



St Joseph's Catholic Primary School, Guildford

The Way, The Truth, The Life

EYFS Reception Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>I wonder...</i> General Themes NB: These themes may be adapted at various points to allow for children's interests	Who am I and how do I feel?	What is different?	Who helps us?	Once Upon a Time...	What's out there?	Animals
	Ourselves Our School Mission Families Seasons - Autumn Seasons-clothes Colours Relationships Feelings and emotions – Zones of regulation and colour monster Poetry	Light and Dark Changes as we grow- recognising different stages of life Christmas around the world and exploring different traditions and cultures Lunar New Year Life in the past – grandparents	At home In our community Real-life heroes Information Facts Life in the past – Emergency Services	Storytelling Imagination- Alternative endings to well-known stories Seasons- Spring to Summer Seasons- Clothes Nursery Rhymes	Space Planets Stars Sun, moon Information Facts Labelling Aliens Superheroes	Animals- lifecycles Zoo animals Farm animals Jungle animals Wider world- Where do animals live linked to countries of the world Dinosaurs – life in the past Fossils



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RED	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To The Ends Of The Earth	Dialogue and Encounter
RED texts	When God made the World When God Made you Around the table that Grandad built	The Nativity Room for a Little One The Littlest Watchman	Stories of the Bible The Big Umbrella Maddi's Fridge	Stories of the Bible Mama Panya's Pancakes A Very Happy Easter	Stories of the Bible A Handful of Buttons	Stories of the Bible If Jesus came to Visit Me
Wow Moments / Enrichment / Trips and visitors	Harvest Liturgy Poetry Week Autumn Walk Diwali Mental Health Day celebrations Scarlett the dog	Sparklers Bear Hunt- Making bear biscuits, Bear dress up day Catching a mysterious star Nativity Production Making a Christmas decoration Scarlett the dog	Pied Piper Theatre Show People Who Help Us dress up day Little City workshop Visits from people in the community (nurse, police officer, firefighters, vet, SLT and caretaker in school) Create a firefighter video	Welly Waddle Book Week Dance Workshop St Joseph's Day Maths Day Investigations – How far can you puff like the wolf? How can you protect an egg? Humpty Dumpty crime scene St Joseph's Day Scarlett the dog Ramadan	Resurrection Celebration Peter Pan Workshop Supertato and Evil Pea attack on the classroom A walk to the local shops Superhero Party Scarlett the dog	Bockett's Farm Trip Sports Day Class Assemblies Pet Caterpillars/Butterflies Vet visit Visits to Year One Teddy Bear's Picnic Scarlett the dog



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			Crime Scene investigation Post Box Walk Scarlett the dog Children's Mental Health Week			
High Quality Texts	The Colour Monster Pete the Cat – Rocking in my school shoes Ready Teddy All Are Welcome Tree Fletcher and the Falling Leaves Don't Let the Pigeon Drive the Bus Nursery Rhymes Poetry Basket – Chop Chop Poem- On the Ning Nang Nong Poem – Oh Dear Poem- There's a crocodile in my lunchbox Julia Donaldson collection - Room on the Broom , The	The Dark How to Catch a Star We're Going on A Bear Hunt Growing Up The Nativity The Christmas Story The Snowman Poetry Basket - Pointy Hat Poetry Basket - Wise Old Owl Non-fiction books on seasons Non-fiction books on light Non-fiction books (life in the past, technology)	The Hospital Dog The Great Paper Caper Non-fiction books about emergency services Poetry Basket - Pancakes Elmer series Superduck Superworm The Rainbow Fish	Goldilocks and the Three Bears Goldilocks Rocks The Gingerbread Man Little Red The Three Little Pigs The Three Billy Goats Gruff Humpty Dumpty Nursery Rhyme Kitchen Disco Poetry basket – A basket of apples	Whatever Next The Darkest Dark Beegu Aliens Love Underpants The Smeds and the Smoos Goodbye Mr Spaceman There Was a Blackhole Who Swallowed the Universe Non-fiction books on space Supertato series Poetry basket – five little peas	The Hungry Caterpillar The Very Quiet Cricket Class One Farmyard Fun Dear Zoo Rumble in the Jungle Non-fiction animal books Dear Dinosaur Harry and the Dinosaurs Go to School Non-fiction books about Dinosaurs Poetry basket – If I were so very small



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	Gruffalo, Stickman, The Gruffalo's Child					
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EYFS	Our Children	Our Practitioners	Our Parents
To set the foundation for children to enjoy learning, experience exciting opportunities and make memories	Successful individuals who enjoy learning and make good progress Confident, resilient, articulate children who are able to lead safe, healthy and fulfilling lives Responsible members of our inclusive Catholic Community who make a positive contribution to society - Independent - Learning - Active - Inspired - Engaged - Caring - Respectful - Physically able	- Consistent - Joined-up thinking - Supportive - Team work - Intuitive - Use of initiative - Good communication - Flexible, adaptable - Positive - Role models - Champions of EYFS - Friendly - Expect everything - A FAMILY	- Supportive - Trusting - Positive - Respectful - Communicative



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COEL



Characteristics of Effective Learning

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

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

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

Over Arching Principles



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

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.



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We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods.

Intent: Our wider curriculum enables each child to be a successful, confident, resilient, articulate and responsible member of our inclusive Catholic community

EYFS: A careful balance between adult-led and child-initiated learning, with carefully planned continuous provision and an enabling environment that evolves to meet the needs of our cohort

St Joseph's Learner and British Values

St Joseph's Learners	Love one another	Ready	Respectful	Safe	Rise to a challenge	Reflect on learning	Take risks in learning
Texts	All are welcome Room on the Broom Elmer collection The Smartest Giant in Town	The Way Back Home The Dark Farmer Duck What the Ladybird Heard	All are welcome Maddi's Fridge Elmer collection The Rainbow Fish The Girl at the front of the Class	Room on the Broom Lost and Found Beegu The Girl at the front of the Class	The Darkest Dark The Dark Stickman How to Catch a Star The Lion Inside Giraffes Can't Dance A Boy Called Book	The Great Paper Caper The Rainbow Fish Sharing a Shell	The Rainbow Fish Giraffes Can't Dance The Lion Inside The Koala Who Could



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British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. (Around the World)	Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. (Celebrations)	We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. (School rules)	We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. (All About Me)	We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others. (Class discussions, floor books)	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.



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Catholic Social Teaching	Human Dignity Autumn 1- Who Am I and How do I feel topic. Discuss how God made us all, our similarities and differences. Summer 1 PSHE- God is Love.	Participation Spring 1- Who helps us? Focus on jobs in the community & how we all contribute.	The Common Good Autumn 2- Charity Work with local area- Reindeer Run, Harvest	Subsidiarity Autumn 1/2- Harvest Liturgy- food bank collections Autumn 2- What is different? Inviting Grandparents to talk about their experiences.	Stewardship Summer 2 - Looking after God's World and animals.	Promoting Peace Summer 1 PSHE- loving me, loving others	Distributive Justice Autumn 1/2- Harvest Liturgy- food bank collections	Solidarity Autumn 1- Who Am I and How do I feel topic. Learning & understanding how we are all connected together. Summer 1 PSHE- loving me, loving others	Preferential Option for the Poor Summer 1 PSHE- Loving God, loving others. Autumn 2- Advent we discuss giving to those less fortunate than us. Harvest Liturgy- food bank collections
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Implementation: How we embed our intent in our pupils' learning journey at St Joseph's	
Start Points	All about me data and transition info Children's work and interests – displayed in classroom to promote sense of belonging and encourage quality interactions Characteristics of Learning and overarching principles
Pupil-led learning	Children's interests Themes provided in the environment – adults join children at play Sharing news, own stories, photos in half termly show and tells
Visits and visitors	Visits and visitors planned to inspire and support learning e.g. Little City, Dance workshop, police officer, firefighter, priest, visit to church, visit to Bockett's Farm, visit to local area; post box, shop Curriculum focus days and weeks e.g. Bear Hunt Day, People Who Help Us Day, Maths Day, Book Week – allow rich opportunities
Local area	Local trips – post box, shops, church, Bockett's Farm Comparison of local area and other countries Little City
Links to understanding wider society	British Values, democracy Celebrating significant events – local and global, within our own community and linked to children's diversity Religion focus as we are a faith school – cultural diversity
Discussion and debates	Oracy – teaching key skills Key vocabulary shared weekly Opportunities provided to discuss links in learning What if? Why? Explain?



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Diversity Texts to be read throughout the year during story time

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
When God Made You Mama Panya's Pancakes Around the table that Grandad built The Littlest Watchman A Very Happy Easter One Plastic Bag Last Stop on Market Street The Girl at the front of the Class A Boy Called Book The Snowy Day Handa's Surprise	All are Welcome The Big Umbrella Mama Panya's Pancakes Around the table that Grandad built All are Welcome One Plastic Bag The Chapatti Moon The Proudest Blue The Girl at the front of the Class Handa's Surprise	The Colour Monster My brain is a race car The Colour Monster Goes to School Wonderfully wired Brains	All are Welcome We Move Together On the way home Don't call me special A Boy Called Book	Maddie's Fridge The Big Umbrella A Handful of Buttons Mama Panya's Pancakes Last Stop on Market Street The Girl at the front of the Class



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Prime Area – 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.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 conversations when engaged in back-and-



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							forth exchanges with their teacher and peers.
Speaking	To talk in front of a small group To talk to class teachers and LSAs To learn new vocabulary To repeat new words and sentences when modelled by an adult	To answer questions in front of whole class To use new vocabulary throughout the day To ask for help from an adult	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To use stem sentences during adult-led learning	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To ask for help from a peer	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	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.
	The EEF evidence informed approaches and practices to support communication and language development in the early years are the bedrock of our curriculum and implemented throughout the year.						



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| | <ul style="list-style-type: none">• Teaching and Modelling Vocabulary and language using the Shrec approach to quality interactions.• Daily interactive reading from high quality texts, rhymes or poems• Teaching through collaborative talk• Modelling social communication skills.• ELCI Enhanced Language & Communication Initiative supports whole class speech, language and communication needs. Visuals, alternative communication boards and structured routines . Elci aims to enable inclusion for all from the start.• All children screened using Welcomm language intervention – understanding, expressive language, speech sounds and social use of language. | |
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Prime Area – 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.

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year and children's next steps

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Self-Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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



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							appropriate. Give focussed 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	To wash hands independently To put coat away and on independently To explore different areas within the EYFS environment To use the toilet independently To use a knife and fork	To know school rules and understand the need to have rules To put coat, shoes and socks on and take off independently To have confidence to try new activities To ask an adult for help	To begin to show resilience and perseverance in the face of challenge To put on and zip up own coat independently	To develop independence when dressing and undressing for activities such as art and mud kitchen To ask a peer for help	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	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



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Prime Area – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Intent	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, balance. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Develop correct tripod grip and letter formation; manage dressing skills; use equipment with control.		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully.		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



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						preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Implementation	The EEF evidence informed approaches and practices to support physical development in the early years are embedded in our curriculum. • Promoting physical development • Teaching the skills needed for handling and movement • Teaching the skills needed for mark making and letter formation					
PE	We use Get Set for PE to support our Physical development curriculum. The children take part in one lesson per week. A well sequenced approach focusing on embedding fundamental movement skills into lessons, progressing to more complex skills in KS 1 & KS2. A structured approach to develop agility, balance, coordination and confidence whilst ensuring all pupils are included and encouraged to enjoy physical activity and have opportunities to experience a wide variety of sports and games.					
	Unit 1 Fundamentals	Ball Skills Unit 1	Unit 1 Dance	Unit 1 Gymnastics	Unit 1 Games	Unit 2 Games Sports Day Practice
Fine motor skills activities	Throughout the Reception year, children are provided with a wide range of opportunities to develop and refine their fine motor skills across all areas of provision. Carefully planned activities—such as threading, cutting, mark making, construction, and using small tools—are embedded into daily routines and continuous provision, enabling children to practise and strengthen their hand–eye coordination, dexterity, and control. Practitioners use a clearly sequenced progression of skills to support children in confidently using one-handed tools, such as scissors, pencils, and cutlery. This structured approach ensures that each child builds					



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	the strength, precision, and independence needed for tasks like writing, drawing, and self-care, laying the foundation for future learning.
Gross motor skills	Children in Reception benefit from daily access to a well-resourced outdoor area, which plays a vital role in supporting their physical development. Through active exploration, climbing, balancing, running, and using equipment such as bikes, balls, and hoops, they strengthen their gross motor skills and coordination. These experiences also help them develop fundamental movement skills like jumping, throwing, catching, and spatial awareness and develop the skills needed for mark making. Children will take part in regular activities to develop their core muscles and shoulder stability.

Specific Area – 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)

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	Children will independently look at a book, hold it the correct way and turn pages.	Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read	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.



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							Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	Throughout the Reception year, children follow a carefully sequenced progression in Read Write Inc. (RWI) that enables them to develop rapid, secure early reading skills. At the start of the year, children revisit Phase 1 phonological skills and quickly begin learning single letter sounds, using RWI's systematic approach to blend and segment orally before decoding simple CVC words. As the year progresses, they are taught set 1 and set 2 sounds, including at least 10 digraphs, and apply this knowledge to read words fluently through sound-blending and to read simple sentences that match their phonic ability and daily phonics teaching ensure children build speed and confidence, while repeated exposure to high-quality texts broadens vocabulary and deepens comprehension. By the end of Reception, children are expected to read words consistent with their phonic knowledge, recognise taught common exception words, and begin to read aloud simple storybooks with developing fluency and understanding—laying strong foundations for Year 1 reading success. See RWI planning for detailed progression for each stage.						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	Throughout Reception, children follow the Read Write Inc. (RWI) writing progression, which is closely aligned with the sounds they learn in phonics. At the start of the year, children learn to form letters correctly using the RWI handwriting phrases, developing accurate starting	As they learn Set 1 sounds, they start handwriting sessions following the letter families. They begin to spell simple words by saying the sounds and writing the corresponding letters, gradually moving from individual sounds to CVC words. Once children secure blending and segmenting, they	With the introduction of digraphs and Set 2 sounds, they apply their growing phonic knowledge to write longer words and simple sentences with increasing independence. By the end of Reception, children are expected to write recognisable letters, spell words using the sounds they know, and compose	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			



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	points, orientation and pencil grip.	learn to hold a sentence—repeating it aloud, counting the words and writing it with Fred Fingers to support spelling	simple sentences that can be read back, demonstrating early confidence and accuracy in transcription and composition.	that can be read by others.
Handwriting	Pre writing shapes and learning letter formation phrases	a d g o c q, u y, b p, h	n, m r, e s f l, l t k j, v w x z	
Implementation	Children take part in regular, systematic handwriting practice following the Read Write Inc. (RWI) handwriting progression, ensuring they develop correct letter formation, pencil grip and writing fluency from the start of Reception. Alongside daily phonics-based writing, carefully planned opportunities in provision enable children to practise writing for a real purpose- such as making lists, labels, signs, messages or story ideas—helping them to develop confidence, stamina and independence as writers. This balanced approach ensures children revisit skills frequently while also experiencing authentic, meaningful reasons to write.			



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Specific Area – Maths

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.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.		Early Learning Goals: Number: Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds
Implementation	Mastering Number						
	Subitising within 3	Focus on counting skills Focus on the	Subitise within 5 focusing on die patterns	Focus on the 'staircase' pattern and	Counting – larger sets and	Subitise to 5 Introduce the rekenrek	



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	Focus on 1:1 correspondence and counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games	Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting	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.
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	Shape Space & Measure						
	Match, sort and compare objects	Measure & Pattern Circles & triangles Shapes with 4 sides	2D shape	3D Shapes		Mass & capacity Length, height and time	

Specific Area – 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.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Past and Present	To know about my own life and family	KAPOW- Peek into the Past	To talk about the lives of people around them and their roles in society	To know that stories can come from the past To recognise that some	To understand that the first astronauts went to space a long time ago	To know that some animals change over time (e.g. caterpillar to butterfly life cycle)	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



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		<i>To describe changes over time</i> <i>To sort photographs from the past and present</i> <i>To begin to recognise the order events happen.</i> <i>To identify toys from the past.</i> <i>To compare pictures from the past and present.</i> Children will know about their own life story and how they have changed.	To know that the emergency services exist and what they do. Hospitals in the past and present day	stories were told a long time ago (traditional tales) To compare how people lived in the past (e.g. castles, clothes, jobs) with how we live today To understand that some settings in stories (e.g. castles, villages) are different from modern homes To begin to sequence events in a story (beginning, middle, end)	To begin to understand simple timelines (e.g. first Moon landing to now) To know about figures from the past and present (Neil Armstrong, Tim Peake)	To compare animals from the past with animals that live today To know that dinosaurs lived a long time ago and are now extinct To begin to understand the difference between things that are alive now and things that lived in the past	now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
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		To know how I have changed To know about the past through their own families (grandparents)					
People, Culture & Communities	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers To know that people in other countries may speak different languages and come from different	To talk about the Christmas Story and how it is celebrated To know that people around the world have different traditions To know that people around the world have different religions	KAPOW – Exploring Mapping To find and name familiar features on maps. To consider shapes and positions of features when making a map. To build and describe a model of a familiar place.	To talk about characters in stories and their roles (e.g. kings, queens, woodcutters) To understand that stories are shared across different cultures To recognise and discuss familiar traditional tales To talk about what is right and wrong in stories (linked to behaviour and	To know that astronauts come from different countries around the world To talk about the lives and jobs of astronauts To understand that people around the world work together in space exploration	To know that people care for animals in different ways (e.g. farmers, zookeepers, vets) To understand that animals live in different habitats (farm, ocean, zoo) To recognise that different animals live in different parts of the world To understand how to care for animals and treat them kindly To know our school is a community as	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 (where appropriate) maps.



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	countries (migration) To talk about our own heritage		To describe a journey using found objects as prompts. To explore a range of maps. To apply their knowledge of maps to make their own. To talk about the lives of the people around us To know about people who help us within the local community To follow a route on a map To know the name of the town the school is in To know about features of the immediate environment To talk about Lunar New Year	community values) To use simple maps or story maps to follow a journey		we move through the school	
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The Natural World	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise changes outside Autumn To notice features of their immediate environment (home, school)	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise how animals, prepare for winter. To understand that all people grow and change over time To observe changes in themselves (e.g. growing taller, losing teeth) To explore how to keep their bodies healthy (e.g. hygiene, healthy eating) To explore and recognise seasonal	To understand how environments can change (e.g. fire, floods, accidents) To recognise how people who help us look after the environment To explore materials used by emergency services (e.g. water, fire, protective clothing) To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	<i>Science: The Natural World</i> KAPOW- Changing seasons- To recognise changes outside in spring. To describe what they might see, hear and feel in a story setting (e.g. a dark forest) To plant seeds and observe and comment on their growth and changes	To know that space is above the Earth To recognise the Sun, Moon and stars To understand that the Earth is a planet To begin to understand that space is very different from Earth's environment	<i>Science: The Natural World</i> KAPOW – Animal Adventures To sort animals into living and not living Find and describe minibeasts To observe and describe caterpillars To understand simple life cycles Sort and describe farm animals To sort animals based on where they live (farm, jungle, ocean, zoo) Comparing animal homes – zoo animals and my home To identify and name a variety of animals	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 season and changing states of matter.
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		changes (Autumn)				To know about and recognise the signs of Summer To know the difference between herbivores and carnivores To know some important processes and changes in the natural world including states of matter (melting)	
	In Reception, our <i>Understanding the World</i> curriculum is delivered through rich, carefully planned topics that draw children into meaningful exploration of the world around them. High-quality texts are intentionally selected to introduce new ideas, deepen knowledge and spark curiosity, while real-life experiences—such as visits, hands-on investigations and encounters with people and places—help children make authentic connections in their learning. Continuous provision further enhances this by offering purposeful opportunities to revisit, apply and extend their understanding through play, ensuring that learning is both embedded and accessible to every child.						



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Implementation	My family 'All About Me' Autumn walk, changes, collecting natural objects to represent Autumn Our own cultural heritage	Diwali Autumn Weather Nativity performance, costumes Christmas traditions in different cultures	Chinese New Year People who help us Changing seasons: winter Ice experiments	Observing and sketching plant growth Traditional Tales (adaptations over time) Bears around the world Fiction and non-fiction books	Space; planets, Earth, moon landing, historical figures Life on the ISS Rocket launch	Gardening Farm trip Vet visit Dinosaurs Animals and habitats Growth & Change: caterpillar life	
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Specific Area – 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with materials	KAPOW- Marvellous mark making To explore making marks with wax crayons. To explore making marks with felt tips. To make controlled large and small movements. To create a simple observational drawing	To use colours for a particular purpose To share their creations To explore different techniques for joining materials To know how to work safely To learn about artists (Van Gogh) and use materials to produce similar work	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials To use props and costumes for different role play scenarios	To share creations and talk about the process To explore different techniques for joining materials To mould objects using playdoh and play clay To learn about artists (Bethan Woolvin) and recreate similar pieces	To learn about artists (Peter Thorpe) and use materials to produce similar work To plan what they are going to make (construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create	To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their work	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.



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	To name colours To experiment with mixing colours To create simple representations of people and objects To role play using given props and costumes To explore different techniques for joining materials	To create a salt dough Christmas decoration			observational drawings	To adapt work where necessary	
Being imaginative and Expressive	To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music	To perform in the Nativity play To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives To learn and perform a	To create musical patterns using untuned instruments To begin to create resources for role play To create a video about People Who Help us (firefighters)	To perform in the Easter Celebration assembly To talk about whether the like or dislike a piece of music To make dances for different characters in story tales	To move in time to music To follow a musical pattern To play tuned instruments To create narratives based around stories	To perform in a class assembly To listen to poems and create their own To create own compositions using instruments To invent their own narratives, making	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.

