



EYFS Long Term Plan 2026-2027

At St Cuthbert's Catholic Primary School, we recognise the importance of developing a secure understanding of each child's individual starting point. Through careful assessment and observation, we provide a wealth of meaningful learning opportunities rooted in high-quality, play-based experiences. Children's interests are valued and used to shape learning, alongside carefully planned key experiences that ensure every child develops the knowledge, skills, and understanding they need to thrive.

Our Reception team acts as positive role models, providing high-quality interactions that challenge, support, and extend children's learning. The curriculum is delivered through a balanced combination of adult-led teaching and child-initiated exploration, ensuring learning is both purposeful and engaging.

At the heart of everything we do is the personal growth and development of each child. We are committed to nurturing confident, resilient learners who develop a lifelong love of learning and a curiosity about the world around them. We provide a rich balance of indoor and outdoor experiences that promote imagination, creativity, physical development, communication, and language skills.

We strive to ensure that every child feels safe, secure, valued, and happy within our school community. We also pride ourselves on building strong partnerships with parents and carers, maintaining effective communication throughout this crucial foundation year. Together, we lay the foundations for a successful educational journey and a lifelong enthusiasm for learning.

Early Years Foundation Stage Framework

Prime Areas	
Communication and Language	Listening and Attention Speaking
Personal, Social and Emotional 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



Overarching Principles of the EYFS



Unique Child: Every child has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: - Children will flourish with warm, strong and positive relationships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

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.

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.

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 large 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.



Early Learning Goals for the End of 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
Listening, Understanding and Speaking Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Self Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Number Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	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. 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. 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.	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me! 	Stories, Songs and Celebrations 	Our Wonderful World 	Ready, Steady, Grow! 	Life is an Adventure! 	Let's Set Sail! 
The Way Religious Education Programme	• Creation and Covenant	• Prophecy and Promise • Galilee to Jerusalem	• Galilee to Jerusalem • Desert to Garden	• To the ends of the Earth	• Dialogue and Encounter	• Dialogue and Encounter
Assessment Opportunities	• In House Baseline Assessment using Play based activities. • Statutory Baseline • Assessment data by the end of the term. • Set up Tapestry/Dojo for New Parents • Parent's Evening • Black Pen Drawings	• On-going assessments • Baseline Analysis • Pupil Progress Meetings • Name Writing/Phoneme/High Frequency Assessments • Number Recognition Assessment	• On Going Assessments • Moderation • Internal Moderation • Review of children	• Pupil Progress Meetings • Tapestry/Dojo Information • Name Writing/Phoneme/High Frequency Assessments • Number Recognition Assessment • GLD Predictions • Black Pen Drawings	• Moderation • Tapestry/Dojo Information • Ongoing Assessment	• Pupil Progress Meetings • Tapestry/Dojo Information • Reports • End of Year Data • Tapestry/Dojo Information
Parental Involvement	• Staggered Start • Home Visits • Harvest Assembly • Welcome Mass • Buddy Celebration of the Word • Tapestry/ Dojo • Curriculum Workshop	• Nativity Play • Maths Workshop • Parents Evening • Books at Bedtime initiative. • Phonics Workshop • Story Sacks • Tapestry/ Dojo	• Stay and Read Session • Celebration of the Word • Stay and Play Session • Tapestry/ Dojo	• Stay and Read Session • Tapestry/ Dojo • Parents Evening	• Share a Story • Tapestry/ Dojo	• Reception Video • End of Year Reports • Tapestry/ Dojo



Overview

	 Autumn 1	 Autumn 2	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes These themes will be adapted at various points to allow for Children's interests to be reflected in the continuous provision	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?	Stories, Songs and Celebrations - Celebrating Together - Light shines in dark times - We celebrate the birth of Jesus - Traditions are Special - We can celebrate in different ways. - People remember important dates.	Our Wonderful World - Night and Day time Animals - The World in Spring - David Attenborough - Space - Dinosaurs - Which animals might like in the woods?	Ready, Steady, Grow! - Things will grow and change. - Living things need care. - Spring brings new life - We can nurture and protect. - Stories can inspire exploration. - Mini Beasts - Life Cycles - Planting Seeds	Life is an Adventure! - The World is big and diverse. - Around our School - What is in our local area? - Climate effects animals - What is special about our Local area? - Travel connects us. - Design your own vehicle. - Continents	Let's Set Sail! - Seaside's in the Past - Seaside Art - Animals that Live under the Sea - The Five Oceans - Marine Life - Pirates and Mermaids. - Water Environments are important.
Possible Texts that could be used and 'Old Favourites'	- 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	- The Jolly Postman - Rama and Sita - The Nativity Story - Sparks in the Sky - Lights for Gita - Little People Big Dreams - Captain Tom, Rosa Parks, Martin Luther King, Stevie Wonder, Aretha Franklin, Muhammed Ali - Letters to Santa - Stickman - The Gingerbread Man - Goldilocks and the Three Bears - The Three Little Pigs	- The Gruffalo - Gruffalo Granny - Little People, Big Dreams- David Attenborough, Mary Anning - Non Fiction Texts - Little Red Riding Hood - Aliens Love Underpants - The Magic Paintbrush - We're going on a egg hunt Hop Little Bunnies - Bob, The Man on the Moon - Beegu - Whatever Next! - Goodnight Moon	- 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	- Little People- Big Dreams Ernest Shackleton, Jane Goodall. - The Great Explorer - The Naughty Bus - Mr. Grumpy's Outing - The Train Ride - Martha Maps it out. - Oi Get off my train! - The Emperors Egg - The Tiger Who came to tea	- 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
Key Events	- Autumn Trail - Harvest Time - Buddy Liturgy - Recycling Week	- Black History Month - Remembrance Day - Halloween - Guy Fawkes - Diwali - Hanukkah - Road Safety - World Space Week - Children in Need - Anti-Bullying Week - Nativity Play - Remembrance Day - Christmas - School Trip to see Seven Stories	- Lent and Easter - Chinese New Year - Story Telling Week - Valentine's Day - Random Acts of Kindness Day - Pancake Day - Internet Safety Day - Animal Art - Looking at Safari, Jungles, Farms. - Easter Egg Hunt - Science Week	- Mother's Day - Picnic in the Outdoors - Planting Seeds - Weather Experiments - Van Gogh Study - Weather Forecast Videos - Nature Scavenger Hunt - Making own Healthy Milkshakes	- 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	- World Ocean Day - Father's Day. - Visit to the Beach - World Environment Day - Pirate Day - Sports Day - Learning Sea Shanties



Communication and Language

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
 Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
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, Plan, Do, Review, school assembly and our daily story time and rhyme time. We also use the Early Talk Boost programme.	Talking about self Sharing all about me Books Sharing all about me bags. Learning Classroom Model talking about the routines of the day Plan, Do, Review Time Adult Modelling • "Tell me about" • "I noticed you..." • "How did that make you feel?"	Story Language Celebration Vocabulary Settling in Activities Developing Vocabulary Story Language Word Hunts Following instructions Listening and responding to stories and discussions. Retelling stories Taking part in discussions Story Sacks Plan, Do, Review Time Adult Modelling • "What happens..." • "In our family we..." • "Some people celebrate by..." • "How do you celebrate?"	Asking questions. Using new topic vocabulary Ask's how and why questions Retelling information Listening to non fiction Ask questions to find our more and check they understood what has been said to them Describe events with details Learn rhymes, poems and songs. Plan, Do, Review Time Adult Modelling • "I wonder why..." • "What do you think might happen if..." • "How could we find out?"	Talk it Through Describing events in detail- using time connectives. Sequencing Stories Asking Investigative questions Using topic-specific vocabulary Plan, Do, Review Time Adult Modelling • "What do plants need to grow?" • "What happened first?" • "What has changed?"	What happened? Can articulate conversation with increasing detail, ideas, feelings, and events. Uses a range of connectives when talking. Describing differences and similarities. Asking and answering questions Sharing personal travel experiences. Plan, Do, Review Time Adult Modelling • "How is this place different to ours?" • "Why might that animal live there?" • "What would we need to pack?"	Time to Share! Rich descriptive language Story telling and role play dialogue Explaining facts Reading books aloud to children that will extend their knowledge of the world illustrate the current topic. Show children a range of fiction and non-fiction books containing pictures and photographs. Child can adapt language to different social situations. Plan, Do, Review Time Adult Modelling • "What might happen next?" • "How do we know that?" • "Describe what you can see under the sea?"
Some Key Vocabulary	Me, mine, my, name, family, home, happy, sad, kind, share, listen, turn.	Celebrate, remember, Once upon a time, special, light, candle, fireworks, family, thank you, together.	Planet, space, rocket, astronaut, dinosaur, fossil, extinct, Earth, recycle, protect, environment.	Grow, seed, root, stem, leaf, flower, plant, lifecycle, caterpillar, chrysalis, minibeast, soil, water, sunlight.	Adventure, continent, country, climate, habitat, desert, rainforest, polar, jungle, travel, passport, journey, culture.	Ocean, sea, pirate, treasure, map, ship, anchor, coral, reef, wave, tide, deep, shallow, surface.



Personal, Social and Emotional Development

	 Autumn 1	 Autumn 2	 Spring	 Spring 2	 Summer 1	 Summer 2
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
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.					
Ten Ten Modules	Module 1 Unit 1 Created and Loved by God Module 1 Unit 2 Me, My Body, My Health	Module 1 Unit 3 Emotional Well-being Module 1 Unit 4	Module 2 Unit 1 Module 2 Unit 2	Module 2 Unit 3	Module 2 Unit 4 Module 3 Unit 1	Module 3 Unit 2
Self-Regulation Managing Self Building Relationships 	British Values Zones of Regulation Internet Safety Starting school Class rules and routines Building new relationships Learning about the classroom environment. Talking about dreams and goals. Developing confidence. Talking about self and abilities Plan, Do, Review	British Values Zones of Regulation Internet Safety 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 Understanding similarities and differences. Plan, Do, Review	British Values Zones of Regulation Internet Safety Show considerations about the needs and ideas of others. Start to practice the skills of assertion, negotiation and compromise. Developing resilience through problem solving Plan, Do, Review	British Values Zones of Regulation Responsibility Caring for living things Working cooperatively in planting Patience (waiting for growth) Plan, Do, Review	British Values Zones of Regulation Internet Safety 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. Respecting diversity Celebrating different cultures. Independence	British Values Zones of Regulation Internet Safety Taking part in Sports Day- Winning and Losing. 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.
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 - Control own feelings and behaviour - Be able to curb impulsive behaviours - Be able to ignore distractions Stop and think before acting.				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. Education Endowment Fund		



Physical Development

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
 Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ¹¹ . 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.						
Get Set for PE Modules		Introduction to PE: Unit 2	Fundamentals: Unit 2	Gymnastics Unit 2	Dance Unit 2	Ball Skills Unit 2
Fine Motor Handwriting, Letter Formation and Pencil Grip will be monitored constantly. Intervention and support will be given as required. Gross Motor Children will have daily opportunities to develop their fine and gross motor skills.	Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco. Manipulates a range of one-handed tools and equipment using good fine motor skills. Create lines and circles. Shows preference for a dominant hand. Uses grip beyond whole handed grasp. Pre-Writing Patterns Gross Motor routines- lining up, stopping, listening.	Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco. Develop muscle tone to put pencil to paper. Handle a range of tools with increasing control. Teach and model correct letter formation. Letter join print formation practice Scissor Progression Balance Bikes	Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco. Forming letters correctly. Encourage children to use static tripod grasp. Encourage children to draw freely. Practicing fastening buttons. Scissor skill activities. Letter join print formation practice Mark making labels. Cutting planet shapes. Gross Motor- navigating space and exploring outdoor spaces.	Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco. Children should be forming most letters correctly. Children should be using tripod grasp when holding a pencil. Letter join print formation practice Digging and scooping	Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Start to cut along a straight-line using scissors/ cut along a wavy line. Can draw a cross. Letter join print formation practice Balance	Types of Activities- Threading, cutting, weaving, playdough, specific fine motor skills activities, dough disco. Can form letters correctly. Can copy a square Begin to draw diagonal lines- triangle shape. Start to colour inside the lines of a picture. Draw recognisable pictures. Build with small connecting blocks like Lego. Letter join print formation practice



Literacy

	 Autumn 1	Autumn 2	Spring 	Spring 2 	Summer 1 	Summer 2 
General Themes	Marvellous Me!	Look at Us Glow	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension 	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	Retelling stories related to events through acting/role play. Using story maps to retell a story. Focus on retelling new stories. Learning how to sequence a story- using beginning, middle, end. Starting to orally blend sounds into words. Access to a range of books	Making up stories using themselves as the main character. Encourage children to record their story using pictures/drawings and mark making. Read simple phrases using known sounds. Read some common exception words linked to Phonics Programme World Book Day activities	Lots of non-fiction texts to be made available. Rereading stories to grow confidence in word reading. World Book Day activities	Looking at stories from other cultures and traditions. Retelling a story with actions and picture prompts in small groups. Can a child explain the main parts of a story? Can they draw pictures of characters/events/settings?	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. 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.
Word 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.	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.	Rhyming strings discussing stories with greater understanding of what has been read. Encouraging children to become familiar with words that contain digraphs. Reading Common Exception Words.	Looking at story structure beginning-middle- end. Retelling stories to an audience. Reading CVC words that include some digraphs. Reading Common Exception Words and High Frequency Words. Starting to read longer words.	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	Reading simple sentences using fluency. Reading CVCC and CCVC words confidently.
Phonics	Pre Phonic Skills looking at environmental sounds, rhythm, rhyme, singing, chanting.	Teaching of Level 1+ phonic sounds.	Teaching of Level 2 sounds including digraphs sh, th and ch.	Teaching of Level 2 sounds including digraphs sh,th and ch.	Teaching of Level 3 sounds including vowel digraphs ai, ee, igh.	Teaching of Level 3 sounds including vowel digraphs ow, oi, ear.



Literacy

	 Autumn 1	 Autumn 2	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
Writing	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. 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.					
Main Texts as Stimulus Texts will be changed to meet children's interests. 	Pete the Cat Rocking in my school shoes. Funny Bones The Colour Monster	The Jolly Postman Stickman The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears	The Gruffalo Non Fiction Texts Beegu Whatever Next! Goodnight Moon	The Very Hungry Caterpillar The Bad Tempered Ladybird The Tadpole's Promise Jack and the Beanstalk.	The Great Explorer The Naughty Bus Mr. Grumpy's Outing The Train Ride Martha Maps it out.	Commotion in the Ocean The Singing Mermaid P is for Passport Zoom
	Children will practice using their dominant hand and tripod grip. Children will be given lots of opportunity to mark make for different purposes. Children will be encouraged to use initial sounds as labelling. Children will also practice writing their name.	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. Children will be encouraged to write letters in sequence, segmenting and blending CVC words.	Children will be encouraged to write letters in sequence, segmenting and blending CVC words. Children will be encouraged to write simple captions that contain high frequency words.	Children will be encouraged to write letters in sequence, segmenting and blending CVC words. Children will be encouraged to write simple captions that contain high frequency words.	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. 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.	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. 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.



Mathematics

	 Autumn 1	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
Mathematics We use the NCETM Mastery Mathematics Curriculum for Mathematics 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison. As they move themselves through space, they will develop their understanding of relevant spatial language.	Pupils will continue to develop skills in noticing and visualising; sorting shapes according to their attributes. They will develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to explore and identify when objects or 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 skills in noticing and visualising, when engaging with pattern work. They will apply their understanding of equal/not equal and prepositional language when working with a range of measures. They will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Pupils will secure knowledge of number facts through varied practice.			



Understanding the World

	 Autumn 1	 Autumn 2	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
Understanding the World 	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying family. Commenting on photos of their family, naming family members Talk about exciting things that they do with their family. Talk about the roles of people in society. Navigating around our classroom using treasure maps. Read fictional stories about families and start to tell the difference between real and fiction. Long ago- how have toys changed over time. Use some technology to make different pictures	Can talk about what they have done to celebrate with their families during Christmas. Look at how Christmas traditions and the Nativity Story Look at the Jolly Postman- look at maps, why are postman important. Look at Remembrance Sunday- poppies as a symbol and being thankful. Share the different versions of fairy stories. Introduce children to key characters of the fairy stories. Look at the celebration of Diwali. Materials investigation Making Pumpkin Soup- healthy diet.	Looking at Easter Traditions. Learn about a Paleontologist and look at fossils. Look at NASA and America look at America on the world map Looking after our planet. Space Dinosaurs Look at significant figures who have travelled to space and understand that the first person travelled to space before they were born.	Drawing and painting different minibeasts and flowers. Looking at the life cycle of different animals. Looking at the habitats of different minibeasts. Trip to the local park. Looking at recycling and the journey of rubbish. Look at the changes in the natural world. Build a bug hotel Use the Beebots	Using the outdoors as a stimulus- how has our world changed in Summer Time? What is there to do around your home? Look at features of different environments, maps of the local area, comparing places on Google Earth- how are they similar and different. Continents Animals and Habitats - Rainforest, Desert, Savannah, Polar, Ocean Climate- Hot, Cold, Wet, Dirt. Cause and Effect- Polar bears have thick fur because. Making a Rainbow Salad- Healthy Eating.	How can we look after the oceans? Use the Beebots on simple maps. Create simple maps, using treasure maps as a stimulus. Scientific Enquiry – Floating and Sinking Look at seaside's long ago. Look at non-fiction texts about under the sea. The Five Oceans Layers of the Ocean Boats and Transport Marine Life
Observances	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 Easter	Holi Passover	Eid Shavuot	Summer Solstice



Expressive Arts and Design

	 Autumn 1	 Autumn 2	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes	Marvellous Me!	Stories, Songs and Celebrations	Our Wonderful World	Ready, Steady, Grow!	Life is an Adventure!	Let's Set Sail!
Expressive Arts and Design 	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Self Portraits Family Role Play Singing Name songs Exploring Mirrors Printing with Natural Materials.	Role Play Opportunities including Small World Play Christmas crafts Daily Rhyme time Using different materials and textures to make a new cape for Little Red Riding Hood. Making up dances and listening to different forms of music. Firework Pictures, Making Diva lamp using clay. Story Maps, Props and Story sacks, puppets in the reading area to retell stories. Making a bookmark using weaving, cutting and joining. Nativity Play and Story Making a Santa Slider Christmas Card	Role Play Opportunities including Small World Play Chinese New Year Craft- Lanterns, Cherry Blossom Trees, Chinese Drum, Listening to Chinese Music. Shadow Puppets- Children will look at how to join materials together. Daily Rhyme time Galaxy Splatter Painting Clay Fossils Junk Modelling rockets Recycled Art. Easter Craft- pastel drawings, printing patterns on eggs chick in an egg craft.	Printing with Vegetables. Flower Collage Clay Minibeasts Role Play Opportunities including Small World Play Eric Carle- Themed Hungry Caterpillar work. Different Minibeast Craft. Mother's Day craft and card. Sunflowers- Children will make their own Sunflower pictures. Real life drawings and paintings of flowers, animals. Mirror reflection paintings Daily Rhyme time Flower Threading Observational drawings	Rousseau's Tiger/Animal Prints/ Designing homes for animals. Different collaging techniques/ Collage owls and different animals. Father's Day card and Craft. Observational Drawings of animals Learn a traditional African song and look at African art. Lots of opportunities for using junk modelling	Role Play Opportunities including Small World Play Daily Rhyme time Under the Sea themed art- Wax Resist Images, Rainbow Fish themed art, paper plate themed Jellyfish. Sand Art and Natural Pictures- Andrew Goldsworthy inspiration. Colour Mixing and watercolour pictures. Ocean Layered Art Treasure chest junk modelling Mermaid tail collage. Shell Printing.
Charanga Music Programme	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Hey You!