriculum for Mathematics.

Shape, Space and Measure is planned for in addition to the NCETM 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**. (EYFS 2021, Statutory Guidance)

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- Identify when a set can be subitised and when counting is needed.
- Subitise different arrangements both structured and unstructured, including using the Hungarian number frame.
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
- Spot smaller numbers, hiding inside larger numbers.
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number.
- Develop counting skills and knowledge including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and only once and in any order; the need to 1:1 correspondence; understanding that anything can be counted, including actions and sounds.
- Compare sets of objects by matching
- Begin to develop the language of ‘whole’ when talking about objects which had parts. .

Shape Space and Measure

- Measures and Patterns

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers with and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.
- Begin to identify missing parts for numbers within 5
- Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame.
- Focus on equal and unequal groups when comparing numbers.
- Understand that two equal groups can be called a ‘double’ and connect this to finger patterns
- Sort out Odd and Even numbers according to their ‘shape’
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern
- Order numbers and play track games
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Shape Space and Measure

- Circles and Triangles
- Shapes with Four sides.

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:







- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.
- Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.
- Compare quantities and numbers including sets of objects which have different attributes.
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.
- Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10.
- Continue to identify when sets can be subitised and when counting is necessary.
- Develop conceptual subitising skills including when using a rekenrek.

Shape Space and Measure

- Mass and Capacity
- Length, Height and Time

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers”. –Shakuntala Devi

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 Marvellous Me!	 Terrific Tales	 Amazing Animals	 What lives at the bottom of the garden?	 Let’s go on an Adventure!	 Let’s Go to the Seaside



Understanding the World

Within our RE curriculum we will look at different faiths




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.** (EYFS 2021, Statutory Guidance)





Identifying family. Commenting on photos of their family, naming family members	Can talk about what they have done to celebrate with their families during Christmas.	How can we look after the Jungles?	Looking at Easter Traditions	Looking at different modes of transport and how they are used.	How can we look after the oceans?
Talk about exciting things that they do with their family.	Look at how Christmas was celebrated in the past.	Look at non-fiction books to find out information about animals.	Drawing and painting different minibeasts and flowers.	An introduction to the planets.	Use the Beebots on simple maps.
Talk about the roles of people in society.	Look at the Jolly Postman- look at maps, why are postman important.	Looking at Lent- the build up to Easter	Looking at the life cycle of different animals.	Look at NASA and America look at America on the world map.	Create simple maps, using treasure maps as a stimulus.
Navigating around our classroom using treasure maps.	Look at Remembrance Sunday- what is the significance what happened in the past.	Learn the different names of animals.	Looking at the habitats of different minibeasts.	Using the outdoors as a stimulus- how has our world changed in Summer Time?	Look at land and water- can we compare the two.
Read fictional stories about families and start to tell the difference between real and fiction.	Share the different versions of fairy stories.	Name the parts of animals and draw animals	Trip to the local park.	What is there to do around your home?	Learn about a Palaeontologist and look at fossils.
Long ago- how have toys changed over time.	Introduce children to key characters of the fairy stories.	Look at Nocturnal animals, looking at the habitats of different animals.	Looking at recycling and the journey of rubbish.	Look at features of different environments, maps of the local area, comparing places on Google Earth- how are they similar and different.	Scientific Enquiry – Floating and Sinking
Use some technology to make different pictures.	Look at the celebration of Diwali.	Science Investigation looking at matters of state including freezing, sinking and floating.	Look at the changes in the natural world.	Look at significant figures who have travelled to space and understand that the first person travelled to space before they were born.	Look at seaside’s long ago.
	Materials investigation	How is the environment different in different countries?	Build a bug hotel	Making a Rainbow Salad- Healthy Eating.	Look at non-fiction texts about under the sea.
	Making Pumpkin Soup- healthy diet.		Use the Beebots		
Observances at this Time	Observances at this Time	Observances at this Time	Observances at this Time	Observances at this Time	Observances at this Time
Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas Remembrance Day	Epiphany Shrove Tuesday/Ash Wednesday St David’s Day St Cuthbert’s Day	Palm Sunday Easter Holi Passover	Eid Shavuot	Summer Solstice

“Infinitely curious about the world around them, children constantly observe and explore, take in new information and generate their own ideas about how the world works”- Ingrid Chalufour

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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General Themes	Marvellous Me!	Terrific Tales 	Amazing Animals 	What lives at the bottom of the garden? 	Let's go on an Adventure!	Let's Go to the Seaside
<p>Expressive Arts and Design</p> <p>Children will produce a self-portrait that will be displayed in the classroom- this will show the children's progression in their fine motor skills.</p> 	<p>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. (EYFS 2021, Statutory Guidance)</p>					
	<p>Role Play Opportunities including Small World Play.</p> <p>Join in with songs including call and response songs. Build models using a range of different materials.</p> <p>Self Portraits, junk modelling, using cameras to take pictures of the different creations they have made.</p> <p>Explore how sounds can be changed and developed Practice tapping out simple rhymes.</p> <p>Printing with Natural Materials.</p> <p>Daily Rhyme Time</p>	<p>Role Play Opportunities including Small World Play</p> <p>Christmas crafts</p> <p>Daily Rhyme time</p> <p>Using different materials and textures to make a new cape for Little Red Riding Hood.</p> <p>Making up dances and listening to different forms of music.</p> <p>Firework Pictures, Making Diva lamp using clay.</p> <p>Story Maps, Props and Story sacks, puppets in the reading area to retell stories.</p> <p>Making a bookmark using weaving, cutting and joining.</p> <p>Nativity Play and Story</p> <p>Making a Santa Slider Christmas Card</p>	<p>Role Play Opportunities including Small World Play</p> <p>Rosseau's Tiger/Animal Prints/ Designing homes for animals.</p> <p>Different collaging techniques/ Collage owls and different animals.</p> <p>Chinese New Year Craft- Lanterns, Cherry Blossom Trees, Chinese Drum, Listening to Chinese Music.</p> <p>Shadow Puppets- Children will look at how to join materials together.</p> <p>Daily Rhyme time</p> <p>Observational Drawings of animals</p> <p>Making a Hibernation box</p>	<p>Role Play Opportunities including Small World Play</p> <p>Eric Carle- Themed Hungry Caterpillar work.</p> <p>Different Minibeast Craft.</p> <p>Easter Craft- pastel drawings, printing patterns on eggs chick in an egg craft.</p> <p>Mother's Day craft and card.</p> <p>Sunflowers- Children will make their own Sunflower pictures.</p> <p>Real life drawings and paintings of flowers, animals. Mirror reflection paintings.</p> <p>Hanging Egg Decoration</p> <p>Daily Rhyme time</p> <p>Flower Threading</p>	<p>Role Play Opportunities including Small World Play</p> <p>Daily Rhyme time.</p> <p>Design and Make a new vehicle. Design and Make objects thinking about form and function.</p> <p>Learn a traditional African song and look at African art.</p> <p>Lots of opportunities for using junk modelling.</p> <p>Look at different countries.</p> <p>Retell familiar stories.</p> <p>Space themed art.</p>	<p>Role Play Opportunities including Small World Play</p> <p>Daily Rhyme time</p> <p>Under the Sea themed art- Wax Resist Images, Rainbow Fish themed art, paper plate themed Jellyfish.</p> <p>Salt dough fossils.</p> <p>Sand Art and Natural Pictures- Andrew Goldsworthy inspiration.</p> <p>Colour Mixing and watercolour pictures.</p> <p>Father's Day card and Craft.</p>
	<p>Charanga</p> <p>Nursery Rhymes Exploring different musical instruments.</p>	<p>Charanga</p> <p>Me</p> <p>Christmas Play</p>	<p>Charanga</p> <p>My stories</p>	<p>Charanga</p> <p>Everyone</p>	<p>Charanga</p> <p>Our World</p>	<p>Charanga</p> <p>Big Bear Funk</p>

You can't use up creativity. The more you use, the more you have" - Maya Angelou