

Caton Primary School

EYFS CURRICULUM 2026 - 2027



Our curriculum for Reception is based on the Early Years Foundation Stage (EYFS, September 2025), and framed within the context and values that underpin our school. It is built on four guiding principles:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The school's mission, 'Every child will have the chance to shine and to learn with laughter', encompasses both encouraging individuals' talents be that music, art, maths or problem solving as well as developing an understanding for the core values that influence the culture of our school. These core values are interwoven and reflected throughout the EYFS curriculum which includes trips, experiences and our physical learning spaces.

This EYFS curriculum has been developed to ensure that students cement a solid foundation for the rest of their learning journey at Caton Primary. It is divided into 6 broad themes and is largely skills based in order to give flexibility to adapt to the needs and interests of the children. At Caton Primary we believe that young children learn

best through a combination of free play, guided play and adult led activities.



COMMUNICATION & LANGUAGE

	LISTENING, ATTENTION AND UNDERSTANDING						
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once upon a time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Watch Me Grow</i>	<i>Early Learning Goal</i>
Skills	To understand how to listen carefully. To understand why listening is important. To be able to follow directions and one step instructions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions.	To follow a story without pictures or props. To sequence a familiar story. Begin to understand humour.	To understand a range of complex sentence structures, why and how To develop a deeper understanding about animals by listening to experts.	To ask questions to find out more and understand. Engage in non-fiction books. To understand questions such as who, what, where, when, how	To have conversations with adults and peers with back and forth exchanges. Listen to and talk about selected non-fiction to develop new knowledge and vocabulary	Listen carefully and respond appropriately when being read to and during whole-class and small group discussions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.
Possible learning tasks	Clapping games. Learning daily routines. Regulation colours.	Answer questions about the stories they hear. Attend a Christmas show. Take part in the Reception/KS1 Christmas Nativity show.	Sequence familiar fairy tales. BBC schools radio - storytime.	Create a fact file on favourite animal. Share their findings with talk partner.	Non-fiction books about emergency services. Visit from real life emergency worker.	Conversations about how they have changed since start of Reception Life cycles - frogs, butterflies.	

SPEAKING

<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon a Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Changes/ growing</i>	<i>Early Learning Goal</i>
Skills	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Hold a conversation, jumping from topic to topic. Confident to talk to class teacher and TA	Extends vocabulary, by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. To know to look at your audience when speaking (whether that may be an individual, group etc).	To know different means of communicating using technology. Is able to use social phrases such as, 'good morning how are you today?' Links statements to a main theme or intention. Ask how and why questions. Introduce a storyline or narrative into their play with support.	To be able to ask a question (rather than say a statement). Is able to apply new vocabulary e.g. 'You are shrieking, that's too loud', 'I am thrilled to go outside!' Articulates their ideas and thoughts in well-formed sentences.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Use talk to explain how things work and why they might happen.	Ask questions to find out more and to check they understand what has been said to them. To talk to different adults around the school To talk in complex sentences using a range of tenses.	Participate in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary. Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas using full sentences, with modelling and support from their teacher.
Possible Learning tasks	Pictures of chn as a baby, with their family/house - as a stimulus for conversation.	Talk about journeys they have been on during October half term and with class teddy.	Perform a traditional tale. Oral retell of familiar fairy tales.	Share their favourite animal and be able to answer questions about it. Class assembly to the rest of the school.	Interview real emergency workers and parents about their jobs.	Ask questions to KS1 about moving up. Think about what they want to know then think of how to rephrase it into a question.	



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

SELF-REGULATION

Term	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes/Growing</i>	<i>Early Learning Goal</i>
Skills	Recognise different emotion words like happy, sad, angry, worried. To focus during short whole class activities. To follow one step instructions. Aware of the boundaries set, and of behavioural expectations in the setting.	To talk about how they are feeling. To begin to consider the feelings of others. To understand how people show emotions. To adapt behaviour to a range of situations. Shows understanding of the need for safety.	To focus during longer whole class lessons. To follow two step instructions. Able to negotiate and solve problems without aggression. Considers and manages some risks independently.	To identify and moderate their own feelings socially and emotionally. Consider the feelings and needs of others. Knows a wider emotive vocabulary such as frustrated, tired, scared, excited, irritated, annoyed, anxious, joyous, upset.	To control their emotions using a range of techniques. Set a target and reflect on their progress. To remain focused during extended whole class teaching.	To follow instructions of three steps or more. Can describe themselves in positive terms and talk about their abilities Confident in speaking to others about their own needs, wants, interests and opinions.	Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly. Has a positive sense of self and show resilience and perseverance in the face of challenge. Pays attention to their teacher and follows multi-step instructions.
Possible Learning tasks	Knows and understands the school boundaries. Regulation colours and characters for the	Take part in school production. Reflect on the friendships they have made.	Forest School Challenges - using tools Link to Christian value - truthfulness, saying	Reiterate taught strategies to self-regulate and get back to their calm state.	Use context of people who help us Identifying needs, emotions, solutions using emergency	Three Step instructions incorporate into daily routines. Coding.	Forest School and My Happy Mind throughout the year helps to build up self-regulation.

	different emotions - Inside Out.		sorry.	Introduce Plan, Do Review - How can I make my work better?	scenarios.		
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Managing Self							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills	To wash hands independently after going to the toilet and before eating. Put socks and shoes on independently. Develop class rules and understand the need for rules. Choose what to engage in during CP. Takes responsibility for own belongings. Healthy lifestyles, eating, sleeping, exercise. E safety Bike and road safety	Practise dressing and undressing independently. Develop and demonstrate appropriate ways of being assertive. Building up the confidence to try new activities. Begin to select the resources they need to achieve what they want to do. Learn how to transport and store equipment safely.	Begin to show resilience and perseverance in the face of challenge. To practise doing up own zipper on coat and trousers. Practise doing buttons and buckles. E- safety	To develop independence when dressing and undressing for activities such as PE and Forest School. Developing the ability to manage their own needs	Practise safety measures without direct supervision. Practice using a knife and fork independently to chop own food.	To identify and name healthy foods. To understand the importance of healthy food choices. Recap on healthy lifestyles, sleep and exercise. E-safety	Eat a healthy range of food and understands the need for variation. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Show understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision
Possible Learning tasks	Getting changed in PE. Transitions when eating in the main	Putting on own coats for cold weather. Getting changed and unchanged for pe	Fine motor activities with zips and buttons. Problem solving tasks at Forest School.	Expectation that all chn put on own puddlesuit, trousers, coat for FS.	Chopping and cutting station of real food and during snack and lunch times.	Looking at healthy lifestyles- sleeping, exercise and eating, link to sports day - real life athletes.	

	hall, attending assemblies and breaktimes. Sorting foods into healthy and sometimes foods.	and Christmas play. Loose parts play.	Challenging Jigsaw Puzzles.			Trying new food and activities - link to move to Year 1. Water safety.	
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Building Relationships							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills	To seek support of adults when needed. To gain confidence to speak to peers and adults.	To play with other children who are engaged in the same activity. Develop friendships further. Have positive relationships with all Class 1 staff.	To begin to work as a small group with support. To use strategies to support turn taking. To accept pair or group work with peers outside of their immediate friendship group.	To listen to the ideas of other children and agree on a solution and compromise. Think about the perspectives of others. To share and cooperate with peers and develop a range of strategies to solve conflicts and rivalries.	To work as a member of a group. Have positive relationships with all staff in school. Explains own knowledge and understanding, and asks appropriate questions.	To have confidence to communicate with adults around the school. Developing respectful and constructive friendships.	Work and play cooperatively and takes turns with others. Form positive attachments and friendships. Show sensitivities to others' needs.
Possible Learning tasks	Tour of the school, meet the teachers and other children. 1:1 time spent during baseline getting to know children.	Teach chn ways to share ideas and strategies in addition to sharing equipment. Introduce talk/learning partners.	Team challenges in FS. Recipe for a good friend. Trusting peers in PE.	Problem solving challenges. Buddies in YR 6.	Role play games linked to 'people who help us' real life superheroes. Cheering on all friends during sports day.	Meet the new teacher/TA's in Yr 1. How much have I changed? What can I do now that I couldn't do when I started in Reception. Reflect back over the year.	



PHYSICAL DEVELOPMENT

Fine Motor Skills

<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes/Growing</i>	<i>Early Learning Goal</i>
Skills	Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. cutlery Uses a comfortable grip with good control when holding pens and pencils. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand.	Begins to use anticlockwise movement and retrace vertical lines. Draw circles and shapes to create pictures. To write taught letters using the correct formation. Hold scissors correctly and cut along straight and zigzagged lines. Use a tripod grip when using mark making tools.	Develop small motor skills to use a range of tools competently, safely and confidently. Hold scissors correctly to cut around large shapes. To thread small beads. To write taught letters using correct formation. To use a knife and fork to cut up their own food at lunchtimes.	Use scissors to cut around smaller shapes. To write letters using the correct letter formation and control the size of the letters.	Greater control when using small tools to drill a hole, join two items together using a hammer and nail, unscrew a screw using a screwdriver. To use a variety of paintbrush sizes to add detail and form to their paintings. Use knots to join two items together. Use a hammer, hand drill and screwdriver.	Use scissors to cut a variety of materials. To create drawings with details. To independently use a knife, fork and spoon to eat a range of meals.	Hold a pencil comfortably using the tripod grip. Use a range of small tools, including scissors, paintbrushes and cutlery. Show accuracy and care when drawing and copying.
Possible Learning tasks	Pre-writing physical movement including yoga, dance and large arm movements.	Pencil control activities. Letter formation practise in phonics.	Lunchtimes - ensure support staff know to encourage the chn to cut up their own food.	Make a clay animal Using sm tools at FS.	Weaving - FS knot tying activities. Make wooden gadgets for superheroes using	Collage pictures using a variety of materials.	Drawing self and writing name across the year in termly stages for progression of letter formation. Post christmas introduction

	Threading activities. Self portrait painting.		Playdough tools.		dowling, scraps of wood blocks, lolly sticks etc..		of handwriting books.
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Gross Motor Skills							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	To move and stop safely in a space. To develop control when using equipment. To follow paths and take turns. To explore travelling around, over and through apparatus. Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	To balance, run and stop. To jump and hop. To explore different ways to travel using equipment. To use counting to help to stay in time with the music when copying and creating actions.	To roll and track a ball, dribble a ball using feet or hands. Kick a ball to a target. To develop accuracy when throwing to a target. To throw and catch with a partner. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	To create short sequences using shapes, balances and travelling actions. To balance and safely use apparatus. Hold a balance for a few seconds. To jump and land safely from a height. To develop rocking and rolling.	To move safely with confidence and imagination communicating ideas through movement. To explore movement using a prop with control and coordination. To move with control and coordination expressing ideas through movement. Copy, link and repeat actions.	To develop accuracy when throwing and practice keeping score. To follow instructions and move safely when playing tagging games. To learn to play against an opponent, following simple rules to play a game. Further develops and refines a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Possible Learning tasks	Gymnastics - exploring the apparatus. Use of pedal bikes.	Learn a simple dance routine for Christmas production. Obstacle courses in outdoor area using loose parts.	Developing core strength. Circuits.	Gymnastics - developing movement phrase (linking a series of movements together).	Dance - linked to superheroes. Children to create their own simple routine in pairs.	Sports day practise - athletics. Bring your bike/scooter to school week.	



LITERACY

Comprehension

<i>Term</i>	<i>Autumn 1 All about Me 8 weeks</i>	<i>Autumn 2 Journeys 7 weeks</i>	<i>Spring 1 Once Upon A Time 6 weeks</i>	<i>Spring 2 Animals 5 weeks</i>	<i>Summer 1 Real Life Superheroes 6 weeks</i>	<i>Summer 2 Changes/Growing 7 weeks</i>	<i>Early Learning Goal</i>
Skills/ knowledge	To use pictures to tell stories. To sequence familiar stories. To independently look at books, holding them the correct way and turning the pages one at a time. To suggest how a story might end.	To engage in story times, joining in with repeated phrases and actions. To begin to answer questions about the stories read to them. To enjoy an increasing range of books including fiction and non-fiction, poems and rhymes. To begin to predict what may happen.	To act out stories. Begin to make predictions about a story based on the cover/ blurb. After listening to stories, children can express views about events or characters in the story and answer questions about why things have happened. Retell a simple story using a familiar pictorial text map and begin to innovate them to create their own.	To answer questions about what they have read giving reasons for their answers. Is able to differentiate between fiction and non-fiction texts. To order when retelling an event (first, next, finally).	To follow a story without pictures or props. To talk about the characters in the books they are reading. Use basic narrative language when retelling a story such as story openers and enders.	To know that some information can be retrieved from books. Children initiate questions about what they or others have read. Knows the purpose of and understands simple instructions, including recipes.	Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Core Text	Harry and the dinosaurs go to school - Ian Whybrow Funnybones - Allan Ahlberg	The Journey - Neil Griffiths Lost and Found- Oliver Jeffers	Gingerbread man Goldilocks and 3 Bears Little Red Hen	Superworm - Julia Donaldson Dear Zoo - Rod Campbell	Supertato - Sue Hendra Max the Brave - Ed Vere	Super Duper You - Sophy Henn Little Seed - Hector Dextet	

	My Mum and Dad Make Me Laugh - Nick Sharratt Fantastic Families - Omari McQueen	We're Going on a Bear Hunt - Michael Rosen The Runaway Pea - Kjartan Poskitt Mary and Joseph - Bible	The Three Billy Goats Gruff	On the Farm - Axel Scheffler	Superhero Like You - Dr Ranj	The Growing Story - Ruth Krauss The Very Hungry Caterpillar - Eric Carle	
Supplementary texts	The Colour Monster Goes to School Usborne - My Body, My Family The Three Little Pigs First Day - James Carter The Morning Rush - John Foster In Every House On Every Street - Jess Hitchman	Pirate Pete - James Carter The Wheels on the Bus - Melanie Williamson The Queens Hat - Steve Antony Song of the Train - David McCord Cats - Eleanor Farjeon Little Glow - Katie Sahota	The Owl and the Pussycat - Edward Lear Funny Faces - James Carter If I were a King - A A Milne	How Does a Tadpole Grow? - Eric Carle On the Ning Nang Nong - Spike Milligan Please Do Not Feed the Animals - Robert Hull	Hey There! What's your Super Power? - Jayneen Sanders Pete the Cat: Super Pete - James and Kimberley Dean If I were a hawk - Clare Devan	Change Starts with Us - Sophie Beer The Extraordinary Gardener - Sam Boughton Poems to Perform - Julia Donaldson A Little Seed - Mabel Watts	

Word Reading (Red Rose Phonics Scheme)

<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes /growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	Understands the five key concepts about print: - print has meaning and different purposes - we read English text from left to right and from top to bottom	Is able to blend and segment CVC words e.g: c-a-t, d-i-g s pronounced /z/ r h b f ff l ll ss	Start on Phase 3 sounds for those that are ready j v w x y z/zz qu ch sh th/th ng	Cont with phase 3 ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with	Complete Phase 3, begin Phase 4 Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including	Phase 4 CCVC & CCVCC CCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Say a sound for each letter in the alphabet and at - least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

	- page sequencing Consolidate Phase 1 s a t p i n m d g o c k c k e u Tricky Word: The	Consolidate Phase 2 Tricky words: I to go no into	Consolidate as required Tricky words: he she we be me was my you they	two-syllable words Consolidate as required Tricky words: her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV Tricky words: come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate	Tricky Words: Consolidate said so have like some come were there little do one when out what Teach it's	Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.
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Writing							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes/Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	To copy their name. Give meaning to the marks they make. To copy taught letters with support. Write initial sounds they know. To formulate a simple oral sentence.	To begin to attempt CVC words that they recognise or can decode. Begin to write labels or captions using taught sounds. Use correct formation of letters taught. Formulate oral sentences with conjunctions. Write own name correctly, with a capital letter and lowercase letters.	Can write CVC words using set 1 sounds. Forms most letters correctly using the Phonics rhymes. Engage in shared sentence writing with adult or within a group. Learn some story sentence openers - e.g. one day, luckily, suddenly. To independently create basic pictorial text maps and use these to support their oral story telling. Spell some tricky words correctly.	To attempt to say and then write 3 to 4 word sentences with finger spaces. Understand that sentences start with capital letters and end with a full stop. Begin to learn and use adjectives when formulating oral sentences.	Children have an awareness that letters can be represented as lowercase and capital letters. Use finger spaces and full stops when writing a sentence. Begin to read their work back. To be able to use their phonic knowledge to segment and write words which contain all single sounds as well as the first 10 digraph sounds.	To be able to independently write 3 - 5 word sentences or captions which can be read by themselves and others. Write sentences using capital letters, full stops and finger spaces. Spell some taught tricky words correctly. Read their work back to check it makes sense.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Possible Learning tasks/texts	Label parts of the body. Begin drawing club linking to core text.	Tell their weekend news in a sentence that the teacher scribes. Oral sentence linked to a place they would like to visit eg. I would like to go to.... because.... Present wish lists Christmas cards	Introduce talk for writing Goldilocks, Billy Goats Gruff, Gingerbread man. Retell simple story using story map. Write messages back to fairy tale characters. Speech bubbles and wanted posters.	Produce a simple animal fact file. Produce a frog life cycle diagram. Create own animal by combining two or more animal choices.	Write speech bubbles and captions to match emergency pictures. Create own superhero story using story mountain. Type or record stories on book creator.	Diary entry for changes with tadpoles or butterflies. All about me booklet for new teacher.	Weekend news introduced in Spring term consisting of picture and dictated sentence.
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MATHEMATICS

Number							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life superheroes</i>	<i>Summer 2 Changes/Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	Base Line assessments Find, subitise and represent 1, 2, 3 Composition of 1, 2, 3 Representing numbers to 3 through mark making Say which has more	Representing numbers to 5 - Count on and back Comparing numbers to 3 Composition of 4 and 5	Introducing zero Comparing numbers to 5 - number bonds Composition of 6, 7 and 8 Making pairs	Combining 2 groups Comparing numbers to 10 Subitise groups of 9 and 10 Bonds to 10	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away	Doubling, sharing and grouping Even and odd Deepening understanding about patterns and relationships	Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning

	and fewer						facts.
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Numerical Pattern							
Term	Autumn 1 All about Me	Autumn 2 Journeys	Spring 1 Once Upon A Time	Spring 2 Animals	Summer 1 Real life superheroes	Summer 2 Changes /Growing	Early Learning Goal
Skills/ knowledge	Match and sort Exploring pattern Compare size, Mass and capacity 1 more and less	Circle and triangles Positional language Shapes with 4 sides Time - Day and night	Compare mass Compare capacity Length and Height Time	3D shape Pattern	Spatial Reasoning 1 - Match, rotate, manipulate Spatial reasoning 2 - Compose and decompose	Spatial Reasoning 3 - Visualise and build Spatial Reasoning 4 - Mapping	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



UNDERSTANDING THE WORLD

Past and Present							
Term	Autumn 1 All about Me	Autumn 2 Journeys	Spring 1 Once Upon A Time	Spring 2 Animals	Summer 1 Real life Superheroes	Summer 2 Changes /Growing	Early Learning Goal
Skills/	Begin to make sense	Can comment on	Focus on how we talk	Understanding what	Make comparisons	Poses questions	Talk about the lives of the

knowledge	of their own life-story and family's history. Names and describes people who are familiar to them.	images of familiar situations in the past, such as homes, schools, toys and transport. Makes comments and comparisons between objects from the past and present.	about events/stories in the past. Using illustrations from traditional tales to give us clues as to when the story is set.	extinct means and some animals that are now extinct. Looking at famous naturalist - David Attenborough.	between different occupations and knows some of their key roles e.g difference between a doctor and a firefighter. Shows interest in different occupations and ways of life, including figures from the past.	about the past and future, such as who, what, why. Can make simple comparisons between now and then including seasons and clothing choice.	people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Recall some important narratives, characters and figures from the past encountered in books read in class.
Possible Learning tasks/texts	Link to their families Photos of them as babies Photos of their family Use as talking points on 1:1 and as small groups	Old/new transport Story of Mary and Joseph - how did they travel? Would baby Jesus have had toys like babies have today?	Use illustrations from the ladybird classic series.	Researching extinct animals - animals from the past.	Looking at real life superheroes - emergency services - As well as some famous people from the past. Old/New fire engines - researching on internet.	Looking at photos of themselves in nursery and photos of themselves now - how have I changed? Keeping a diary Interview a grandparent on what life was like for them as a Reception child.	

People, Culture and Communities							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Talks about members of their immediate	Can talk about key features of a basic map (this could be of their immediate environment). Recognises that people have different beliefs and celebrate special times in	To know that all celebrations have things in common, decorations, gifts, story, family, food etc.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Can talk about and make comparisons	Continues to develop positive attitudes about the differences between people (including challenging gender stereotypes). Know about people who help us in our school/community.	Knows how humans change from babies to 5 years old. Can talk about the changes to their body. Life cycles of frog/butterfly.	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,

	family and community, including celebrations and culture. How do we celebrate birthdays?	different ways. Understands that some places are special to members of their community, such as places of worship.		between two contrasting localities featuring animals and weather. People in other countries speak different languages.		Understands that change and growing is part of life.	drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and overseas.
Possible Learning tasks/texts	Harvest Festival. Birthday party for class animal - turning 4 years old. Village Walk.	Compare and contrast Diwali and Christmas. Map of School grounds.	Compare their experience of Christmas to Chinese New Year. Story of the Chinese New Year - The great race.	Looking at animals found in Lancashire and overseas. Explore the animals that are important to Easter.	Who is a superhero in my home/school/commu nity/country? Little City Village.	Sort pictures of children aged from newborn to 5. Talk about what changes they are looking forward to.	
SACRE RE	Special times: Which times are special to different people and why? What is a celebration and what do they all have in common? Story, food, decorations, presents, family and friends. Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas/Harvest/ Diwali and Eid • Say why festivals are special times for believers of different faiths.		Special stories: Which stories are special to different people and why? • Talk about/ recall some religious stories e.g. through role play, art, model making • Share features of a story that they like and explain why • Identify a sacred text e.g. Bible, Qur'an • Identify that the Bible and Qur'an are special.		Special places: Which places are special to different people and why? Talk about their special place and explain why it is special • Be aware that some Christians, Muslims and Hindus have places that are special to them • Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu • Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary • Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque • Talk about the wonders of the natural world • Express ideas about how to care for animals and plants • Re tell stories to explain Christian and Muslim ideas about Creation and the natural world • Talk about ways in which people can harm the natural world • Talk about ways in which people can look after the natural world.		

The Natural World							
<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	To know the 5 human senses and the relating body parts. Signs of Autumn.	Explores the natural world around them, including describing what they see, hear and feel. To be able to identify	Can make suggestions for simple investigations and talk about what they predict and what they observe. - linked to problem solving with fairy tales	Importance of looking after our world for us and animals. To be able to describe animals by their features, e.g.	Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a	4 seasons To know appropriate clothes and accessories needed for different types of weather Understands some effects that humans	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

		different materials and know some of their properties, such as metal, plastic, wood, glass, rock, paper ; rough, smooth, hard, soft, magnetic/ non-magnetic, waterproof, buoyancy. Seasons - Packing clothes for different weather	Signs of Spring.	fur, wings, tail, scales, feathers etc. To know some animals' habitats and diet. Can talk about and make comparisons between living things they have observed, such as different types of leaves or roots, insects etc.	shadow. Magnetism Speed Signs of Summer.	can have on the environment. To be able to label parts of a plant (stem, root, leaf, petal). To understand how light, water and space can affect plant growth.	and contrasting environments, drawing on their experiences and what has been read in class; - Understand the effect of the changing weather on the natural world around them.
Possible Learning tasks/texts	Hearing - listening walk Sight - taking pictures with ipad Taste - tasting a variety of foods Touch - feely boxes Smell - guess the smell game What's outside/inside our body? Visit from a doctor - vision checks and flu vaccine Forest school - learning the rules and boundaries	Comparing a contrasting country with Caton - preferably select a country a child has travelled to. Making vehicles - exploring floating and sinking, sorting materials - magnetic/non magnetic. Forest school - scavenger hunts, maps, google earth	Gingerbread man experiments Changing states - baking, bread, gingerbread men, porridge, pancakes Forest school - dens and campfire	Research animals the ch are interested in from books and internet. Trip to woods off site Forest school - habitats, making bug hotels, investigating rabbit holes and mole hills. What can our class can do our bit to help the environment eg. planting tree seedlings,	Dark dens Lazer beams - investigate light bending Shadow puppets Forest school - Making musical instruments	Growing sunflowers How can we look after our world? Forest school - planting trees. Rope swings	



EXPRESSIVE ARTS AND DESIGN

Being Imaginative and Expressive

<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	Makes imaginative and complex 'small worlds' with blocks and construction kits, Experiments with different instruments and their sounds. To create musical patterns using body percussion by finding the beat.	To be able to identify the following in music and sounds - high/low, fast/slow, loud/quiet, long/short Remembers and sings entire songs. Sings in a group or on their own, increasingly matching the pitch and following the melody. Can use costumes and resources to act out narratives.	Develops storylines in their pretend play (particularly thinking about roles and props) Create musical patterns using untuned instruments To begin to create costumes and resources for role play	Listens attentively, moves to and talks about music, expressing their feelings and responses To talk about whether the like or dislike a piece of music	Developing their ability to move and keep in time with the beat Explores and engages in music making and dance, performing solo or in groups. Associates genres of music with characters and stories Watches and talks about dance and performance art, expressing their feelings and responses	To know how to be a good performer for an audience For example: Looking at the audience Using expression and intonation Exaggerated movements and voice Create own compositions using tuned instruments Play instruments with increasing control in the correct section of a song. Develop accuracy in following signals to start and stop correctly.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
Possible Learning tasks/texts	Build own house and village where they live using small world and junk modelling.	School nativity play Learning the Christmas play songs and some popular Christmas carols.	Performing a well known fairy tale story they have learnt eg. Little red hen	Carnival of the animals - inventing dances to match the movement of animals.	Listening to a range of music - new genre each week. Jazz, classical, pop, oprah, gospel, world music. Watching pro dancers.	Moving up day	

Creating with materials

<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills/ knowledge	Explores different materials freely, in order to develop their ideas about how to use them and what to make. Create simple representations of people and objects Shows different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explores colour and colour mixing.	Joins and explores different materials. Constructs with a purpose in mind, using a variety of resources. Draws with increasing complexity and detail, such as representing a face with a circle and including details.	Explores, uses and refines a variety of artistic effects to express their ideas and feelings, this includes joining techniques and choosing particular tools for a purpose, such as fine / broad paint brushes. Can represent their ideas through mark-making in response to movement, music and sounds.	Makes use of props and materials when role playing characters. Knows which primary colours can be mixed to create secondary colours, orange, purple and green To explore a variety of art materials including: salt-dough, clay, collage	Develops their own ideas and then decides which materials to use to express them. 3D art Chooses particular colours to use for a purpose and that new shades can be created by adding white and black. Create imaginary landscapes for fictional superheroes.	Creates collaboratively, sharing ideas, resources and skills. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.	Draws and paints using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Shares their creations, explaining the process they have used; - Makes use of props and materials when role-playing characters in narratives and stories
Possible Learning tasks/texts	Drawing Painting Cooking - spreading and cutting for teddy bears picnic Building a junk modelled house and village.	Construction - making transport. Pencil, pastels, chalk, salt dough, watercolour paint, poster paint.	Create invention for gingerbread man to cross river.	Malleable multimedia Create own animal from air dry clay. Uses IT to bring clay pets to life (chatterpix)	3D art, Printing Creating gadgets and props for role play. Using 'paint' app on iPad	Digital, Observational Drawing	Drawing self across the year.

The Planning cycle in EYFS:

1. Creating a Need to Know - Consider the provocations / hooks that will be used in the provision to peak interest and build excitement around the learning.
2. Front Loading - What skills / knowledge will need to be pre-taught in order for children to successfully engage with the provision during free-flow where they will have an opportunity to extend their learning and transfer some of the key learning independently through play.
3. Switching gears - During free-flow, the environment acts as the third teacher. What provision needs planning for children to have an opportunity to demonstrate the skills / understanding / development you would expect to see.
4. Reflection - In this stage, refer to the learning journey to review the learning that has taken place, reflect upon it as well as consider next steps as a class. Do this with the children so they are involved. This is also a good time to involve the children in the planning. Elicit ideas from them about what they would like to see in the provisions or learn more about.

Note: It is important to highlight that the "Planning cycle" can be applied to the medium-term plan, weekly plan or even a single lesson / day.



Planning

Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you engaged with me/us to co-construct our next steps together?
- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and back-and-forth conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me?
- Are you observing carefully when I am on my own and when I am with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)

Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)

