



St Matthew's
Catholic Primary School

EYFS Curriculum

2026-2027

“Love, Learn and Shine Together with Jesus”

This document sets out the intended learning experiences for each half term. It is designed to support practitioners' planning and will be adapted flexibly to meet the needs, stages, and interests of the children through short-term planning. These learning experiences will build on what children know and can do and will often be adapted based on the interests observed in child-initiated activities. As with child-initiated activities, practitioners will actively use a range of effective interaction strategies to support learning in the adult-led context.



Intent

At St Matthew's Catholic Primary School, our Early Years Foundation Stage curriculum provides every child with the strongest possible start to their education, laying secure foundations for lifelong learning. Rooted in our mission, 'Love, Learn and Shine Together with Jesus,' we nurture confident, compassionate and resilient learners within a caring Catholic community.

The teachings of Jesus are central to all that we do. Through high-quality Religious Education, Prayer and Liturgy, and opportunities to live out Gospel Values, children develop their faith while learning to show kindness, respect and responsibility. We celebrate every child as uniquely created by God, valuing the diversity, experiences and individuality they bring to our school.

Our ambitious and carefully sequenced curriculum builds on children's prior knowledge, interests and starting points. Strong partnerships with families, carers and other professionals, alongside a well-planned transition into Reception, enable us to understand each child and provide an inclusive curriculum that removes barriers to learning, ensuring every child can flourish.

Communication and language, together with personal, social and emotional development, are at the heart of our curriculum. Through rich language experiences, purposeful play, meaningful interactions and carefully planned teaching, children develop confidence, curiosity, resilience and a love of learning.

We believe every interaction is an opportunity to learn. Skilled practitioners create an enabling environment that encourages children to think critically, solve problems, take appropriate risks and become increasingly independent. By fostering a culture of inclusion, belonging and collaboration with families, we ensure every child feels safe, valued and supported to achieve their potential.

By the end of the Early Years Foundation Stage, children will have developed the knowledge, skills and Characteristics of Effective Learning needed for a successful transition into Key Stage One. They leave Reception as confident learners, secure in their faith and ready to continue their journey of loving, learning and shining together with Jesus.

Impact

At St Matthew's Catholic Primary School, the impact of our Early Years curriculum is reflected in children who are happy, confident and enthusiastic learners, ready for the next stage of their education. They leave Reception with secure foundations in knowledge, skills and the Characteristics of Effective Learning, supporting a successful transition into Key Stage One.

Children develop strong communication and language skills, an ambitious vocabulary and a love of reading through high-quality phonics teaching and rich experiences with books. They become increasingly independent, resilient and able to regulate their emotions, build positive relationships and demonstrate kindness, respect and responsibility.

Our inclusive curriculum enables children to make strong progress from their individual starting points, with the majority achieving a Good Level of Development and all children prepared for future learning. Living out our mission to Love, Learn and Shine Together with Jesus, children leave Reception confident in who they are, secure in their faith and ready to flourish.

Implementation

At St Matthew's Catholic Primary School, our Early Years curriculum is implemented through a carefully planned balance of adult-led teaching, purposeful play, child-initiated learning and high-quality interactions. Learning is sequenced to build on children's prior knowledge and experiences, ensuring all children make strong progress from their individual starting points.

Guided by our mission, 'Love, Learn and Shine Together with Jesus,' we provide an ambitious, inclusive curriculum where every child feels valued, develops confidence and is encouraged to become an independent, resilient learner. Communication and language are at the heart of our provision, with practitioners using skilled questioning, sustained shared thinking and rich vocabulary to extend children's learning across all areas of the curriculum.

Early reading is prioritised through the daily teaching of Read Write Inc. phonics, delivered with fidelity and informed by regular assessment to ensure teaching is closely matched to children's needs. A love of reading is fostered through high-quality texts, storytelling and meaningful opportunities to share books. Mathematics is taught following White Rose & Development Matters developing children's fluency, reasoning and problem-solving through practical and engaging experiences.

The Characteristics of Effective Learning are embedded throughout our provision, encouraging children to explore, think critically, persevere and become active learners. Our stimulating indoor and outdoor environments promote curiosity, independence and creativity, while reflecting the diverse backgrounds, cultures and experiences of our school community.

Assessment is an integral part of teaching and learning. Through ongoing observations, professional dialogue and responsive planning, staff identify next steps and provide appropriate support and challenge. Communication and language screening, including WellComm, enables early identification of need, ensuring timely intervention so that every child, including those with SEND and disadvantaged pupils, can access the curriculum and achieve success.

We value parents and carers as children's first educators and work in close partnership with families through regular communication, workshops, shared reading opportunities and home learning. Together, we create a consistent approach that supports each child's academic, social, emotional and spiritual development, helping every child to flourish within our caring Catholic community.



St Matthew's

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Overarching Principles of the Early Years Foundation Stage

A Unique Child

At St Matthew's Catholic Primary School, we recognise that every child is a unique individual, created and loved by God. Our curriculum values children's prior experiences, interests and stages of development, enabling every child to feel safe, confident and successful. Through high-quality interactions and carefully planned learning opportunities, we support children to become resilient, independent learners who are ready for the next stage of their education.

Positive Relationships

Positive relationships are central to our curriculum. Secure attachments with adults enable children to feel confident to explore, take risks and develop as learners. We work closely with parents and carers to build strong partnerships that support children's learning and wellbeing. Every child has a key person who knows them well and ensures their individual needs are understood and met.

Enabling Environments

Our indoor and outdoor learning environments are thoughtfully designed to promote curiosity, exploration and sustained engagement. High-quality continuous provision, enhanced experiences and adult-led teaching are carefully planned using Development Matters to meet children's developmental needs while preparing them for the expectations of the National Curriculum. Children are encouraged to revisit, practise and deepen their learning through purposeful play and meaningful experiences.

Learning and Development

Our ambitious EYFS curriculum is underpinned by the EYFS Statutory Framework and informed by Development Matters. Learning is sequenced to build knowledge, skills and vocabulary over time, ensuring strong foundations across all seven areas of learning. Ongoing assessment informs planning, enabling staff to provide appropriate support and challenge so that every child makes excellent progress and is well prepared for Key Stage 1.

Characteristics of Effective Learning (CoEL)

The Characteristics of Effective Learning underpin our Early Years curriculum at St Matthew's Catholic Primary School. They are woven throughout both adult-led teaching and child-initiated play, enabling children to become confident, independent and motivated learners.

Playing and Exploring

Children are encouraged to investigate, explore and 'have a go' in a safe, stimulating environment. Through carefully planned continuous provision and meaningful first-hand experiences, children develop curiosity, resilience and a willingness to try new things. Our adults model, question and extend learning, encouraging children to become active participants in their own learning.

Active Learning

We foster positive learning behaviours by encouraging children to concentrate, persevere and take pride in their achievements. Children are supported to reflect on their learning, overcome challenges and develop increasing independence. Through praise, encouragement and high expectations, we help children build confidence, resilience and self-regulation as they become lifelong learners.

Creating and Thinking Critically

Children are given opportunities to think creatively, solve problems and make connections between new and prior learning. Skilled adults use high-quality interactions, sustained shared thinking and purposeful questioning to extend children's ideas, deepen understanding and develop reasoning skills across all areas of the curriculum.

Play and Learning

At St Matthew's Catholic Primary School, we recognise that high-quality play is fundamental to children's learning and development. Our ambitious curriculum is delivered through a balance of purposeful play, adult-directed teaching and carefully planned continuous provision, informed by the EYFS Statutory Framework and Development Matters. Learning experiences are sequenced to build knowledge, skills and vocabulary over time, ensuring progression across all seven areas of learning. Our indoor and outdoor environments are adapted throughout the year to reflect children's interests, developmental needs and next steps, while maintaining consistently high expectations. This approach supports children to become confident communicators, resilient learners and independent thinkers, providing secure foundations for a successful transition into Year 1 and the National Curriculum.



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Assessment Journey Through Reception at St Matthew's Catholic Primary School

Assessment begins before children start Reception through our comprehensive transition process. We work closely with parents, carers and previous settings to gather valuable information about each child's interests, experiences, strengths and individual needs. This enables us to build positive relationships from the outset and ensure every child is well supported as they begin their learning journey.

During the first six weeks of Reception, children complete the statutory Reception Baseline Assessment (RBA) in a calm, familiar and engaging environment. The RBA focuses on early literacy, communication, language and mathematics and provides a national starting point for measuring progress across primary school. Alongside this, staff use their professional knowledge, observations and interactions to develop a holistic understanding of each child's development across all areas of learning. Children's phonics knowledge is monitored regularly through our chosen phonics programme to ensure teaching is closely matched to individual needs.

Assessment is an integral part of everyday practice within our Early Years curriculum. Staff continually observe, interact with and respond to children's learning through play, adult-led teaching and daily routines. These ongoing formative assessments enable practitioners to identify children's achievements, interests and next steps, ensuring learning experiences remain purposeful, ambitious and appropriately challenging. Some significant learning experiences are captured through photographs and observations, which are shared with families via ClassDojo. These snapshots celebrate children's achievements and strengthen the partnership between home and school, while recognising that the majority of assessment comes from practitioners' day-to-day knowledge of each child rather than excessive evidence collection.

Our assessment practice is informed by the EYFS Statutory Framework and supported by the non-statutory guidance within Development Matters. Staff use observations, professional dialogue and ongoing assessment to monitor children's progress towards the Educational Programmes and Early Learning Goals. Regular team discussions and pupil progress meetings ensure that assessment is accurate, consistent and used to inform future planning, targeted support and appropriate challenge for every child.

Throughout the year, staff work collaboratively to moderate assessment judgements within school and, where appropriate, with colleagues from other schools. This helps to ensure consistency and accuracy in our assessment of children's learning and development.

At the end of the Reception year, practitioners complete the statutory Early Years Foundation Stage Profile (EYFSP). Using their professional knowledge and evidence gathered throughout the year, teachers assess whether each child is working at the expected level or is emerging against each of the Early Learning Goals. This information is shared with parents in the end-of-year report and with Year 1 staff to support a smooth and successful transition into Key Stage 1.

Autumn Term 1



Autumn Term 2



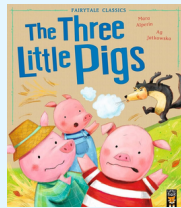
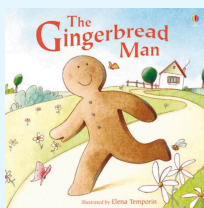
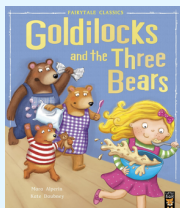
Reading Spine (Explored through Ready Steady Write & Movement & Storytelling)		
Topic Texts (Enhanced texts shared through story times & continuous provision)	Starting School, How to be a friend, The huge bag of worries, Only One You, All Are Welcome, What I Like About Me!: A Book Celebrating Differences, In Every House On Every Street, A Place Called Home, My Mum, My Dad, Once There Were Giants, Pumpkin Soup, Little Gooses Autumn, Autumn, Lunchtime, Aunt Amelia, The Everywhere Bear, Paper Dolls, A Stylish Big Picture Book for All Ages, The Leaf Thief, The Roll Away Pumpkin, Dogger, Traction Man, Mini Grey Stuck, A first book of Animals.	Star in a Jar, Rama and Sita - the Story of Diwali, Remember Remember the 5th of November, Sparks in the Sky, Be Kind, Where the Poppies Now Grow, Welcome to our world, Hetty's Hanukkah, Shmelf the Hanukkah Elf, The Jolly Christmas Postman, Stick Man, The Snowman, The Christmas Story, Refuge.
Parent Partnership	- Welcome event - Reading/Phonics workshop followed by stay and play - Class Dojo launch - Proud to Be Me! celebration assembly	- Maths Mastery workshop followed by maths stay and play - Christmas Celebration stay and play - Christmas cards, calendars, and crafts - Nativity assembly
Cultural Capital and Enrichment	- World Mental Health Day - 10th October 2026 - World Space Week - 4th-10th October 2026 - UK National Poetry Day - 7th October 2026 (Space poems) - Autumn - Our church - Grandparents' Day - 4th October 2026 - Black History Month	- Bonfire Night - 5th November 2026 - Diwali - 8th November 2026 - Remembrance Day - 11th November 2026 - World Kindness Day - 13th November 2026 - Road Safety Week - 15th-21st November 2026 - Winter/Christmas/Hanukkah
Religious Education (Delivered using 'To know you more clearly')	Creation and Covenant - God created the world - God made us - The Sacrament of Baptism - Laudato Si - Celebration of Creation and Covenant	Prophecy and Promise - The Annunciation - The shepherds hurried to Mary - Mary had a baby called Jesus - Advent and 'Hope' - Jesus was born and laid in a manger - The candle of love
Role Play Area Theme	School	Space/Christmas

Spring Term 1



Spring Term 2



Reading Spine (Explored through Ready Steady Write & Movement & Storytelling)	   	   
Topic Texts (Enhanced texts shared through story times & continuous provision)	Supertato, Superworm, There's a Superhero in Your Book, Even Superheroes Have Bad Days, The Smartest Giant in Town, The Lion Inside, Real Superheroes, Saving Mr Hoot, Oi! Get Off Our Train, The Paper Bag Princess, The Invisible Boy, A Superpower Like Mine	Little Red Riding Hood, Goldilocks and the Three Bears, The Three Little Pigs, Jack and the Beanstalk, Cinderella, The Three Billy Goats Gruff, The Paper Bag Princess, Prince Cinders, The True Story of the Three Little Pigs!, The Princess and the White Bear King, The Empty Pot, The Enormous Turnip, Anansi and the Moss-Covered Rock, The Name Jar, Mufaro's Beautiful Daughters
Parent Partnership	- Phonics support sessions - Maths support sessions	- Mother's Day tea party - Easter stay and play
Cultural Capital and Enrichment	- Chinese New Year - 6th February 2027 - Chinese Lantern Festival - 20th February 2027 - RSPB - The Big Garden Birdwatch - 29th-31st January 2027 - Safer Internet Day - 9th February 2027 - Love is in the Air - Valentine's Day - 14th February 2027 - Random Acts of Kindness Day - 17th February 2027 - Visits - Nurse visit/Fire service/Police/Dentist - St Patrick's Day - 17th March 2027	- Shrove Tuesday - 9th February 2027 - World Book Day - 4th March 2027 - Mother's Day - 7th March 2027 - Holy Week - Beginning 21st March 2027 - Easter - Farm visit - Windsor Gardens - Butterflies - Eid - approximately 9th March 2027
Religious Education (Delivered using 'To know you more clearly')	Galilee to Jerusalem - The Visit of the Magi - Jesus welcomes the little children - The Glory Be prayer - Feeding of the 5000	Desert to Garden - Love Thy Neighbour - Lent - Palm Sunday - Holy Week - Easter celebrations around the world
Role Play Area Theme	Superhero Den/Doctors/Vets	Fairytale Cottage

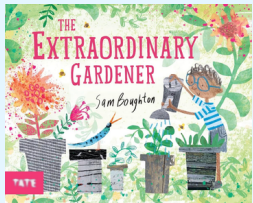
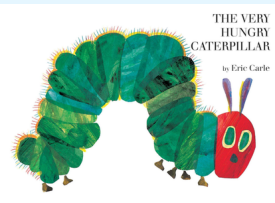
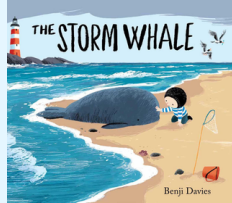
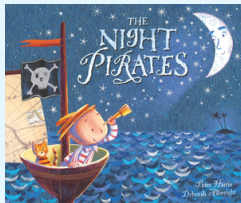
Summer Term 1



Summer Term 2

LET'S GO

ADVENTURE

Reading Spine (Explored through Ready Steady Write & Movement & Storytelling)	  	   
Topic Texts (Enhanced texts shared through story times & continuous provision)	The Tiny Seed, Jasper's Beanstalk, Sam Plants a Sunflower, The Extraordinary Gardener, The Very Hungry Caterpillar, The Bad-Tempered Ladybird, The Story of the Root Children, Planting a Rainbow, We're Going on an Egg Hunt, A Seed Grows, Owl Babies, The Ugly Duckling, The Odd Egg, Farmer Duck, The Leaf Thief	We're Going on a Bear Hunt, The Train Ride, The Journey Home from Grandpa's, Mr Gumpy's Outing, The Snail and the Whale, Commotion in the Ocean, The Storm Whale, Sally and the Limpet, Naughty Bus, The Way Back Home, Whatever Next!, Handa's Surprise, The Hundred Decker Bus, The Journey, The Pirates Next Door
Parent Partnership	- We Are Writers workshop - Collective Worship and RE workshop/stay and play	- Father's Day festival - End of year reports - End of year Reception graduation party
Cultural Capital and Enrichment	- Walk to School Week - WB 19th May 2027 - St George's Day and Shakespeare Day - 23rd April 2027 - Earth Day - 22nd April 2027 - International Dance Day - 29th April 2027 - World Laughter Day - 2nd May 2027 - National Children's Day - 9th May (TBC) - National Bee Day and Outdoor Classroom Day - 20th May 2027	- The King's Birthday (Monarchy) - 19th June 2027 - Healthy Eating Week - WB 19th June 2027 - World Oceans Day - 8th June 2027 - World Music Day - 21st June 2027 - National Writing Day - 24th June 2027
Religious Education (Delivered using 'To know you more clearly')	To the Ends of the Earth - The Coming of the Holy Spirit - Pentecost as a special celebration - Community and Fellowship	Dialogue and Encounter - Celebration of Saint Peter and Saint Paul - Saints - the role of the Church - Visiting church - Feast Day - Good neighbours - visitors discussing their faith learning
Role Play Area Theme	Flower/Gardening Shop	Travel Agents

Personal, Social and Emotional Development

Educational Programme (EYFS Statutory Framework) - 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.

Personal, Social and Emotional Development - Self-Regulation - Managing Self - Building Relationships (including PSHE & RSE lesson topics)	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
	- Settling into school – classroom routines and visual timetables - Recognising emotions and beginning to self-regulate – feelings games, mirrors, and emotion cards - Expressing feelings appropriately – story discussions and emotion puppets - Celebrating new achievements – displays and certificates - Developing independence – self-registration and choosing resources - Personal hygiene – toileting and handwashing - Dressing independently – putting on coats and shoes - Making friends – circle games and play - Sharing and turn-taking – cooperative play and board games - Respecting differences – discussions about families	- Understanding different emotions – celebration stories - Managing excitement and waiting patiently – Christmas party games - Following rules – class expectations and group games - Showing resilience – challenge activities - Developing independence during daily routines - Caring for our classroom - Making safe choices – fire safety, fire drills, and evacuation procedures - Respecting other cultures and traditions – Understanding the World topics - Celebrating achievements - Being kind – kindness jar
	Spring 1 - Heroes	Spring 2 - Once Upon a Time
	- Being brave – superhero obstacle courses - Managing worries – worry monster - Setting goals – personal challenges - Solving problems – rescue role-play games - Reflecting on strengths – superhero certificates - Discussing healthy lifestyle choices - Dressing independently – changing into PE kits - Helping others – support and teamwork games - Appreciating community helpers	- Making good choices – fairy tale dilemmas - Managing disappointment – games and stories - Understanding fairness – discussed through Goldilocks and the Three Bears - Solving conflict – role-play and stories - Reflecting on behaviour – The Big Bad Wolf - Showing perseverance – fairy tale challenges - Taking responsibility for own belongings and organising self - Resolving disagreements – role-play - Respecting opinions – character discussions - Developing friendship skills – magic potion activities
	Summer 1 - Keep Going, Keep Growing!	Summer 2 - Let's go Explore!
	- Reflecting on personal growth – learning journeys - Building confidence – show and tell - Promoting independence – independent learning tasks - Healthy eating and exercise - Respecting others and their differences	- Coping with change – transition stories and discussions - Confidence in new situations – adventure role-play - Managing risks – outdoor learning - Reflecting on Reception – class assembly - Managing own routines - Saying goodbye positively

Self-Regulation: Children at the expected level of development will: - 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 :Children at the expected level of development will: - 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: Children at the expected level of development will: - 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.

Communication and Language

Educational Programme (EYFS Statutory Framework) - 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.

Communication and Language - Listening, Attention & Understanding - Speaking	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
	- Listening and attention – circle time, listening games, songs, and rhymes - Following simple instructions – Simon Says, tidy-up time, and classroom routines - Developing classroom language – role-play area, home corner, and visual prompts/timetables - Proud to Be Me! – family photos to prompt discussion - Retelling familiar stories using prompts and props	- Asking and answering questions – What's in the Box? - Describing objects – feely bags and character discussions - Story sequencing - Speaking in longer sentences – discussion prompts and pictures - Developing Tier 2 vocabulary – modelling, story times, and continuous provision - Listening to longer stories during carpet time
	Spring 1 - Heroes	Spring 2 - Once Upon a Time
	- Listening for detail – barrier games - Explaining ideas – show and tell - Becoming storytellers – puppets, story stones, and spoons - Learning and using new vocabulary through Understanding the World - Following 2-3 step instructions - Developing conversations – partner talk time	- Predicting familiar and new stories - Introducing news time – describing events and speaking confidently - Solving problems through talk – STEM activities - Responding to questions – hot seating - Developing role-play conversations – creating an outdoor cafe
	Summer 1 - Keep Going, Keep Growing!	Summer 2 - Let's go Explore!
	- Becoming story creators – making story boxes - Developing discussion skills – picture debates - Explaining processes – science investigations - Using rich vocabulary – word collections - Listening respectfully – interviews with friends - Performing stories to the class	- Speaking to an audience – assembly practice - Developing independent storytelling – story maps - Engaging in collaborative conversations – team challenges - Reflecting on memories and learning – end-of-year assembly - Preparing for Year 1 – new routines - Celebrating achievements from Reception

Listening, Attention and Understanding: Children at the expected level of development will: - 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: Children at the expected level of development will: - 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.

Physical Development

Educational Programme (EYFS Statutory Framework) - 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, coordination 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 coordination, 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.

Physical Development - Gross Motor Skills - Fine Motor Skills	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
	Gross Motor Skills - Stop and start games to navigate around spaces safely - Large outdoor construction – lifting and handling objects - Handwriting – developing large body movements - Movement and story time Fine Motor Skills - Lunchtime cutlery skills - Dough Disco - Funky Fingers – threading, pegs, and tweezers - Playdough area – squashing, pinching, and rolling - Pencil grip and scissors – mark making	Gross Motor Skills - Continue with skills from Autumn 1 - Dance (Nativity) - Sitting at tables for formal writing lessons – developing positioning and core strength - Developing loose parts play - Bikes and scooters Fine Motor Skills - Continue with skills from Autumn 1 - Junk modelling - Introduce brushes, sponges, etc. in the mark-making area - Handwriting – focusing on equipment to develop pincer grip
	Spring 1 - Heroes	Spring 2 - Once Upon a Time
	Gross Motor Skills - Continue with skills from the Autumn term - Obstacle courses – developing and combining movement patterns - Yoga to develop balance Fine Motor Skills - Continue with skills from the Autumn term - Craft area fully enhanced with a range of media and tools - Developing tripod grip for writing - Daily formal handwriting begins	Gross Motor Skills - Continue with skills from the Autumn term and Spring 1 - Class outdoor games – developing agility and speed - Rhythm activities, e.g. skipping and hopscotch - Introduce adult-led ball games Fine Motor Skills - Continue with skills from the Autumn term and Spring 1 - Adult-led interventions to ensure correct pencil grip and letter formation - Labelling in provision
	Summer 1 - Keep Going, Keep Growing!	Summer 2 - Let's go Explore!
	Gross Motor Skills - Continue with skills from the Autumn and Spring terms - Developing balance abilities - Outdoor adventures – orienteering and team challenges Fine Motor Skills - Continue with skills from the Autumn and Spring terms - Small apparatus – charcoal and fine brushes - More writing opportunities in provision	Gross Motor Skills - Continue with all skills from the year - Gymnastics and dance - Athletics (links to Sports Day) - Ball control skills - Multi-skills circuits Fine Motor Skills - Continue with all skills from the year

ELG: Gross Motor Skills - Children at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; and move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills - Children at the expected level of development will 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; and begin to show accuracy and care when drawing.

Literacy

Educational Programme (EYFS Statutory Framework) - It is crucial for children to develop a lifelong 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).

	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
RWinc Phonics - Word Reading - Comprehension - Writing	Children will be taught within their class for the first half term, while being regularly assessed and grouped from Autumn 2. - Read 25 Set 1 single-letter sounds - Learn to orally blend Word Time 1.1-1.4 - Write Set 1 sounds	Children will be grouped within EYFS. - Read 25 single-letter sounds speedily - Blend 1.1-1.5 Green Words independently (using Fred Talk) - Write Set 1 sounds more accurately
Literacy Counts: Ready Steady Write/ Handwrite - Word Reading - Comprehension - Writing	Vehicle Text: Ruby's Worry Narrative: A worry story Purpose: Retell the story and write sentences Vehicle Text: The Something Narrative: A friendship and animal theme Purpose: Tell and write sentences around the theme Handwriting: Autumn 1 will focus on building core strength, shoulder stability, and balance through large movements, while strengthening hand and finger muscles using tools such as scissors, paintbrushes, and small manipulative toys. Children will also focus on practising pre-writing shapes,	Vehicle Text: Star in a Jar Narrative: A star theme Purpose: Tell and write sentences around the theme Information: Poster to find a lost star Purpose: To inform and describe Handwriting: Autumn 2 will focus on hand and finger exercises using tools such as tweezers, scissors, and dough to establish hand dominance and the "Ready to Write" position. This will include explicit teaching of posture, including sitting upright, keeping feet flat, pulling the chair in, and holding the paper with the non-writing hand. Children will also focus on practising pre-writing shapes,
Additional Literacy Opportunities - Word Reading - Comprehension - Writing	Reading and writing opportunities are readily available in all areas of continuous provision. Enhancements include: - Pre-writing shapes - Mark making (giving meaning to the marks they make) - Funky Fingers - Name writing - Dough Disco – developing dominant hand use 'Squiggle' – tripod grip - Story and Movement sessions - Talk Through Stories - Say a Poem	

Literacy

	Spring 1 - Heroes	Spring 2 - Once Upon a Time
RWinc Phonics - Word Reading - Comprehension - Writing	Children will be grouped and mixed with KS1 when necessary. - Set 1 Special Friends - Read 1.6 Green Words - Review Word Time 1.1-1.5 - Read alien words with three sounds - Read ditties - Spell using Fred Fingers, forming letters correctly	Children will be grouped and mixed with KS1 when necessary. - End of ditties / beginning red book reading - Review Set 1 sounds speedily - Read 1.7 Green Words - Review 1.1-1.6 Green Words - Spell using Fred Fingers, forming letters correctly
Literacy Counts: Ready Steady Write/ Handwrite - Word Reading - Comprehension - Writing	Vehicle Text: Juniper Juniper Narrative: A superhero theme Purpose: To tell and write sentences around the theme Information: A letter about wanting to be a sidekick Purpose: To inform Handwriting: Spring 1 will continue to focus on practising pre-writing shapes, and children will begin to write individual letters using a handwriting style.	Vehicle Text: Saving Mr Hoot Narrative: An environmental story Purpose: Retell the story and write sentences Vehicle Text: Little Red Narrative: A traditional tale theme Purpose: To tell and write sentences around the theme Handwriting: Spring 2 will continue to develop children's ability to form individual letters.
Additional Literacy Opportunities - Word Reading - Comprehension - Writing	Reading and writing opportunities are readily available in all areas of continuous provision. Enhancements include: - Pre-writing shapes - Funky Fingers - Dough Disco - developing dominant hand use - Story and Movement sessions - Labels - Construction Area - Write superhero descriptions - Superhero comic book strips - Thank you cards - Character descriptions - Missing posters (Little Red Riding Hood) - Instructions (The Three Little Pigs) - Recipes (The Gingerbread Man)	

Literacy

	Summer 1 - Keep Going, Keep Growing!	Summer 2 - Let's go Explore
RWinc Phonics - Word Reading - Comprehension - Writing	- Reading Green Books - Read Set 2 sounds and matching Green Words - Review Set 1 Green Words - Read nonsense words - Spell using Fred Fingers - Hold a sentence, forming letters correctly and using finger spaces	- Read Green/Purple Books - Read Set 2 sounds and Green Words - Review Set 1 Green Words - Read nonsense words - Spell using Fred Fingers - Hold a sentence, forming letters correctly, using finger spaces, capital letters, and full stops
Literacy Counts: Ready Steady Write/ Handwrite - Word Reading - Comprehension - Writing	Vehicle Text: The Extraordinary Gardener Narrative: A plant-growing theme Purpose: To tell and write sentences around the theme Instructions: How to grow a garden plant/vegetable Purpose: To instruct Handwriting: Summer 1 will focus on children using their acquired skills to write accurately and at speed.	Vehicle Text: Storm Whale Narrative: A seaside theme Purpose: To tell and write sentences around the theme Poems: Sea creature poems Purpose: To describe Handwriting: Summer 2 will focus on children using their acquired skills to write accurately and at speed.
Additional Literacy Opportunities - Word Reading - Comprehension - Writing	Reading and writing opportunities are readily available in all areas of continuous provision. Enhancements include: - Pre-writing shapes - Funky Fingers - Dough Disco – developing dominant hand use - Story and Movement sessions - Labels – Construction Area - Planting instructions - Packing lists for the seaside - Adventure stories	
ELG: Comprehension - Children at the expected level of development will 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; and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading - Children at the expected level of development will say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing - Children at the expected level of development will write recognisable letters, most of which are correctly formed, and spell words by identifying sounds in them and representing them.		

Mathematics

Educational Programme (EYFS Statutory Framework) - 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.

Mathematics (Number & Numerical Patterns)	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
	- Matching and sorting - Counting using 1:1 correspondence - Comparing amounts - Exploring size, mass, and capacity - Understanding simple positional language - Finding, subitising, representing, and understanding the composition of 1, 2, and 3 - Introducing circles and triangles - Beginning to use counting words in everyday language - AB patterns	- Representing numbers to 4 and 5 - Comparing quantities - Exploring concepts of time (day and night) - Introducing shapes with four sides - Comparing numbers, ordering, and writing numbers to 5 - Counting songs to 5 and 10 forwards and backwards
	Spring 1 - Heroes	Spring 2 - Once Upon a Time
	- Introducing zero - Comparing numbers to 5 - Understanding the composition of 4 and 5 - Introducing 6, 7, and 8 - combining parts and pairing - Comparing mass and capacity - deeper practical comparisons of heavy/light and full/empty	- Introducing 9 and 10 - Comparing numbers to 10 - Exploring number bonds to 10 - Measuring and comparing longer/shorter and taller/shorter objects 3D shapes and patterns - recognising 3D shapes and building with 3D shapes
	Summer 1 - Keep Going, Keep Growing!	Summer 2 - Let's go Adventure
	- To 20 and beyond - building confidence with larger numbers, counting patterns, and place value foundations - Counting on to add - Counting forwards and backwards - Counting to 20 - Understanding odd and even numbers	- First, then, now - introducing simple addition and subtraction stories - Doubling, sharing, and grouping - Spatial awareness - Deepening spatial reasoning, mapping, and positional language

Number: Children at the expected level of development will: - 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.

Numerical Patterns: Children at the expected level of development will: - 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.

Understanding the World

Educational Programme (EYFS Statutory Framework) - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World - Past & Present - People, Culture & Community - The Natural World (Science, Geography, History & Computing Links)	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
	- Proud to Be Me! (PSHE) - Exploring our school (Geography) - Beginning to be aware of familiar situations that happened to them in the past (History) - Neil Armstrong/Space Week (History/Science) - Creation Story and nature walks (RE/Science) - Autumn and weather (Science) - Introducing our church to the children (RE) - Black History Month (History)	- Beginning to be aware that people have different beliefs and celebrate special times in different ways – linking to Diwali (RE) - Bonfire Night (History) - Remembrance Day (History) - I am a Super Surfer (Computing) - Winter, weather, and seasonal changes (Science) - Nativity (History/RE) - Christmas celebrations (RE)
	Spring 1 - Heroes	Spring 2 - Once Upon a Time
	- Chinese New Year/Chinese Lantern Festival – discovering the country of China and exploring the Chinese New Year story (Geography/History) - Birdwatching (Science) - Safer Internet Day (Computing) - Emergency services – comparing to the past and exploring how they help us (Science/History) - Observing seasonal changes (Science) - Who are our leaders? Exploring heroes from the past and their impact (History)	- Pirates – map work and discovering water travel (Geography) - Exploring castles/their locations and knights (History and Geography) - Farm visit to introduce new topic (Science) - Windsor Gardens (Science/Geography) - Fairy tales from around the world (Geography) - Woodland habitats (Science) - Easter cards/crafts (Art/DT)
	Summer 1 - Keep Going, Keep Growing!	Summer - Let's go Adventure
	- Planting and growing seeds (Science) - Animal life cycles and minibeast hunts (Science) - Plants and animals in our local area (Geography) - What do bees do for us? (Science) - Who was Shakespeare? (History/Literacy) - Who was St George? (History)	- Kings and Queens (History) - Exploring the seaside past and present (Geography/History) - Who lives in our oceans? (Science) - How do we go on adventures? Comparing transport past and present (History) - Dear Dinosaur – writing letters to a dinosaur (Science/History) - Seasonal changes/Summer (Science) - Keeping safe in the sun (Science)

Past and Present: Children at the expected level of development will: - 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: Children at the expected level of development will: - 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: Children at the expected level of development will: - 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.

Expressive Art and Design

Educational Programme (EYFS Statutory Framework) - 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.

Expressive Arts and Design • Creating with Materials • Being imaginative & Expressive (Music/Art/Drama/DT)	Autumn 1 - Proud to be Me!	Autumn 2 - Celebrations
	• Drawing – self-portraits (Art) • Learn how to use tools safely and for a purpose (DT) • Singing nursery rhymes (Music) • Enhancing the stage area for performance (Music) • Printing with vegetables – linked to harvest (Art) • Junk modelling/Construction/Mud Kitchen (DT)	• Artist – Vincent Van Gogh (Art/History) • Painting – Starry Night (Art) • Diwali paintings (Art) • Construct with a purpose in mind (DT) • Describe music and how it makes them feel – Nativity (Music) • Move our bodies in an expressive way to perform (Dance) • Christmas cards (DT)
	Spring 1 - Heroes	Spring 2 - Once Upon a Time
	• Printing – Pop Art (Art) • Wassily Kandinsky – painting/colour study (Art) • Chinese New Year – dragon making, creating collaboratively (Art/DT) • Junk modelling/Construction/Mud Kitchen (DT) • Watch and discuss dragon dancing poetry performance (Zim Zam Zoom) • My Stories – children will explore and create using voices and classroom instruments, and will finish by sharing and performing a variety of nursery rhymes (Music)	• Bethan Woollvin – illustration (Art) • Drawing, painting, and collage (Art) • Junk modelling/Construction/Mud Kitchen (DT) • Everyone! – children will learn to sing a variety of nursery rhymes: Wind the Bobbin Up, Rock-a-Bye Baby, Five Little Monkeys, Twinkle, Twinkle and Head, Shoulders, Knees and Toes (Music) • Fairytale movement sessions (Music/Dance/Drama) • Baking sessions (DT)
	Summer 1 - Keep Going, Keep Growing!	Summer 2 - Let's go Adventure
	• Sculpture – weaving with natural materials (Art) • Observational drawings (Art) • Collage – The Very Hungry Caterpillar (Art) • Big Bear Funk – children will listen to and appraise music, while continuing to explore the interrelated dimensions of music through singing, improvising, and playing instruments (Music) • Junk modelling/Construction/Mud Kitchen (DT) • Flower pressing (Art) • A Day of Dance (International Dance Day)	• Textiles – Batik (Art) • Prize-Giving – our celebration project will bring together the children's musical learning in Reception, including singing and performing as a class for our Prize-Giving ceremony (Music) • Junk modelling/Construction/Mud Kitchen (DT) • Building pirate ships for water trays (DT) • End of Reception collages (Art) • Music Festival linked to Father's Day and World Music Day (Music)

Creating with Materials: Children at the expected level of development will 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; and make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive: Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; and perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.