



## **St Monica's Catholic Primary School**

### **Philosophy**

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

### **What we teach and what your children learn in Early Years (EYFS) – Nursery and Reception**

Please see below a summary of our plans for teaching and learning in Nursery and Reception in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on [stmonicas@st-monicas.co.uk](mailto:stmonicas@st-monicas.co.uk)

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage we have a school Nursery and two Reception classes.

### **Intent statement**

At St Monica's we create a safe, nurturing and stimulating environment for all children in the EYFS. We deliver engaging, interesting and relevant topics to ensure that each child is seen as an individual whose needs are considered and planned for. Children are encouraged to be curious and confident learners who build up their resilience. We aim for children to be skilful communicators and support their development by exposing them to a wide range of experiences and vocabulary. Staff take into account the children's previous learning and backgrounds when planning a curriculum that aims to meet the needs of all children. We offer stimulating lessons through a mixture of adult-led and child-led activities, designed to support the children with their learning across the curriculum, including developing their skills in the prime areas of personal, social and emotional development, communication and language and physical development.

We aim to:

- Work with parents to create a positive partnership which supports the child.
- Provide high expectations of all children to develop their self-belief.
- Identify children's additional needs including EAL and SEND.
- Give children a learning environment that helps them achieve their potential.
- Broaden children's language and experience through opportunities to try new things.
- Continuously develop the knowledge and expertise of the staff working through external training or professional development carried out internally.
- Create independent, enthusiastic and resilient learners who are prepared for the next steps.
- Support children in their development of critical life skills to support them on the rest of their school journey and later life.

### **Implementation statement**

Our curriculum follows the statutory Early Years Framework and uses Development Matters 2022. These documents specify the requirements for learning and development in the EYFS. We have carefully planned learning environments, both indoor and outdoor, which have different areas aimed at fulfilling and developing each of the prime and specific areas of the Early Years curriculum.

The prime areas of the curriculum are:

- Personal, social and emotional development
- Communication and language
- Physical Development

The specific areas of the curriculum are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

As we are a Catholic school, we also have another area of learning which is Religious Education.

We ensure that both our indoor and outdoor environments are resourced to promote opportunities for independence and high quality interactions. We use the characteristics of effective learning statements to help support children to approach their adult-led and child-initiated learning with curiosity, motivation and enthusiasm.

The three characteristics of effective learning are:

- Playing and Exploring- children investigate and experience things while being encouraged to 'have a go.'
- Active Learning- children concentrate and persist if they experience difficulties. They also enjoy and celebrate their achievements.
- Creating and thinking critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Staff have planned a well-thought out curriculum prioritising the needs and diversity of our children. The curriculum is planned to ensure that knowledge is progressive and there is full coverage. We account for the differing needs of children in our planning through strong differentiation.

We have considered the community we serve and diverse range of cultures when considering what to teach the children and ensure that all topics have an emphasis on vocabulary and broadening the children's range of vocabulary. Children are introduced to topics through 'stunning starts' to ensure maximum enthusiasm and engagement.

Alongside assessment of the EYFS curriculum, staff have designed our own 'skills grids' which we use to assess the children's capability to perform several practical skills appropriate for their age and critical for their next step in development. The skills grids are shared with parents at the end of each term so they can continue to develop the skills at home.

Staff members frequently observe children in their learning to ensure they are making progress. They are aware of all of the children's next steps and understand how to best challenge them. If a child needs further support, staff will work together to identify the area they are struggling with and will implement the appropriate support.

Parents are kept informed about their child's learning and have access to a Tapestry learning journal for their child. We have regular stay and play sessions, reading cafes and stay and pray sessions where parents are invited to come and spend time with their child in their learning environment.

### **Impact statement**

By the time children leave EYFS, they are independent and resilient learners. They have gained a wide range of knowledge and skills needed for learning but also the next step of their educational journey. They are able to take care of themselves and manage their own needs. Children are confident to take risks and learn from mistakes and misconceptions.

Children are well-behaved and understand the importance of demonstrating the elements of the school motto; trust, respect and love. They are eager learners who understand the components of being an effective learner such as sitting properly, listening and responding appropriately and persisting when finding something difficult.

From their individual starting points, children make excellent progress spiritually, morally, academically and emotionally, ensuring they are well prepared for their transition to Key Stage 1.



## Nursery Curriculum Overview

<b>Autumn term (Advent)</b>	<u>Marvellous Me (Advent 1)</u>	<u>Maths-</u> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group up to three times.</li> <li>• Compare amounts saying 'lots', 'more' or 'same'</li> <li>• Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers '1,2,3,5'.</li> <li>• Fast recognition of up to 3 objects, without having to count them individually.</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order.1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Show 'finger numbers' up to five.</li> <li>• Link numerals and amounts e.g. show the right number of objects to match the numeral. Up to five.</li> </ul>
	<u>Nursery Rhymes (Advent 2)</u>	<u>Literacy</u> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Understand the five key concepts about print.</li> <li>• Print has meaning, print can have different purposes.</li> <li>• We read English text from left to right and top to bottom.</li> <li>• The names of the different parts of the book. Page sequencing.</li> <li>• Use some of their print and letter knowledge in their early writing</li> </ul>
		<u>Communication and Language-</u> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> <li>• Develop their communication.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Know many rhymes, be able to talk about familiar books and be able to tell a story.</li> <li>• Use longer sentences of 4 to 6 words.</li> </ul>

		<p><u>PSED-</u></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of the community.</li> <li>• Select and use activities and resources with help when needed. This helps them to achieve a goal that is chosen or one that is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Show more confidence in new social situations.</li> <li>• Become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>• Begin to understand how others might be feeling.</li> </ul> <hr/> <p><u>Physical Development-</u></p> <ul style="list-style-type: none"> <li>• Use large muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Continue to develop their movement, balancing, riding and ball skills.</li> <li>• Go up steps and stairs and climb up apparatus using alternative feet.</li> <li>• Skip, hop, stand on one leg and hold a pose.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> <li>• Be increasingly independent in meeting their care needs.</li> </ul> <hr/> <p><u>Understanding the World-</u></p> <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Talk about what they see using a wide vocabulary.</li> <li>• Explore collections of materials with similar and or different properties.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Begin to make sense of their own life story and family history.</li> </ul> <hr/> <p><u>Expressive Art &amp; Design-</u></p> <ul style="list-style-type: none"> <li>• Explore different materials freely in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Join different materials.</li> <li>• Draw with increasing complexity and detail.</li> <li>• Explore colour and colour mixing.</li> <li>• Take part in simple pretend play, using an object to represent something else.</li> <li>• Begin to develop complex stories using small world equipment.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person.</li> <li>• Sing the melodic shape of familiar songs</li> <li>• Play instruments.</li> </ul>
<p><b>Spring (Lent) Term</b></p>	<p><u>Traditional Tales (Lent 1)</u></p> <p>&amp;</p> <p><u>Our Wonderful world (Lent 2)</u></p> <p>Objectives added this term</p>	<p><u>Maths-</u></p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers. <ul style="list-style-type: none"> <li>• React to changes of amount in a group up to three times.</li> <li>• Compare amounts saying 'lots', 'more' or 'same'</li> <li>• Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers '1,2,3,5'.</li> <li>• Fast recognition of up to 3 objects, without having to count them individually.</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order.1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Show 'finger numbers' up to five.</li> <li>• Link numerals and amounts e.g. show the right number of objects to match the numeral. Up to five.</li> <li>• Experiment with their own symbols and marks as well as numerals</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language 'more than', 'fewer than'</li> <li>• Make comparisons between objects related to size, length, weight and capacity.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and location using words like: in front of and behind.</li> <li>• Select shapes appropriately e.g.flat surfaces for building, a triangular prism for a roof.</li> </ul> </li> </ul> <p><u>Literacy-</u></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Understand the five key concepts about print.</li> <li>• Print has meaning, print can have different purposes.</li> </ul>

Spring  
(Lent)  
Term

- We read English text from left to right and top to bottom.
- The names of the different parts of the book. Page sequencing.
- Use some of their print and letter knowledge in their early writing e.g. [writing a pretend shopping list that starts at the top of the page.](#)
- [Writes some or all of their name](#)
- [Writes some letters accurately](#)

Communication and Language-

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Develop their communication [but may continue to have problems with irregular tenses and plurals](#)
- Can find it difficult to pay attention to more than one thing at a time.
- Understand a question or instruction that has two parts.
- Know many rhymes, be able to talk about familiar books and be able to tell a story.
- Use longer sentences of 4 to 6 words
- [Understand why questions.](#)
- [Can the child answer simple 'why' questions?](#)
- [Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.](#)
- [Can start a conversation with an adult or a friend and continue it for many turns.](#)
- [Use talk to organise themselves and their play](#)

PSED-

- Develop their sense of responsibility and membership of the community.
- Select and use activities and resources with help when needed. This helps them to achieve a goal that is chosen or one that is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Show more confidence in new social situations.
- Become more outgoing with unfamiliar people in the safe context of their setting.
- Begin to understand how others might be feeling.
- [Develop appropriate ways of being assertive.](#)
- [Talk with others to solve conflicts.](#)
- [Play with one or more other children, extending and elaborating play ideas.](#)



- Does the child take part in other pretend play with different roles?

Physical Development-

- Use large muscle movements to wave flags and streamers, paint and make marks.
- Match their developing physical skills to tasks and activities in the setting.
- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs and climb up apparatus using alternative feet.
- Skip, hop, stand on one leg and hold a pose.
- Choose the right resources to carry out their own plan.
- Use one handed tools and equipment.
- Use a comfortable grip with good control when holding pens and pencils.
- Show preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed.
- Be increasingly independent in meeting their care needs.
- Start taking part in some group activities which they make up for themselves or in teams.
- Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.
- Start to eat independently learning how to use a knife and fork.
- Make healthy choices about food, drink, activity and tooth brushing.

Understanding the World-

- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Use all their senses in hands on exploration of natural materials.
- Talk about what they see using a wide vocabulary.
- Explore collections of materials with similar and or different properties.
- Talk about the differences between materials and changes they notice.
- Begin to make sense of their own life story and family history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of a life cycle of a plant.

		<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> </ul> <p><u>Expressive Art &amp; Design-</u></p> <ul style="list-style-type: none"> <li>• Explore different materials freely in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Draw with increasing complexity and detail.</li> <li>• Explore colour and colour mixing.</li> <li>• Take part in simple pretend play, using an object to represent something else.</li> <li>• Begin to develop complex stories using small world equipment.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person.</li> <li>• Sing the melodic shape of familiar songs</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Make imaginative and complex small worlds with blocks and construction kits.</li> </ul>
<p><b>Summer (Pentecost) Term</b></p>	<p><u>Marvellous Maths (Pentecost 1)</u></p> <p>&amp;</p> <p><u>Amazing Animals (Pentecost 2)</u></p> <p><u>Objectives added this term</u></p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group up to three times.</li> <li>• Compare amounts saying 'lots', 'more' or 'same'</li> <li>• Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers '1,2,3,5'.</li> <li>• Fast recognition of up to 3 objects, without having to count them individually.</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order.1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Show 'finger numbers' up to five.</li> <li>• Link numerals and amounts e.g. show the right number of objects to match the numeral. Up to five.</li> <li>• Experiment with their own symbols and marks as well as numerals</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language 'more than', 'fewer than'</li> <li>• Make comparisons between objects related to size, length, weight and capacity.</li> </ul>

<p><b>Summer (Pentecost) Term</b></p>		<ul style="list-style-type: none"> <li>• Describe a familiar route.</li> <li>• Discuss routes and location using words like: in front of and behind.</li> <li>• Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof</li> <li>• Talk about and explore 2D and 3D shapes, using informal and mathematical language.</li> <li>• Understand position through words alone.</li> <li>• Combine shapes to make a new one.</li> <li>• Talk about and identify the patterns around them.</li> <li>• Use informal language like: pointy, spotty, blobs etc.</li> <li>• Extend and create ABAB pattern.</li> <li>• Notice and correct an error in a repeated pattern.</li> <li>• Begin to describe a sequence of events, real or fictional.</li> </ul>
		<p><u>Literacy-</u></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Understand the five key concepts about print.</li> <li>• Print has meaning, print can have different purposes.</li> <li>• We read English text from left to right and top to bottom.</li> <li>• The names of the different parts of the book. Page sequencing.</li> <li>• Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page. Write 'm' for mummy.</li> <li>• Writes some or all of their name</li> <li>• Writes some letters accurately</li> </ul>
		<p><u>Communication and Language-</u></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Know many rhymes, be able to talk about familiar books and be able to tell a story.</li> <li>• Use longer sentences of 4 to 6 words</li> <li>• Understand why questions.</li> <li>• Can the child answer simple 'why' questions?</li> </ul>

<b>Summer (Pentecost) Term</b>		<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play</li> <li>• May have some problems saying some sounds: r,j,th,ch,sh, or multisyllabic words.</li> </ul>
	<u>PSED-</u>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of the community.</li> <li>• Select and use activities and resources with help when needed. This helps them to achieve a goal that is chosen or one that is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Show more confidence in new social situations.</li> <li>• Become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Does the child take part in other pretend play with different roles?</li> <li>• Talk about their feelings using words like: happy, sad, angry or worried.</li> <li>• Help to find solutions to conflicts and rivalries.</li> <li>• Can the children generally negotiate solutions to conflicts in their play?</li> </ul>
	<u>Physical Development-</u>	<ul style="list-style-type: none"> <li>• Use large muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Continue to develop their movement, balancing, riding and ball skills.</li> <li>• Go up steps and stairs and climb up apparatus using alternative feet.</li> <li>• Skip, hop, stand on one leg and hold a pose.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> </ul>

- Be increasingly independent in meeting their care needs.
- Start taking part in some group activities which they make up for themselves or in teams.
- Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.
- Start to eat independently learning how to use a knife and fork.
- Make healthy choices about food, drink, activity and tooth brushing.
- Collaborate with others to manage large items.

Understanding the World-

- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Use all their senses in hands on exploration of natural materials.
- Talk about what they see using a wide vocabulary.
- Explore collections of materials with similar and or different properties.
- Talk about the differences between materials and changes they notice.
- Begin to make sense of their own life story and family history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of a life cycle of a plant and an animal.
- Explore and talk about different forces they can feel.
- Begin to understand the need to respect and care for the natural environment and all living things.

Expressive Art & Design-

- Explore different materials freely in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Draw with increasing complexity and detail.
- Explore colour and colour mixing.
- Take part in simple pretend play, using an object to represent something else.
- Begin to develop complex stories using small world equipment.
- Remember and sing entire songs.

		<ul style="list-style-type: none"><li>• Sing the pitch of a tone sung by another person.</li><li>• Sing the melodic shape of familiar songs</li><li>• Play instruments with increasing control to express their feelings and ideas.</li><li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Make imaginative and complex small worlds with blocks and construction kits</li><li>• Show different emotions in their drawings and paintings.</li><li>• Create their own songs or improvise a song around one they know.</li></ul>
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## Reception Curriculum Overview

**Statements in black-** These statements have been taken from the Development Matters document which you can find on the school website. They are the 'stepping stones' in helping your child to achieve their early learning goals by the end of the year.

**Early Learning Goals-** This is a government standard which outlines what the children should be able to do by the end of their reception year. We assess the children on them in the summer term.

<b>Autumn term (Advent)</b>	<u>Tell me a Story</u>	<u>Maths-</u>
		<u>Literacy</u>

- Count objects, actions and sounds.
- Link the numeral with its cardinal number value.
- Count beyond ten.
- Subitise
- Compare numbers using more and fewer.
- Explore the composition of numbers to 5.
- Understand one more/one less relationship between consecutive numbers.
- Automatically recall number bonds for 0-5 and some to 10.

- Read individual letters by saying the sounds for them
- Blend sounds into words so they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonics programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Form lower-case and capital letters correctly.
- Demonstrate understanding of what has been read to them by retelling narratives using their own words and recently introduced vocabulary.

		<p><u>Communication and Language-</u></p> <ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary.</li> <li>- Ask questions to find out more and check they understand what has been said to them.</li> <li>- Describe events in some detail.</li> <li>- Develop social phrases.</li> <li>- Engage in story times.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> </ul> <hr/> <p><u>PSED-</u></p> <ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> <li>- Manage their own needs.</li> <li>- Know and talk about different factors that affect their overall wellbeing.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> <li>- Work and play co-operatively together.</li> </ul> <hr/> <p><u>Physical Development-</u></p> <ul style="list-style-type: none"> <li>- Develop their small motor skills so they can use a range of tools competently, safely and confidently.</li> <li>- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</li> <li>- Revise and refine the fundamental movement skills they have already acquired.</li> <li>- Further develop the skills they need to manage the school day successfully e.g. lining up/queuing, mealtimes, personal hygiene.</li> <li>- Develop the foundations of a handwriting style that is fast, accurate and efficient.</li> <li>- Develop their small motor skills so they can use a range of tools competently, safely and</li> </ul> <hr/> <p><u>Understanding the World-</u></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, feel and hear whilst outside.</li> <li>- Understand the effect of changing seasons on the world around them.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <hr/> <p><u>Expressive Art &amp; Design-</u></p>
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		<ul style="list-style-type: none"> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.m</li> </ul>
<b>Spring (Lent) Term</b>	<u>Space (Lent 1)</u>  <u>&amp;</u>  <u>Yo-Ho, A Pirates Life for Me (Lent 2)</u>	<p><u>Maths-</u></p> <ul style="list-style-type: none"> <li>- Count objects, actions and sounds.</li> <li>- Link the numeral with its cardinal number value.</li> <li>- Count beyond ten.</li> <li>- Subitise.</li> <li>- Compare numbers using more and fewer.</li> <li>- Explore the composition of numbers to 10.</li> <li>- Understand one more/one less relationship between consecutive numbers.</li> <li>- Automatically recall number bonds for numbers 0-10.</li> <li>- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>- Compose and decompose shapes so that children can recognise a shape can have others in it.</li> <li>- Continue, copy and create repeated patterns.</li> <li>- Compare, length, weight and capacity.</li> </ul> <p><u>Literacy-</u></p> <ul style="list-style-type: none"> <li>- Read individual letters by saying sounds for them.</li> <li>- Blend sounds into words so they can read short words made up of known letter-sound correspondences.</li> <li>- Read some letter groups that represent one sound and say sounds for them.</li> <li>- Read a few common exception words matched to the school's phonics programme.</li> <li>- Form lower-case and capital letters correctly.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check it makes sense.</li> <li>- Demonstrate understanding of what has been read to them by retelling narratives using their own words and recently introduced vocabulary.</li> </ul> <p><u>Communication and Language-</u></p> <ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary.</li> </ul>

<b>Spring (Lent) Term</b>	<ul style="list-style-type: none"> <li>- Use new vocabulary throughout the day.</li> <li>- Use new vocabulary in different contexts.</li> <li>- Ask questions to find out more and check they understand what has been said to them.</li> <li>- Articulate ideas and thoughts in well-formed sentences.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</li> <li>- Develop social phrases.</li> <li>- Engage in story times.</li> <li>- Engage in non-fiction texts.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
	<p><u>PSED-</u></p> <ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> <li>- Manage their own needs.</li> <li>- Know and talk about different factors that affect their overall wellbeing.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> <li>- Work and play co-operatively together.</li> </ul>
	<p><u>Physical Development-</u></p> <ul style="list-style-type: none"> <li>- Develop their small motor skills so they can use a range of tools competently, safely and confidently.</li> <li>- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</li> <li>- Revise and refine the fundamental movement skills they have already acquired.</li> <li>- Further develop the skills they need to manage the school day successfully e.g. lining up/queuing, mealtimes, personal hygiene.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body-strength, balance, co-ordination and agility needed to engage with future P.E. sessions such as dance, gymnastics, sport and swimming.</li> <li>- Progress towards a more fluent style of moving, with developing control and grace.</li> <li>- Combine different movements with ease and fluency.</li> </ul>

		<ul style="list-style-type: none"> <li>- Know and talk about different factors that support their overall health and wellbeing e.g. physical activity, healthy eating, tooth brushing, having good sleep.</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><u>Understanding the World-</u></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> <li>- Explore the natural world around them.</li> <li>- Describe what they feel, see and hear.</li> <li>- Recognise that some environments are different to the ones in which they live.</li> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Draw information from a simple map.</li> <li>- Understand that some places are special to members of the community.</li> </ul> <p><u>Expressive Art &amp; Design-</u></p> <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>
<p><b>Summer (Pentecost) Term</b></p>	<p><u>Eco- Warriors (Pentecost 1)</u></p> <p><u>&amp;</u></p> <p><u>It's A Small World! (Pentecost 2)</u></p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>- Count objects, actions and sounds.</li> <li>- Link the numeral with its cardinal number value.</li> <li>- Count beyond ten.</li> <li>- Subitise.</li> <li>- Compare numbers using more and fewer.</li> <li>- Explore the composition of numbers to 10.</li> <li>- Understand one more/one less relationship between consecutive numbers.</li> <li>- Automatically recall number bonds for numbers 0-10.</li> </ul> <p><b><u>Early Learning Goal</u></b></p> <p><b><u>Number:</u></b></p> <ul style="list-style-type: none"> <li>- <b><i>Have a deep sense of understanding of number 10 and composition of each number.</i></b></li> </ul>

<p><b>Summer (Pentecost) Term</b></p>		<ul style="list-style-type: none"> <li>- <i>Subitise to 5.</i></li> <li>- <i>Recall number bonds to 5 and some to 10 including doubling facts.</i></li> </ul> <p><u>Numerical Patterns:</u></p> <ul style="list-style-type: none"> <li>- <i>Verbally count beyond 20.</i></li> <li>- <i>Compare quantities to 10 in different contexts recognising when one is greater than, fewer than or equal to.</i></li> <li>- <i>Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></li> </ul>
		<p><u>Literacy-</u></p> <ul style="list-style-type: none"> <li>- Read individual letters by saying sounds for them.</li> <li>- Blend sounds into words so they can read short words made up of known letter-sound correspondences.</li> <li>- Form lower-case and capital letters correctly.</li> <li>- Read some letter groups that represent one sound and say sounds for them.</li> <li>- Read a few common exception words matched to the school's phonics programme.</li> <li>- Read simple phrases and sentences made up of words with known letter-sounds correspondences and a few exception words.</li> <li>- Re-read books to build up confidence in word reading, fluency and enjoyment.</li> <li>- Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check it makes sense.</li> </ul> <p><u>Early Learning Goal:</u></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- <i>Demonstrate understanding of what has been read to them by retelling narratives using their own words and recently introduced vocabulary.</i></li> <li>- <i>Anticipate key events in stories.</i></li> <li>- <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</i></li> </ul> <p><u>Word Reading:</u></p> <ul style="list-style-type: none"> <li>- <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></li> <li>- <i>Read words consistent with their phonic knowledge by sound-blending.</i></li> <li>- <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- <i>Write recognisable letters, most of which are formed correctly.</i></li> <li>- <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> </ul>

**Summer  
(Pentecost)  
Term**

- *Write simple phrases and sentences that can be read by others.*

Communication and Language-

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Use new vocabulary in different contexts.
- Ask questions to find out more and check they understand what has been said to them.
- Articulate ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

**Early Learning Goal:**

*Listening, Attention and Understanding:*

- *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*
- *Make comments about what they have heard and ask questions to clarify their understanding.*
- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*Speaking:*

- *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*

- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

**PSED-**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Show sensitivity towards others.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

**Early Learning Goal:**

**Self-Regulation**

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*
- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*
- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*

**Managing Self**

- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*
- *Explain the reasons for rules, know right from wrong and try to behave accordingly.*
- *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*

**Building Relationships**

- *Work and play cooperatively and take turns with others.*
- *Form positive attachments to adults and friendships with peers.*
- *Show sensitivity to their own and to others' needs.*

**Physical Development-**

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Revise and refine the fundamental movement skills they have already acquired.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility needed to engage with future P.E. sessions such as dance, gymnastics, sport and swimming.
- Combine different movements with fluency and ease.

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop small motor skills so they can use tools competently, safely and confidently.
- Progress towards a more fluent style of moving with developing control and grace.

**Early Learning Goal:**

**Gross Motor Skills:**

- *Negotiate space and obstacles safely, with consideration for themselves and others.*
- *Demonstrate strength, balance and coordination when playing.*
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing*

**Fine Motor Skills:**

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*
- *Use a range of small tools, including scissors, paintbrushes and cutlery.*
- *Begin to show accuracy and care when drawing.*

**Understanding the World-**

- Explore the natural world around them.
- Describe what they see, hear and feel while outside.
- Recognise some environments that are different to the one in which they live.
- Recognise similarities and differences between life in this country and in other countries.

**Early Learning Goal:**

**Past and Present:**

- *Talk about the lives of the people around them and their roles in society.*
- *Know some similarities between things in the past and now, drawing on their experiences and what has been read in class.*
- *Understand the past through settings, characters and events encountered in books read in class and storytelling.*

**People, Culture and Communities:**

- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
- *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*
- *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.*

**The Natural World:**

- *Explore the natural world around them, making observations and drawing pictures of animals and plants.*

- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.*
- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

**Expressive Art & Design-**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- Return to and build on from previous learning, refining ideas and developing their ability to express them.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

**Early Learning Goal:**

**Creating with Materials:**

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
- *Share their creations, explaining the process they have used.*
- *Make use of props and materials when role playing characters in narratives and stories.*

**Being Imaginative and Expressive:**

- *Invent, adapt and recount narratives and stories with peers and their teacher.*
- *Sing a range of well-known nursery rhymes and songs.*
- *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.*