

St Joseph's Catholic Primary School - EYFS Skills and Progression Map.

Contents:

1. EYFS Key characteristics of learning
2. Curriculum Intent, Implementation and Impact
3. Overview of core texts, supporting texts and enrichment activities/opportunities/Celebrations/Events
4. Long Term Plan - Subject overview
5. Medium Term Plan - 7 prime areas including skills, vocabulary and KS1 'readiness'
6. **Appendices** - Little Wandle progression chart/Letter formation progression/Stem Sentence Ideas/Outdoor Classroom

Key Characteristics of learning	<u>Playing and exploring:</u> <ul style="list-style-type: none"> Plans and thinks ahead. Is guided by their own thinking and actions. Makes their own independent choices. Responds to new experiences and has their own interests and fascinations. 	<u>Active learning:</u> <ul style="list-style-type: none"> Displays goal-directed behaviour. Participates in routines and gets to know these routines well. Begins to correct their mistakes and persevere even when they find something difficult. 	<u>Creating and thinking critically:</u> <ul style="list-style-type: none"> Takes part in pretend play. Sorts materials. Can review their own progress to achieve a goal. Solve real problems. Uses pretend play to think beyond the 'here and now'. Feels more confident about their own ideas as their knowledge grows. Makes links between ideas and concentrates on achieving things that are important to them.
---------------------------------	---	---	--

Curriculum Intent:

At St Joseph's, we offer a curriculum rich in wonder, that gives memorable experiences and that ensures children have the opportunities to build fluency in foundational knowledge and skills ready as they continue their journey into Key Stage 1.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation:

At St Joseph's, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained and experienced staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Our curriculum is also built on oral rehearsal to support our children to become confident and capable writers. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Little Wandle programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, and garden. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted depending on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents have access to Tapestry which informs them of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact:

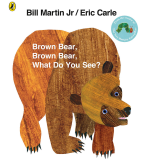
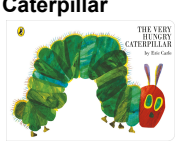

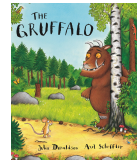


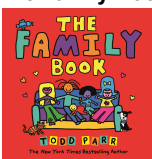



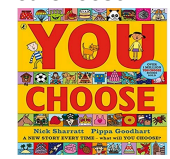
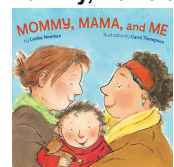


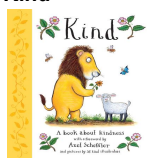


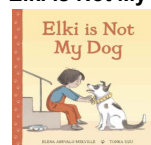
Our curriculum and its delivery ensure that children, from their own starting points, make at least good progress. During their time with us children, make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make at least good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Overarching Theme	Me and My Friends	Autumn	Animals in Winter	Life Cycles/Spring	Healthy Me/ Journeys	Our World	
Planning around a quality text:	  	 	  	  	 	 	
Poetry - Pathways to Poetry	 <p>Creepy Crawly by Anon</p> <p>Busy Bugs by James Carter</p>  		 <p>The Farmyard by T. T. Allwood</p> 		 <p>Eat Your Peas, Louise! by Pegten Snow 5 Dinner-time Rhyme by June Crebbin</p>  		

<p>Linked texts Non-fiction Traditional Tales Poetry</p>	<ul style="list-style-type: none"> o My Hair – Hannah Lee o Susan Laughs – Jeanne Willis & Tony Ross o What Happened to You? – James Catchpole o 10 Dogs – Emily Gravett o Spy Pets – Edward Gibbs o Hello Friends o What happened to you? o Happy in Our Skin – Fran Manushkin ▪ Different Families – Melissa Higgins ▪ Who Are You? – Smitri Halls ▪ My Body – Jill McDonald ▪ My Book of Dogs and Puppies – DK o Our Senses o Goldilocks and the three bears o Red Riding Hood o Three little pigs o A Great Big Cuddle by Michael Rosen o People Need People by Benjamin Zephaniah 	<ul style="list-style-type: none"> o Tidy by Emily Gravett o Bear's Don't Share o A Little Bit Worried o The Very Helpful hedgehog o Fox's Favourite Autumn o Owl Babies o Hello Autumn o The Christmas Story o Luna Loves Christmas o The Robin who stole Christmas o The Snow Thief o Farmer Duck o Olivers Vegetables o The Giant Jam Sandwich o Pumpkin Soup o The Enormous Turnip o Books on Autumn o Owls in the Night o From the Garden – A Counting Book About Growing o Shelley Hen Lays Eggs – o Lift and Look Fruit and Vegetables – Tracy Cottingham o Big Outdoors for Little Explorers: Farm o Anne-Kathrin Behl o The Enormous Turnip o The Gingerbread Man o Little Red Hen o Out and About: A First Book of Poems by Shirley Hughes 	<ul style="list-style-type: none"> o Winter Sleep o I definitely Don't Like Winter o The Storm Whale o The Great Storm o Whale o Grandad's Island o Grandma Bird o I can fly o And Tango makes three o I Love Chinese New Year o Little Glow o Books on Winter o Chinese new year non fiction Lanterns and Firecrackers: A Chinese New Year Story (Festival Time) o W is for Whale o Fantastic Fish o Books on Artic and Antarctic animals o Down the River o Journey to Antarctica o Gingerbread Man o Three Billy Goats gruff o A Whale of a Time o Nonsense Nursery Rhymes 	<ul style="list-style-type: none"> o That's my Flower o Arlo o Abigail o Solomon Crocodile o Busy Spring o Tad o Christopher Nibble o Christopher's Caterpillars o I Love Bugs o A Good Place o Books on Spring o National Geographic books - Lions/Zebbras/Meerkats o Big Cat Babies o Life Cycles - NG o Caterpillar to Butterfly - NG o Things with Wings o Lift and Look Bugs o Hare and the Tortoise o Jack and the Beanstalk o Zim, Zam, Zoom o Nature Trail by Benjamin Zephaniah 	<ul style="list-style-type: none"> o Supertato Veggies o Other Supertato books o I can eat a rainbow o Lulu's Lunch o Oliver's Fruit Salad o Oliver's Vegetables o The Naughty Bus o You can't take an elephant on a bus o Martha Maps it out o There's a tiger on the train o Vehicles o Maps o Local area o Heatly eating o Fruit and vegetables o Make Tracks o I'm the Bus Driver o My Big Book of Transport o Oxford Very First Atlas o Maps o Wheels on the Bus o Ugly Duckling o Hansal and Gretel o The I hate vegetables book of poetry for kids. 	<ul style="list-style-type: none"> o The Whale who wanted more o Sunny Side-up o Hello Summer o Clean up o Little Turtle and the Sea o Michael Recycle o Someone Crunched Collin o The Unexpected Visitor o Jazzy in the Jungle o Leap Frog o Chimp and Zee o Animal Crackers o Books on Summer o 10 Things I can do to help my world o Brilliant Recycling o Seaside o Plastic Pollution o A Planet Full of Plastic o A Story of Climate Change o Swing Sloth – NG o Hang on Monkey – NG o We're Roaming in the Rainforest – Laurie Krebs o Over in the Jungle – Marianne Berkes o Rumble in the Jungle o Sleeping Beauty o Puss in Boots o Poems Aloud o Splish, Splash, Splosh o Seaside poems 	
<p>Stories with Familiar Settings and Characters</p>	<p>Peace at Last</p> 	<p>The Large Family</p> 	<p>The Tiger Who Came to Tea</p> 	<p>On the Way Home</p> 	<p>Peepo</p> 	<p>Transition books:</p> <ul style="list-style-type: none"> -The Mega Magic Teacher Swap -We are Together -Stuck -Our Class in a Family -Thunder Boots -Find your Happy 	

Repetitive and Predictable Books	Brown Bear, Brown Bear 	The Very Hungry Caterpillar 	We're going on a Bear Hunt 	The Gruffalo 	A Squash and a Squeeze 	Monkey Puzzle 	
Diversity and Inclusion	The Family Book 	Hello Hello 	Blue Chameleon 	Red Rockets and Rainbow Jelly 	You Choose 	Mummy, Mama and Me 	
Emotional Development and Empathy	A Better Best Friend 	Maya's Big Feelings 	Kind 	Troll 	Best of All 	Elki is Not My Dog 	
Enrichments Visitors / trips	Experience <ul style="list-style-type: none"> o Autumn Walk with family Trip: <ul style="list-style-type: none"> o Penketh Library visit o Visit to Church 	Visitors/Experience <ul style="list-style-type: none"> o People who help us - Fire Brigade/PCSO Trip: <ul style="list-style-type: none"> o Local area walk to post Father Christmas letters o Penketh Library o Visit to Church 	Visitors/Experience <ul style="list-style-type: none"> o Mystery Visitor o See how we learn o Children's Mental Health Week o Chinese banquet meal Trip: <ul style="list-style-type: none"> o Penketh Library visit o Visit to Church o Pantomime – Parr Hall 	Visitors/Experience <ul style="list-style-type: none"> o Mystery Visitor o See how we learn o Chicks/Caterpillars Trip: <ul style="list-style-type: none"> o Visit to Church o Penketh Library visit o Local walks around the area and to the park. 	Visitors/Experience <ul style="list-style-type: none"> o Mini first aid o Dentist o Local area/bus stop Trip: <ul style="list-style-type: none"> o Penketh Library visit o Visit to Church o External school trip o May Procession o Local walks around the area and to the park. 	Visitors/Experience <ul style="list-style-type: none"> o Grandparents o Transition activities Trip: <ul style="list-style-type: none"> o Penketh Library visit o Visit to Church 	
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> o Birthdays o Nursery Rhyme week o Black history month o Alma Thomas/Rosa Parks o Harvest Festival o Welcome assembly o Special Friends 	<ul style="list-style-type: none"> o People who help us o Anti-bullying week o Hannukah / Diwali o Halloween o Bonfire Night o Remembrance Day o Christmas around the world o Nativity performance 	<ul style="list-style-type: none"> o Epiphany o Ash Wednesday o Lent o Valentine's Day o Chinese New Year 	<ul style="list-style-type: none"> o Mother's Day o British Science Week o World Book Day o Lent o Easter 	<ul style="list-style-type: none"> o Mental Health Awareness Week 	<ul style="list-style-type: none"> o Wimbledon o Sports Day o Class assembly 	

Long Term Plan

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
To know you more clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Personal Development (PSHE)	Relationships		Living in the Wider World		Health and Wellbeing	
Understanding of the World (Science)	Ourselfs and our Senses. Planting	Seasonal Changes - Autumn Plants/Planting Birds Living Things in their Habitat Forces-push and pull	Seasonal Changes - Winter Materials - changes in state. Planting Living Things in their Habitat	Seasonal Changes- Spring Animals including humans - Life Cycles - Caterpillars/chicks. Planting Forces-push and pull	Seasonal Changes-Spring/Summer Animals including humans - Healthy Living Planting Materials	Seasonal Changes - Summer Environment Planting
	Floating and sinking and changes in the weather taught continually throughout the year. Investigation skills taught throughout the year on the 'Investigation Table'.					
The Growing Curriculum (Science)	<u>Seeds</u> What is a seed? Where do seeds come from? Seed detectives Growing seeds Seed craft Seed harvest festival	<u>Garden Birds</u> What makes a bird a bird? Birds in our world Birds need feathers Talons and claws Singing birds The bird food winter feast	<u>Wildlife in Winter</u> Wildlife in Winter Whose house is this? Sensory Search Den Making Nighttime Visitors Winter Food for Urban Visitors	<u>Red Tomato. Green Tomato</u> What is a tomato? The Anatomy of a Tomato What do Tomatoes need to grow? Tom-art-o Craft Storytelling Toms	<u>Plants in Our World</u> Plants to eat Plants that heal, plants that harm Plants for perfume Plants for building Plants for Beauty We love plants	<u>What do Plants Need?</u> Plants need light Plants need air Plants need water Plants need food Plants need space We love plants
Outdoors/Growing options	Tulips Daffodils Radishes		Broad beans Sweet peas Tomatoes		Potatoes Herbs Sunflowers	
Understanding of the World (Geography)	Our Local Environment -School - Explore indoor and outdoor area - looking for signs of autumn. -Autumn walk -Simple maps	Seasonal Observations – Autumn-Winter -People who help us - Where they are based within our community?	Seasonal Observations - Winter Compare and Contrast: -Compare Warrington to Antarctica. -Chinese New Year	Seasonal Observations - Spring Compare and contrast Warrington to a warmer country	Compare and Contrast -Warrington and London -Simple maps -Local Area-Penketh	Seasonal Observations -Summer Compare and Contrast – Towns and Beaches -Simple maps -Continents
Understanding of the World (History)	-Explore self and family members - share past memories. Look at objects and how they have changed over time.	-Guy Fawkes - The Gunpowder Plot -Remembrance Day -Share past family photos of children's first Christmas. -The Christmas Story	-Investigate famous Antarctic explorers - Robert Scott -Chinese Year - Past years.	-Life Cycles -The Easter Story	Past and present- -Transport Now and Then	Past and Present – Holidays from my past Pollution - Climate Change -Transition - changes in year group

Expressive Art and Design (Art and DT)	Drawing and Painting -Observations -Self portraits -Paint mixing Offer a variety of □ mark-making objects of different thickness (e.g. <i>sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes</i>) □ surfaces e.g. <i>papers, card, recycled materials, foil, corrugated card, old maps</i> □ inside and outside experiences on a large and small scale □ collaborative projects		Printing Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. <i>marbles, toy cars</i>).	3D sculpture Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. <i>'junk' recycled materials, twigs, shells</i>)	Collage Offer a variety of: □ materials e.g. <i>textured papers, recycled materials, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles)</i> □ tools e.g. <i>scissors, glue sticks</i> Cooking and Nutrition – Fruit Kebab/Leek and Potato Soup	Textiles (Weaving)
	Kandinsky - Circles/Maths Monet - Poppies/ Remembrance Day		Yayoi Kusama	Van Gogh - Starry Night/sunflowers	Henri Matisse - Collage	Cath Kidston - Textiles
Artist Study						
Expressive Art and Design (Music)	The three Billy goats gruff https://www.bbc.co.uk/teach/class-clips-video/articles/zwqy9ty	Christmas performance	Charanga Unit - Everyone	Charanga Unit - Our World	Charanga Unit - Big, Bear Funk	Charanga Unit - Reflect, Rewind, Replay
Computing	<u>Computer Science</u> R6 Nursery Rhyme Coding: Using the theme of traditional tales, this activity develops computational thinking such as sequencing and promotes core technology skills.	<u>Information Technology</u> R9 Talking Technology: The children will learn how to take photos, record video and record audio. This is an important skill that will enable them to document their own learning and ideas. The children will create a Tech Museum as they get to explore old technology.	<u>Digital Literacy</u> R5 My Online Life: This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.	<u>Digital Literacy</u> R1 Technology & Me: This unit helps children to make sense of and explore the technology around them. The children will get to experience a range of technology/ equipment, including digital cameras, iPads, video cameras, microscopes and sound recorders.	<u>Information Technology</u> R3 Animal Safari: This unit helps children use iPads/ tablets independently to collect and record information. The children will learn about opening apps, scanning QR codes, taking photos and recording information in a tally chart. Includes a range of continuous provision activities.	<u>Computer Science</u> R2 Robots: This unit gives children their first taste of computing (computational thinking and coding). The children will learn new skills and practice giving instructions to complete tasks. Includes a range of continuous provision activities.
	<u>Within Provision:</u> To begin to use a mouse/pad to navigate a computer. To use the interactive whiteboard – phonic play/Topmarks To use Ipads – White Rose Maths – 1 minute game. To use directional language to describe a sequence (beebots)		<u>Within Provision:</u> To use the Voxblock to play and listen to Nursery Rhymes/stories. To use an iPad for a purpose – eg taking photo of the learning, recording of voice. To use a mouse/pad to complete a simple ICT programme. To use directional language to describe a sequence (beebots)		<u>Within Provision:</u> To use an i-pad to explore various programmes within provision. To use directional language to describe a sequence (beebots) To know how to use a keyboard effectively.	
Physical Development (PE)	Introduction to PE Unit 1	Fundamentals Unit 1	Gymnastics Unit 1	Dance	Ball Skills	Games

Medium Term Plan

Communication and Language – Prime Area.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG

Listening 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 interaction.

*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.

	Autumn	Spring	Summer	KS1 ready
EYFS St Joseph's Listening, Attention and Understandi ng	Listening to stories and rhymes. Joining in with stories and rhymes. Learn new vocabulary related to topics, school, routines and resources. Talk about stories that they like. Show good listening in different situations. Understand questions and instructions.	Listen in a range of situations – assembly, stories, Church. Talk about stories reflecting an increasing understanding. Engage with non fiction books and learn new vocabulary related to them. Learn new vocabulary related to topics.	Sustain listening when involved in a range of scenarios. Show good listening when sharing stories, non fiction texts and poems. Talk appropriately about what they have heard. Respond appropriately to others when in a conversation. Learn new vocabulary related to topics. Show enjoyment in story time.	<ul style="list-style-type: none"> Be able to listen for a sustained period of time. To respond appropriately. To use vocabulary learned so far to support learning in KS1. To speak in full sentences. To talk confidently to peers. To hold a back and forth conversation. To participate in small groups and whole class situations. To offer explanations.
Speaking Linguistic, Cognitive, Physical. Social & Emotional	Speak in clear, simple sentences to be heard and understood.. Look at people you are talking too. Use social phrases – please and thank you to both adults and other children. Talk about experiences they have had both at home and in school. Retell known stories simply. Use questions to find out more information. Practise using new vocabulary taught.	Speak in clear sentences, adding detail when appropriate to be heard and understood. To use facial expressions when talking to peers. Use social phrases such as I am sorry, Please can you pass me...? Talk about experiences with detail that they have had both at home and in school. Retell known stories using taught vocabulary. Clearly explain how or why they have done/made something. Use questions with other children to find out more information. Practise using new vocabulary taught. Use conjunctions to further ideas.	Speak confidently in clear sentences, adding detail when appropriate to be heard and understood. To use facial expressions and gestures when talking to peers Sequence sentences to make thoughts, ideas and opinions clear and to justify reasons. Talk confidently and fluently in a variety of contexts. Use new vocabulary taught with confidence in a range of contexts. To pronounce words with 3 or more syllables. To use because to further conversations. To ask questions confidently. To describe events that have happened.	

Development Matters 2021: Listening, Attention and Understanding	<ul style="list-style-type: none">*Understand a question or instruction that has two parts.*Understand 'why' questions when involved in discussions about stories.*Understand how to listen carefully and why listening is important – modelling good listening, circle time activities.*Learn new vocabulary – through new routines, school surroundings and resources.*Begin to engage in story time – joining in with repeated refrains, vote for book of the week, comments about stories in reading area.*Listen to and begin to talk about stories to build familiarity and understanding – reading sessions, circle time and story time.*Listen carefully to rhymes and songs and begin to pay attention to how they sound – learning nursery rhymes.	<ul style="list-style-type: none">*Listen carefully to and learn rhymes, poems and songs.*Listen to and talk about stories with increasing attention, demonstrated through good understanding.*Increasingly engage in non-fiction books and learn new vocabulary linked e.g. non fiction texts – label, caption, contents, photo.*Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.*Learn and use new vocabulary.	<ul style="list-style-type: none">*Sustain listening when involved in a range of scenarios e.g. whole class, group.* Listen to a selection of fiction, non fiction, rhymes and poems with increasing attention and understanding.* Respond appropriately to what has been heard – questions, comment, action.* Continue to learn new vocabulary linked to topics.* Confidently engage in story time.
Development Matters 2021: Speaking	<ul style="list-style-type: none">*Use new vocabulary throughout the day - through new routines, school surroundings and resources.*Begin to ask questions to find out more and to check they understand what has been said to them.*Begin to articulate their ideas and thoughts in well-formed sentence.*Begin to connect one idea or action to another e.g. because, and.*Begin to describe events in some detail – sharing of ideas about families and past experiences.*Develop social phrases e.g. good morning, good afternoon, thank you, please can I have..?*Begin to retell a simple story using some vocabulary learnt from the story.	<ul style="list-style-type: none">*Use new vocabulary in different contexts.*Ask questions to find out more and to check they understand what has been said to them – how and why questions.*Articulate their ideas & thoughts in well-formed sentences.*Connect one idea or action to another using a range of connectives e.g. because, and, then, so.*Describe events in some detail using some sequencing vocabulary (before, after, yesterday) – sharing of holiday and weekend experiences.*Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.*Develop and use social phrases with confidence e.g. I am sorry, Please can you pass me...?*Retell a simple story that they are familiar with.	<ul style="list-style-type: none">*Articulate their thoughts and ideas in clear full sentences when involved in a range of talking opportunities e.g. class, group, pair.*Confidently use new vocabulary when talking to others.* Confidently engage with stories, non fiction and rhymes, making appropriate comments about.
Skills	<ul style="list-style-type: none">*Listen to other.*Follow instructions.*Listen to stories, rhymes and poems.*Talk about what has been heard.*Engage with non fiction texts.*Ask questions.*Answer questions.*Retell a story using taught vocabulary.*Describe simple events.*Speak in clear sentences.		
Vocabulary	Listen, join in, story, rhyme, poem, non fiction, question, answer, who, what, why, where, how question, retell, describe, vocabulary, sentence, event.		

Personal, Social and Emotional Development – Prime Area.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how

to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG

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 challenges.

*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.

	Autumn	Spring	Summer	Ksl ready
EYFS St Joseph's	<u>Self Regulation</u> Express their feelings and give simple reasons, Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset. Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried <u>Managing Self</u> Use the toilet independently and wash their hands well, knowing why this is important. Take their coat off and put it on. Follow a simple instruction as part of a group, Join in an activity when invited by an adult. <u>Building Relationships</u> Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play	<u>Self Regulation</u> Explain to an adult what has happened when they are upset. Follow familiar, routine instructions independently. Link events (in books, real life etc) with feelings and discuss them, e.g. He is angry that he snatched the toy. <u>Managing Self</u> Dress and undress independently for ASC with help for buttons. Fasten up their coat. Abide by most of the rules of the classroom. Discuss sensible choices. Try new activities independently or with peers. Can say and sort which are healthy and unhealthy food choices. <u>Building Relationships</u> Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game. Show empathy in simple ways, e.g. finding an adult for a child who is hurt.	<u>Self Regulation</u> Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. <u>Managing Self</u> Begins to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset through social stories. Persevere when something is challenging. Works on short activities independently. <u>Building Relationships</u> To use stem sentences to develop and hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place.	<ul style="list-style-type: none"> Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations. Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers). To recognise different foods as either healthy or unhealthy To know how to use basic cutlery and utensils to make and eat food To follow simple instructions to make different foods
Development Matters 2021: Self-Regulation	<ul style="list-style-type: none"> *Talk with others to solve conflicts. *Help to find solutions to conflicts and rivalries. *Begin to express feelings and consider the feelings of others. *Begin to set own goals and show resilience and perseverance in the face of challenge *Begin to identify and moderate own feelings socially and emotionally 	<ul style="list-style-type: none"> *Express feelings and consider the feelings of others. *Set own goals and show resilience and perseverance in the face of challenge. *Identify and moderate own feelings socially and emotionally. * Think about the perspectives of others. 	<ul style="list-style-type: none"> *Express own feelings in an appropriate way and know how to deal with those feelings. *Work towards own goals and develop a have a go attitude. *Confidently follow instructions involving several ideas or actions, responding to them appropriately. 	
Development Matters 2021:	*Manage own self-care needs – hand washing, organising belongings.	*Manage own self-care needs – own coats (fasten), accessories.	*Show independence in making own choices and organising own resources.	

Managing Self	*Develop confidence to try new activities and show independence. *Begin to talk about the different factors that support their overall health and wellbeing: - regular physical activity, being a safe pedestrian.	* Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – tooth brushing, screen time.	*Follow the rules and know why we follow them and know what happens when we don't. *Manage own basic hygiene and personal needs e.g. toileting, choices, clothing.	
Development Matters 2021: Building Relationship	*Begin to see self as a valuable individual. *Begin to build constructive and respectful relationships.	*See self as a valuable individual. *Build constructive and respectful relationships.	*Share with others and attempt to solve problems when they occur. *Have confidence in building friendships. * Be sensitive to the feelings of others.	
Skills	*Talk about themselves. *Listen to other people. *Follow instructions. *Talk about own feelings using learnt vocabulary. *Try new things. *Practise safety when taking part in activities. *Talk about how to be safe. *Be independent. *Make own choices. *Practise good hygiene. *Talk about and practise healthy eating. *Practise own self care needs. *Behave appropriately in different situations. *Follow rules. *Taking turns and sharing.			
Vocabulary	behaviour, feelings, angry, upset, tired, scared, hurt, excited, worried, resilience, feelings, emotions, words, actions, goal, challenge, rules, behaviour, real, danger, safe, unsafe, healthy, unhealthy, exercise, hygiene, clean, germs, choices, diet, friends, help, like, dislike, ask, play, game, kind, helpful, share, problem, same, different			

Physical Development – Prime Area.

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

ELG

Gross Motor

- 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

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

Introduction to PE Unit 1	Fundamentals Unit 1	Gymnastics Unit 1	Dance	Ball Skills	Games	KSI ready
---------------------------	---------------------	-------------------	-------	-------------	-------	-----------

EYFS St Joseph's Gross Motor	I can demonstrate balance. I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I use movement skills with developing balance and co-ordination.	I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I use movement skills with developing balance and co-ordination when playing games.	I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns.	I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	I can make independent choices. I can negotiate space safely with consideration for myself and others. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.	I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.	<ul style="list-style-type: none">• To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.• To use their core muscle strength to achieve a good posture.• To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group• To combine different movements with ease and fluency.• To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• To negotiate space and obstacles safely, with consideration for themselves and others.
EYFS St Joseph's Fine Motor	To begin to develop building strength in fingers. EG, -Placing small beads with fingers. -Threading beads on pipe cleaners. -Using large tweezers. -Using a hole punch. -Placing buttons with fingers. -Use playdough to make shapes/use cutting tools including playdough scissors. -To use large construction materials. -To use paintbrushes and wider pencils. -To be able to hold scissors correctly and maintain the correct grip with adult support. -To open and close scissors correctly. -To use scissors to cut lines-using a forward motion. -To develop mark making skills using glitter, sand etc. -Grip - All ch to using at least four finger and thumb grip. -*Practice formation of letters following progressive program. *See appendix.	To continue to develop strength in fingers. EG, -Threading laces -Picking up pom poms with tweezers -Playing games to develop finger strength - Perilous penguins, build a plant. -Picking up different items using tweezers moving to small tweezers if appropriate. -Using clay to make objects. -To be able to hold scissors correctly and maintain the correct grip with adult support. -To use scissors to cut curved lines holding the paper correctly . -To continue to follow the progressive program for letter formation. -To use cutlery for snack - cheese and crackers. -Grip - All ch to be using tripod grip.	To continue to develop strength in fingers to be able to use tools with increasing accuracy.. EG, -To peel fruit and vegetables. -To use smaller tweezers to pick up objects. -To use fingers to pick up smaller, intricate objects. -To use playdough to make objects that represent real life objects. -To use thinner pencils ready for Y1. -To use textiles to weave. -To practice number formation. -To use scissors to cut around pictures/complex shapes and use when making in the workshop with increasing accuracy and is able to reposition the existing hand. -To use smaller construction materials such as lego. -To continue to follow the progressive program for letter formation to ensure children have good formation, ready for Y1. -To use cutlery for snack with increasing control - cheese and crackers.	<ul style="list-style-type: none">• To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group• To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.• To combine different movements with ease and fluency.• To use a more fluent style of moving, developing control and grace.• To combine different movements with ease and fluency.• To use tools such as scissors, paintbrushes with increasing control.			

EYFS Development Matters 2021: Gross Motor Skills	<p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>*Begin to develop overall body-strength, balance, coordination and agility – developing upper body strength, balance, upper arm movements, crossing the midline. bilateral coordination.</p> <p>*Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Begin to combine different movements with ease and fluency.</p> <p>*Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Develop and control a range of skills including: throwing, catching, kicking – developing upper arm movements, crossing the midline, bilateral coordination using an object e.g. bean bag, large ball.</p> <p>*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>*Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>*Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Continue to develop overall body-strength, balance, coordination and agility - developing upper body strength, balance, upper arm movements, crossing the midline. bilateral coordination.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Further develop and refine a range of ball skills including: passing, batting and aiming.</p>	<p>*Confidently control a ball in a variety of ways when engaged in ball games and activities.</p> <p>*Negotiate space and obstacles safely when playing games and moving around a space.</p> <p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Move in a range of ways with competence and control e.g. running, jumping, dancing, hopping, skipping and climbing.</p>	
Development Matters 2021: Fine Motor Skills	<p>*Use a comfortable grip with good control when holding pens and pencils.</p> <p>*Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>* Show preference to a dominant hand.</p> <p>*Develop fine motor skills so that they can use a range of tools safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>* Use a pencil and hold it effectively with correct pencil grip – pincer grip – strength in grip.</p> <p>*Begin to form lower case letters correctly using formation rhyme.</p>	<p>*Develop small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>*Begin to develop a handwriting style - lower case and upper case letters – using formation rhymes, developing speed and accuracy.</p>	<p>*Hold a pencil with control and write or draw with confidence.</p> <p>*Use a range of small tools – scissors, cutlery, paintbrushes, small construction.</p>	
Skills	<p>Gross: *Observe others. *Copy others. * Hop. *Run safely. *Negotiate space. *Perform a movement with some control. *Link two movements together. *Jump and land. *Climb apparatus using upper arm strength to pull up. *Throw equipment under arm and over arm with some control. *Catch an object. *Play collaboratively as a group. *Follow simple instructions.</p> <p>Fine: *Cut along a continuous line. Copy simple shapes and letters. *Colour a picture inside the lines. *Write name. *Trace lines. * Thread. *Build block models. *Dress/undress independently. *Open containers. *Use a dominant hand. *Use pencils, scissors, cutlery, paintbrushes and malleable tools. *Mould malleable materials.</p>			
Vocabulary	move, movement, travel, action, space, shape, turn, perform, copy, follow, sequence, balance, jump, land, tilt, roll, balance, climb, run, jog, sprint, hop, gallop, skip, slide, change direction,, throw, over, under, catch, aim, pass, apparatus, cut, slice, mould, brush, roll, mark, grip, write, thread, copy, trace, follow, push, fit, attach, twist, turn, flip, press			

Literacy – Specific Area.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG

Comprehension

*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

*Anticipate – where appropriate – key events in stories.

*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading.

*Say a sound for each letter in the alphabet and at least 10 digraphs.

*Read words consistent with their phonic knowledge by sound-blending.

*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing.

*Write recognisable letters, most of which are correctly formed.

*Spell words by identifying sounds in them and representing the sounds with a letter or letters.

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

Autumn

(See appendix for sounds and tricky words)

Spring

Summer

KSI ready

<p>EYFS St Joseph's</p> <p>Reading</p> <p>Phonics – Little Wandle</p>	<ul style="list-style-type: none"> • Concepts of print, talking about favourite characters, using pictures to talk about books shared, learn and use new vocabulary in book talk, hear initial letter sounds. • Phonics focus: Phase 2 graphemes. Initial sounds, oral segmenting and blending, read simple CVC words. 	<ul style="list-style-type: none"> • Retelling stories using taught vocabulary through role play/pictures/actions, sequence stories (3 main events), engaging with nursery rhymes, talk about information read. • Phonics focus: Phase 2 graphemes inc words ending in 's' ('s') and 'z' ('z'), consonant digraphs. CVC words, phase 2 common misconception words, Phase 2 sentences. Oral segmenting and blending. 	<ul style="list-style-type: none"> • Read and share simple non fiction books, recognition of capital letters, awareness of full stops, rhyming strings. • Phonics focus: Phase 3 graphemes. Alphabet, oral segmenting and blending, read sentences containing Phase 3 graphemes. 	<ul style="list-style-type: none"> • Predict some key events in stories re-read books to show understanding, use taught vocabulary to talk about books in book talk and play. • Phonics focus: Phase 3 graphemes inc longer words with two or more digraphs, words ending in 'ing', compound words. Read sentences containing Phase 3 graphemes. 	<ul style="list-style-type: none"> • Retelling stories using taught vocabulary through role play, draw story maps and use to tell a story, begin to describe story events in detail, predict events and respond to what is heard. • Phonics focus: Phase 4 – short vowels CVCC and CCVC, root words ending in 'ing', 'ed', 'est' 	<ul style="list-style-type: none"> • Retelling stories using taught vocabulary through role play/pictures/actions, rhyming strings, talk confidently about information read, predict events and respond to what is heard. • Phonics focus: Phase 4 – long vowel sounds CVCC, CCVC, CCCVC and CCVCC 	<p>Reading:</p> <ul style="list-style-type: none"> • Developing phonemic knowledge through Little Wandle and other phonic opportunities. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. • Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. • Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn.
---	--	---	--	--	--	--	--

<p>EYFS St Joseph's</p> <p>Writing</p> <p>Mastery Keys</p>	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s • Hear and say the initial sound in words. • Write the initial letter sound in simple words (based on taught sounds). 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s • Form all lower-case letters correctly • Re-read what they have written to check that it makes sense • Orally rehearse what is to be written. • Begin to leave spaces between words. • Begin to spell some Phase 2 common exception words e.g. I, the. • Orally segment CVC words. • To write name with a capital letter. 	<ul style="list-style-type: none"> • Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences (full stop, capital letter, word spacing). • Spell words by identifying the sounds and then writing the sound with letter/s using taught GPCs Phase 2 and some Phase 3. • Re-read what they have written to check that it makes sense • Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. • Spell Phase 2 common exception words. • Orally rehearse caption or sentence before writing. 	<ul style="list-style-type: none"> • Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences (full stop, capital letter, word spacing). • Re-read what they have written to check that it makes sense • Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. • Begin to spell Phase 3 common exception words. • Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3. • Orally rehearse caption or sentence before writing. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense • Spell words by identifying the sounds and representing the sound with letter/s, using taught GPCs from Phases 2 and 3. • Develop oral rehearsal of sentences – hold sentence in memory. • Spell Phases 2 and 3 common exception words. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense • Spell words by identifying the sounds and then representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4. • Develop oral rehearsal of sentences – hold sentence in memory. • Securely spell Phases 2 and 3 common exception words. • To write numerals 1-10. 	<p>Writing:</p> <ul style="list-style-type: none"> • Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. • Write independently to communicate their thoughts and ideas about their lived experiences. • Write words and sentences to help them to remember what they have done
--	--	--	--	--	---	--	---

<p>EYFS Development Matters 2021: Reading and Comprehension</p>	<p>*Understand the key concepts about print - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - left to right and from top to bottom. * Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting. *Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. *Read individual letters by saying the sounds for them – Phase 2 phonics. *Begin to read a few common exception words – Phase 2 (e.g. I, the).</p>	<p>* Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting. * To develop one to one correspondence when reading-tracking. * To be aware of when to continue to read onto a new line – return sweep. *Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. *Read individual letters by saying the sounds for them – Phase 2 phonics. *Blend sounds into words, so that they can read short words made up of known GPCs – Phase 2 VC and CVC. *Begin to read a few common exception words – Phase 2 (e.g. go, she). *Begin to read simple phrases/sentences – Phase 2 graphemes.</p>	<p>* Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting. *Begin to use and understand some recently introduced vocabulary. * To know where the beginning and of a sentence is. *To become aware of full stops at the end of sentences when reading. * To know when sentences do not make sense. *Know the names of letters of the alphabet. *Begin to match lower case letter and capital letters. * Begin to read letter groups that represent one sound and say the sounds correctly. * Blend sounds into words to read simple words containing known Phase 3 graphemes. *Read some common exception words – Phase 3 (e.g. was, you). *Read simple phrases / sentences – known Phase 3. .</p>	<p>* Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting. *Begin to use and understand some recently introduced vocabulary. *Begin to anticipate some key events in stories. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * To know when sentences do not make sense. *Know the names of letters of the alphabet. * Begin to read letter groups that represent one sound and say the sounds correctly. * Blend sounds into words to read simple words containing known Phase 3 graphemes. *Read some common exception words – Phase 3. *Read aloud sentences containing known Phase 3 sounds and common exception words.</p>	<p>*Retell stories and narratives using taught vocabulary. *Predict events in stories. *Use taught vocabulary (stories, poems, non fiction) during talk and play. * Recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and begin to apply them to Phase 4 words. * Securely know the names of most letters of the alphabet. *Read by sound-blending words (in line with phonics – see below). *Read aloud simple sentences and books that contain words linked with Phonic teaching (see below). * Begin to recognise some Phase 4 common exception words.</p>	<p>*Anticipate key events in stories. *Use taught vocabulary (stories, poems, non fiction) during talk and play. *Confidently recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and apply all to Phase 4 words. * Securely know the names of most letters of the alphabet. *Read by sound-blending words (in line with phonics – see below). *Read aloud simple sentences and books that contain words linked with Phonic teaching (see below). * Read some Phase 4 common exception words.</p>	
---	---	---	--	---	---	---	--

<p>EYFS Development Matters 2021: Writing</p>	<p>*Understand directionality of print - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words. *Write name correctly using a capital letter to start. * Use some of their print and letter knowledge in their early writing – letters from name, squiggles, shapes. * Begin to form lower-case letters correctly. * Hear and say the initial sound in words. *Write the initial letter sound in simple words (based on taught sounds).</p>	<p>*Understand directionality of print - Concept of a word and a letter - Correct orientation of letters and words - Where to go next (return sweep). * Begin to form lower-case letters correctly. * Continue a rhyming string e.g. at, en. * Begin to spell some Phase 2 common exception words e.g. l, the. * Orally segment CVC words. * Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs. * Orally rehearse what is to be written. * Begin to leave spaces between words. * Begin to write labels, lists and captions. * Begin to reread what they have written.</p>	<p>* Form most lowercase letters with the correct formation. * Begin to form capital letters correctly. * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. * Spell Phase 2 common exception words. *Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Phase 2 and some Phase 3. *Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing). * Orally rehearse caption or sentence before writing. * Begin to write a variety of fiction and non-fiction captions or sentences e.g. message, speech bubbles, instructions, factual captions.</p>	<p>* Form lowercase and capital letters correctly. * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. * Continue a rhyming string e.g. ng, ow. * Begin to spell Phase 3 common exception words. *Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3. *Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing). * Orally rehearse caption or sentence before writing. * Re-read what they have written to make sure it makes sense.</p>	<p>*Write recognisable letters (lower case letters and capital letters) most of which are correctly formed. *Spell words by identifying the sounds and representing the sound with letter/s, using taught GPCs from Phases 2 and 3. *Develop oral rehearsal of sentences – hold sentence in memory. * Spell Phases 2 and 3 common exception words. *Write short sentences using a capital letter at the beginning of a sentence and full stop at the end of the sentence. *Write sentences for a range of purposes (e.g. letters, stories, instructions, leaflet) that can be read by themselves and others.</p>	<p>*Write recognisable letters (lower case letters and capital letters) most of which are correctly formed. *Spell words by identifying the sounds and then representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4. *Develop oral rehearsal of sentences – hold sentence in memory. * Securely spell Phases 2 and 3 common exception words. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Write sentences for a range of purposes (e.g. postcards, recipes, stories) that can be read by themselves and others.</p>	
<p>Skills</p>	<p>*Choose a book. * Retell. *Find information. *Talk about characters. * Talk about pictures. * Predict. *Handle a book. * Orally segment and blend. * Match phoneme to grapheme. * Grip pencil securely. * Form letters correctly. * Write words, applying phonic knowledge. *Use spaces between words. *Write sentences starting with a capital letter and ending with a full stop.</p>						
<p>Vocabulary</p>	<p>phoneme, sound, grapheme, sound talk, segment, blend, read, pages, page numbers, title, beginning, middle, end, events, characters, setting, letters, words, sentence, retell, non-fiction, story, rhyme, poem, describe, where, what, when, who, write, form, spell, spaces, lower case, capital letter, full stop</p>						

Maths – Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the

curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG Number

*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.

*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns.

*Verbally count beyond 20, recognising the pattern of the counting system.

*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Autumn	Spring	Summer	KSI ready
--	--------	--------	--------	-----------

Areas of Learning Covered

White Rose at St Joseph's						Number: <ul style="list-style-type: none">To count confidentlyTo show a deep understanding of numbers up to 10To match numerals with a group of objects to show how many there are (up to 10)To be able to identify relationships and patterns between numbers up to 10To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different waysTo add and subtract one in practical activities Shape, Space and Measures: <ul style="list-style-type: none">To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around themTo use spatial language, including following and giving directions, using relative termsTo develop spatial reasoning with shape and spaceTo compose and decompose shapes, and understanding which shapes can combine together to make another shape
	*Match, sort and compare. *Talk about measure and patterns. *It's me 1,2,3.	*Circles and triangles. *1,2,3,4,5. *Shapes with four sides.	*Alive in five. *Mass and capacity. *Growing 6,7,8. *Time.	*Length and height. *Building 9 and 10. *Explore 3D shapes.	*To 20 and beyond. *How many now? *Manipulate, compose and decompose.	
Number and Numerical Patterns						
	*Count objects, actions and sounds up to 5 with 1:1 correspondence. * Compare amounts up to 5 and use the language of more and fewer to describe. *Find and match objects that are the same. *Sort objects into sets based on their shape, colour, size for example. *Count objects, actions and sounds up to 5 with 1:1 correspondence e.g. irregular amounts, objects that cannot be moved. * Subitise amounts up to 3 in different arrangements. * Compare amounts up to 5 and use the language of more and fewer to describe. *Link numerals with correct amounts to 5. *Explore the composition of numbers to 5. * Begin to explore number bonds to 5. * Use own mark making to record amounts to 5. *Begin to form numbers 1-5.	* Count objects, actions and sounds up to 10 with 1:1 correspondence e.g. irregular amounts, count from larger group. * Subitise 5 objects (quick recall without counting). * Link the numerals with correct amounts to 10. *Compare quantities up to 10 using the language of fewer, more than. *Sort quantities into pairs, spotting when there is an odd amount. *Understand 'one more/less than' to 10. * Recall number bonds to 5. * Use addition vocabulary when combining two amounts to find a total. * Use own mark making to record amounts to 8. *Form numbers 1-5. *Double small amounts. *Count objects, actions and sounds up to 10. *Subitise 5 objects (quick recall without counting). *Link the numerals with correct amounts to 10. *Place numbers 1-10 in order. *Explore the composition of numbers to 10. *Explore number bonds to 10. *Begin to use the vocabulary involved in subtraction.		*Recite numbers to and from 20 with confidence, in order and starting from any number. *Begin to recite numbers beyond 20, following the number patterns. *Consolidation of subitising, counting, comparing, sorting and matching skills. *Begin to count reliably with numbers 11-20. *Build amounts 11-20 *Count an irregular arrangement of objects, larger than 10. *Recognise numerals to 10 confidently and begin to recognise numerals beyond 10. *Begin to subitise numbers to 10 and see familiar patterns e.g. 5 and 3 is 8. *Halve numbers to 10. *Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. *Use vocabulary involved in adding and subtracting confidently. *Record some number sentences using calculation symbols within practical activities.		

		<p>*Double numbers to 5.</p> <p>*Write numbers 0-9 with increasing confidence.</p>	<p>*Recite numbers beyond 20, following the number patterns.</p> <p>*Consolidation of subitising, counting, comparing, sorting and matching skills.</p> <p>* Understand 'one more/less than' to 20.</p> <p>*Subitise numbers to 10 and see familiar patterns.</p> <p>*Recognise odd and even numbers.</p> <p>*Use vocabulary involved in doubling, halving and sharing confidently.</p> <p>* Solve problems, including doubling, halving and sharing.</p> <p>*Write number 1 – 9 using correct formation.</p> <p>*Record some number sentences using calculation symbols within practical activities.</p>	<ul style="list-style-type: none">• To measure themselves and everyday objects using a mixture of non-standard and standard measurements• To develop spatial reasoning using measures• To begin to order and sequence events using everyday language related to time• To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars• To explore the use of different measuring tools in everyday experiences and play.
Shape, Space and Measures	<p>*Continue, copy and create AB repeating patterns involving colour, shape, size and position.</p> <p>* 2D shape recognition and manipulation to create new shapes.</p> <p>* Compare and order objects according to their size using new vocabulary.</p> <p>* Investigate 2D shapes – rotation of circles and triangles, and combining rectangles and squares.</p> <p>* Follow instructions and describe an objects position using positional language.</p> <p>* Use appropriate language to describe events in a day.</p>	<p>*Measure, describe and compare the capacity of objects.</p> <p>*Measure, describe and compare the mass of objects.</p> <p>*Use time related language to describe when things happen.</p> <p>*Begin to measure short periods of time.</p> <p>*Explore similarities and differences between 3D shapes.</p> <p>*Describe, copy and continue more complex patterns (AAB, AABB).</p> <p>*Measure, describe and compare the length and height of objects.</p>	<p>*Manipulate shapes to create new arrangements.</p> <p>*Use shapes to create new shapes (breaking apart, sticking together).</p> <p>*Solve problems involving measures – predict and test ideas.</p> <p>* Describe objects using positional language to create a model.</p>	
Skills	<p>*Count actions, amounts and sounds. *Compare numbers. *Match. *Sort. *Label. *Subitise. *Describe. *Calculate. *Understand more and less. *Recall number bonds. *Rotate shapes. *Compose and decompose shapes. *Continue, create, repeat patterns.</p> <p>*Compare length, weight and capacity.</p>			
Vocabulary	<p>number, how many, count, more, less, most, fewest odd, even, order, sequence, estimate, same, too many/few, not enough, the same number, amounts, larger, bigger less, fewer, smaller, number bonds, add, total, altogether, double, how many more? take away, how many are left? pattern, answer, sort group, same, different, half, halve, share, group, money, coin, pence, price, cost, buy, spend, spent, pay, change, record, measure, size, compare, length, height, long, short, tall, longer, shorter, taller, higher, longest, shortest, tallest, highest, weigh, balances, heavy/light, heavier/lighter, heaviest/lightest, full, half full, empty, holds, container, time, day, week, morning, afternoon, evening, night, today, yesterday, tomorrow before, after, next, last, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly, shape, pattern, flat, curved, straight, corner, face, side, edge, sort, make, build, draw, symmetry, pattern repeating pattern, position, over, under above, below, top, on, in, in front, behind, before, after, next to, between, direction, left, right, up, down, forwards, backwards.</p>			

Understanding of the World – Specific Area.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially,

technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG

Past and Present.

*Talk about the lives of the people around them and their roles in society.

*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

*Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities.

*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World.

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

*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Autumn Me and My Family/My Senses Autumn	Spring Winter Spring/Life Cycles	Summer Now and Then Healthy Me Summer/Our World	KSI ready
EYFS St Joseph's Past and Present History	To talk about members of their immediate family. To talk about how they have changed since they were a baby. To talk about recent past events in their own life. To compare similarities and differences with things from the past with nowadays. To name people who are familiar to them in their community and to know who helps us. Talk, draw or write about aspects of the past - Guy Fawkes/Remembrance Day. To see Christmas as a past event - The first Christmas.	To compare and contrast characters from stories, including figures from the past. To understand that time passes in order. To investigate famous Antarctic explorers. To learn about Easter as a past event.	To comment on objects and images of familiar situations with the past. To begin to understand that things happened a long time ago. To know how holidays, transport and houses have changed throughout history.	<ul style="list-style-type: none"> To know words associated with the past including yesterday, last week, last year To know that the past tense is when speaking about things that happened in the past To be able to share their memories of significant events in their own lives. To know that things have changed. Begin to put these events in order Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Talk about the order of events in a range of familiar stories. To know that stories show what happened in the past.
EYFS St Joseph's People, Culture and	To explore their classroom, including outdoor area. To look at a map of the school. To draw information from a simple map. To discuss daily weather conditions. (Rain, cloud, sun, snow, wind.) To talk about how Christians celebrate Christmas.	To talk about places seen in books, videos and on the internet and to compare similarities and differences between life in this country and life in other countries. Discuss daily weather. To know that Christians celebrate Easter. To compare Warrington with cold and warm climates.	To explore the school setting and local area through field trips. To find out about London. To talk about some features of the areas where I live. To talk about what was seen and tell you what somewhere is like. To make simple sketches and draw simple routes of familiar places (home and school.)	<ul style="list-style-type: none"> To know where they live To know how they travel to school Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to

<p>Communi ties Geog, PSHE, RE</p>	<p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). To know that people around the world have different religions.</p>		<p>To discuss daily weather conditions and begin to explore seasonal patterns. To fill in and use simple charts e.g. class daily weather chart. To know that there are many countries around the world. To talk about the features of their own immediate environment and how environments might vary from one another – town, country, beach, forest. To begin to notice similarities and differences in places in my locality, my country and the world. Begin to understand about different places e.g. the seaside, countryside (farms) and towns and begin to explore the human and physical features there.</p>	<ul style="list-style-type: none"> • Talk about places in stories • Using language that relates to place • Recognise elements of their environment that are manmade and natural • Make maps from stories • Follow simple maps in play
<p>EYFS St Joseph's Natural World Science</p>	<p>To talk about the weather and to say what they can see, hear and feel.- Summer into Autumn, Autumn into Winter in their play. To know the changes to the environment due to the change in the season - Summer into Autumn, Autumn into Winter in their play. Planting seasonal plants.- bulbs, winter bedding plants. Explore different materials in relation to the weather and things they find in our environment..eg snow, soil and water. To know about force - push and pull. To describe self.</p>	<p>To talk about the weather and to say what they can see, hear and feel.- - winter into spring in their play. To name some seasonal plants in their environment and animals local to the area. To plant vegetables eg potatoes and care for them to harvest in the summer. To know about changes to materials such as melting ice. To know that humans and other animals can grow. To talk about the life cycle of plants and animals and what they need to survive. To know about forces - floating and sinking/push and pull. To make observations of plants and animals and explain why some things occur, and talk about changes.</p>	<p>To talk about the weather and to say what they can see, hear and feel.- Spring into Summer in their play. To know how to care for season vegetables and harvest in the summer. To know that some foods are unhealthy. Sorting healthy and unhealthy foods To understand the importance of exercise. . To name and identify a range of different materials and to know how they are used. To select appropriate materials according to their properties.</p>	<ul style="list-style-type: none"> • To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them • To compare objects in their environment and talk about similarities and differences • To ask questions about the world around them, and seek to find their own answers. • To know what a plant is • To know what a flower is • To know where you see plants • To describe different plants and flowers • To recognise and name a variety of different animals • To know the names of different body parts of humans and animals they have experience of • To recognise that different everyday objects are made from different materials • To describe how different objects look and feel • To know about different types of weather • To observe changes in trees and plants as the seasons progress

Development Matters Links: Past and Present (History)	<ul style="list-style-type: none"> *Begin to make sense of their own life-story and family's history. *Begin to comment on images of familiar situations in the past. *Talk about members of their immediate family and community. *Begin to understand that some places are special to members of their community. 	<ul style="list-style-type: none"> *Begin to comment on images of familiar situations in the past. *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> *Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> *Comment on and order images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> *Talk about similarities and differences in the past. *Compare and contrast characters from stories, including figures from the past. *Talk about people familiar to them. 	<ul style="list-style-type: none"> *Talk about similarities and differences over their life time. *Talk about people familiar to them. *Explore holidays from the past. 	
Development Matters Links: People, Culture & Communities (Geography, PSHE, RE)	<ul style="list-style-type: none"> *Begin to recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> *Begin to understand that some places are special to members of their community. *Begin to recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. *Recognise some similarities and differences between life in this country and other countries. *Recognise some environments that are different to the one in which they live. *Explore a country and some similarities and differences between life there and here. 	<ul style="list-style-type: none"> *Recognise some similarities and differences between life in this country and other countries. *Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> *Draw information from a simple map. *Understand the importance of looking after our bodies. 	<ul style="list-style-type: none"> *Explore some similarities and differences between life in this country and other countries. *Explore faiths and recognise that people have different beliefs and celebrate special times in different ways. 	
Development Matters Links: Natural World (Science)	<ul style="list-style-type: none"> *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them. *Recognise some environments that are different to the one in which they live. *Observe and interact with natural processes. 	<ul style="list-style-type: none"> *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them. *Observe and interact with natural processes. 	<ul style="list-style-type: none"> *Explore the natural world by making observations. *Observe and interact investigations about materials. 	<ul style="list-style-type: none"> *Observe and interact with natural processes. *Explore the natural world. 	
Skills	History: *Recognise that some events happened in the past. *Describe things that happened to themselves and other people in the past. *Describe what is similar/different (places, images and people). *Look at books, recordings, photographs, pictures and						

	<p>artefacts. *Talk about the past. *Talk to people in the community. *Ask questions about the past. *Order historical content. *Draw things from the past.</p> <p>Geography: *Ask questions. *Respond to questions. *Draw simple picture maps and plans. *Use the senses to observe places. *Identify simple types of buildings and places. *Follow directions. *Identify simple features on an aerial photograph. *Draw round objects to get a plan view. *Play games with globes and maps. *Use photos, stories and recordings. *Listen to information. *Compare the UK and another country. *Use simple geographical vocabulary. *Show awareness of other cultures. *Talk about other people's lives.</p> <p>Science: *Recognise some similarities and differences between locations they know well and locations that are unfamiliar. *Explore the natural world around them, using their senses to fully experience them. *Recognise and describe ways in which we can care for the natural world around us. *Name and describe some animals that they are likely to see in their environment with support. *Record pictorially based on their observations. *Ask questions to enhance enquiry skills. *Name and recognise that different types of animals live in different habitats. *Use vocabulary to describe and name different habitats. *Observe and understand the life cycle processes of animals including human development (baby/cub, young/child, adult). *Classify different objects into groups based on what they are made from. *Gather different materials for a purpose, predicting and testing their suitability. *Observe and interact with natural processes. *Name and recognise the four different seasons of the year. *Observe the different weather at different times of the year.</p>	
Vocabulary	<p>History: old, new, past, ago, family, before, after, first, next, retell, event, image, same, different, Head Teacher, teacher, caretaker cleaner, police officer, firefighter, doctor, vet, jobs, postal worker, dentist, war, remembrance - History • Historian • After • Before • New • Old • Now • Past • Present • Time</p> <p>Geography: street, road, lane, school, church, field, house, shop, woodland, bridge, railway, roundabout, beach, building, town, farm, traffic lights, pedestrian crossing, left, right, forward, backwards. zebra crossing, animals, birds, globe, maps, journey, park, path, place, countryside, desert, country, hill, forest, river, sea, water, weather, wildlife, world, belief, special places - Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth</p> <p>Science: Exercise • Healthy • Wash • Toothbrush • Tooth / Teeth • Body • Head • Bones • Skeleton • Family • Animal • Human • Mammal • Bird • Fish • Amphibian • Insect • Lifecycle • Nocturnal Lifecycle • Plant • seed • grow • roots • Flower • Seasons • Autumn • Winter • Spring • Summer • Change • Weather - Material • Wood • Plastic • Glass • Float • Sink • Liquid • Solid</p>	
<h2>Expressive Arts and Design – Specific Area.</h2>		
<p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> <p style="text-align: center;">ELG</p> <p style="text-align: center;">Creating with Materials.</p> <p style="text-align: center;">*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p style="text-align: center;">*Share their creations, explaining the process they have used.</p> <p style="text-align: center;">*Make use of props and materials when role playing characters in narratives and stories.</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p style="text-align: center;">*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p style="text-align: center;">*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.</p>		

	Autumn 1 Kandinsky - Circles/Maths	Autumn 2 Monet - Poppies/ Remembrance Day	Spring 1 Yayoi Kusama	Spring 2 Van Gogh - Starry Night/ Sunflowers	Summer 1 Henri Matisse - Collage	Summer 2 Cath Kidston - Textiles	KSI ready
EYFS St Joseph's Creating with Materials Art	<u>Drawing and Painting</u> To draw on a range of surfaces i.e. paper, whiteboards, chalk boards using a range of drawing media to draw shapes and different lines. To draw from their imagination. To draw using a range of media i.e. chalk, charcoal, oil pastels, pencils, pencil colours. To draw from observations of pictures and objects.	<u>Drawing and printing</u> To use a variety of tools when painting from their imagination, including different sizes of brushes and tools i.e. sponge brushes, fingers, twigs, leaves, and string. To paint using different scales of paper painting small pictures using smaller detail brushes and larger brushes for larger spaces. To explore colour mixing.	<u>Printing</u> To know what basic printing is the process of pressing down and lifting off to print. To print using everyday materials, hands, fingers, shapes, bubble wrap, sticks, card, and sponges, tinfoil. To print simple patterns using shapes, colours and lines.	<u>3D Sculpture</u> To use a variety of malleable media such as clay, playdough, plasticine. To impress and apply simple decorations. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	<u>Collage</u> To cut and stick different materials to create representations of objects. To choose different materials. i.e. string, cardboard, paper, leaves, flower petals, buttons, cotton wool etc. to create pictures.	<u>Textiles</u> To use a range of materials and fabrics to create pictures i.e. fabric, felt, ribbon, string, pipe cleaners. • To begin to draw and paint on different fabrics and observe what happens to different paints and marks they make. To explore the technique of weaving.	<ul style="list-style-type: none"> To make / build / construct objects using a variety of materials To know how to join materials together when making / building / constructing To know how to hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created. To begin to know how to add different ingredients together to make nutritious food.
DT	Use loose construction materials including junk modelling. For children to be able to safely construct with a purpose and evaluate their designs.	To experiment with creating different things and to be able to talk about their uses.	Constructs with a purpose in mind, using a variety of resources.	To plan, carry out and evaluate and change where necessary.	Cooking: To make a fruit kebab and Leek and Potato Soup. Manipulates materials to achieve a planned effect.	Selects tools and techniques needed to shape, assemble and join materials they are using.	

<p>EYFS St Joseph's Music</p>	<p><u>The three Billy goats gruff</u></p> <p>Introduction to instruments, and musical elements Rhythm / Beat / introduce Ostinato / Listening / Playing together ('ensemble') /singing together composition</p> <p>Musical activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.</p>	<p><u>Christmas performance</u></p> <p>To perform with enthusiasm and confidence using clear voices and an increasing awareness of audience, pitch and tempo</p> <p>Musical activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.</p>	<p><u>Charanga Unit - Everyone</u></p> <p>-Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Singing and learning to play instruments within a song -Share and perform the learning that has taken place Musical activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.</p>	<p><u>Charanga Unit - Our World</u></p> <p>-Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Singing and learning to play instruments within a song -Share and perform the learning that has taken place Musical activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.</p>	<p><u>Charanga Unit - Big Bear Funk</u></p> <p>-Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place Musical activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.</p>	<p><u>Charanga Unit - Reflect, Rewind, Replay</u></p> <p>-Listen and Appraise -Continue to embed the foundations of the interrelated dimensions of music using voices and instruments -Sing and revisit nursery rhymes and action songs -Play instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place Musical activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.</p>	<ul style="list-style-type: none"> To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To begin to keep a steady pulse and recognise that pulse is the heartbeat of music and different to rhythm. To match the pitch of their voice to the pitch of the song they are singing. To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, describing changes in tempo, rhythm and dynamics. Can begin to describe the tempo and rhythm in simple terms. (fast slow medium) and copy rhythms back (call and respond) To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. (including dance and movement) To explore the range of sounds made by different instruments tuned untuned and homemade). To use a range of percussion instruments to enhance and accompany songs and rhymes. To begin to know the names of instruments and instrument families that they have explored and used.
<p>Development Matters: Creating with Materials (Art and DT)</p>	<p>*Draw with increasing complexity and detail. * Develop their own ideas and then decide which materials to use to express them. *Continue to explore colour and colour mixing. *Safely use and explore a variety of materials and tools. *Talk about new creations with an adult.</p>	<p>* Develop their own ideas and then decide which materials to use to express them. *Safely use and explore a variety of materials and tools. *Explore new techniques when creating firework paintings, decorations. *Talk about new creations. *Begin to return to and build upon previous learning.</p>	<p>*Explore and use a variety of artistic effects to express their ideas. *Build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively sharing ideas, resources and skills.</p>	<p>*Explore and use a variety of artistic effects to express their ideas. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively sharing ideas, resources and skills.</p>	<p>*Explore tools and techniques, using them safely. *Experiment with colour and design when creating. *Continue to explore colour and colour mixing. *Talk about creations. * Create props for story telling and role play.</p>	<p>*Experiment with colour, design and texture when creating. *Make props using a variety of resources for role play. *Talk about creations, explaining how model has been created.</p>	
<p>Development Matters: Being</p>	<p>*Take part in simple pretend play based on familiar stories.</p>	<p>*Begin to develop complex stories using</p>	<p>*Listen attentively, move to and talk about</p>	<p>*Talk about music, expressing their feelings and responses.</p>	<p>*Adapt narratives and stories through role play.</p>	<p>*Invent own role play narratives based on</p>	

Imaginative & Expressive (Music, Dance, Drama)	<p>*Begin to develop complex stories using small world equipment.</p> <p>*Begin to listen carefully, move to and talk about music, expressing their feelings and responses.</p> <p>*Sing in a group or on their own when learning new rhymes and songs.</p> <p>*Begin to explore and engage in music making using instruments to accompany songs.</p>	<p>small world equipment.</p> <p>*Begin to develop storylines in their pretend play based on familiar stories.</p> <p>*Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>*Begin to watch and talk about dance and performance art.</p> <p>*Sing in a group or on their own.</p> <p>*Begin to explore and engage in music making and dance.</p>	<p>music, expressing their feelings and responses.</p> <p>*Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>*Explore and engage in music making and group dance e.g. Dragon dance.</p> <p>*Develop storylines in their pretend play.</p>	<p>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>*Develop storylines in their pretend play by recounting known stories.</p>	<p>*Sing a range of well-known nursery rhymes and songs alone or in a pair.</p> <p>*Invent songs and add movements.</p>	<p>journeys and perform them.</p> <p>*Sing a range of well-known nursery rhymes and songs, adding movement and musical instruments when appropriate.</p>	
Skills	<p>*Begin to use a variety of drawing tools. *Use drawings to tell a story and investigate different lines. * Explore different textures. *Make accurate drawings of people. * Name the different tools that bring colour. *Name colours *Mix colours. *Use a range of tools to make coloured marks. *Use a variety of different brushes. *Use a range of materials and printmaking techniques and materials. *Generate ideas by exploring other artist's work. *Explore ideas, patterns and designs through practical activities. *Handle, feel and manipulate materials. *Create repeating patterns *Use shape to create patterns. *Invent and adapt orally for a purpose. *Begin to create personal preference in design. *Explain how to adapt a mechanism for movement. *Draw and/or describe a design. * Make structures from card, tape and glue *Follow instructions to cut and assemble different structures. *Mix ingredients. *Name different fruits. *Use tools safely and with control. *Talk about their creation and evaluate their success. *Test a finished product. *Share creations and explain the processes used *Share their opinions about the appearance of others' creations. *Explain likes and dislikes *Know some similarities and differences between materials. *Explore and describe different movements. *Observe and copy others. *Perform a single skill or movement with some control. *Perform a small range of skills and link two movements together. *Move confidently in different ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *Perform a single skill or movement with some control with or without apparatus safely. *Perform a single skill or movement with some control with or without music. *Sing some nursery rhymes off by heart. *Listen to music. *Talk about how music or performance art makes you feel. *Enjoy moving to music. *Move with the pulse of the music. *Explore high and low using voices and sounds of characters in the songs. *Keep the pulse throughout a section of a song. *Sing along with music and add your own actions. *Perform nursery rhymes by singing and adding actions or dance. *Perform songs adding a simple instrumental part. *Talk about a performance. *Retell taught stories using props for support. *Invent own narratives to tell a story using props when required.</p>						
Vocabulary	<p>Food - healthy, unhealthy, cook, heat, chop, cut., grate, peel, ingredients, straight, curved, long, short, wavy, thick, thin, zigzag, repeat, colour, primary, secondary, thick, thin, light, dark, colour mixing, shade, rough, smooth, soft, hard, flat, curve, artist, print, materials, Collage, attach, fix, join, stick, materials, tools, glue, rip, tear, ingredients, tools, similar, different, creation, build, block, stick, stack, space, balance, model, fold, bend, fasten, construct, join, rip, scrunch, link, slot. move, movement, travel, action, space, shape, turn, perform, copy, follow, sequence, balance, jump, land, tilt, roll, balance, run, jog, sprint, hop, gallop, skip, slide, change direction, sing, listen, high, low, pitch, rhythm, pulse, instrument, backing track, actions, lyrics, perform, retell, invent, prop.</p>						

Here are a list of songs that the children in Reception should know fluently by the end of the year.	<ul style="list-style-type: none"> - Incy Wincy Spider - 1,2,3,4,5 once I caught a fish alive. <ul style="list-style-type: none"> - 5 little ducks - Old MacDonald - Humpty dumpty - 5 little monkeys, - Twinkle, Twinkle Little Star, <ul style="list-style-type: none"> - The Wheels on the Bus - Hickory, Dickory Dock 	
--	--	--

Appendix 1 – Little Wandle

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

A

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

Appendix 2 - Handwriting EYFS:

Letters are taught in the first instance through our phonics scheme, Little Wandle and formation is practiced in this order first.

Then when practising for handwriting lessons, we move to the order below:

Reception progression

Autumn term	Preparation and practice (suggested time 4 weeks)	
	<ul style="list-style-type: none"> Teach the 'Ready to write' checklist Engage in motor development activities Practise with patterns 	
	Unit 1: Practising patterns	<ul style="list-style-type: none"> Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) Up curves, Down curves, Mixed-height curves, Letter C (Week 2) Spirals, Crosses, Turrets, Diagonals (Week 3) Zig-zags, Sideways V, Letter X, Triangles (Week 4)
	Teach lower-case letter formation (suggested time 9 weeks)	
	<ul style="list-style-type: none"> Teach the lower-case letters in families Use Assessment for Learning to reteach and review 	
	Unit 2: Curly letter family	<ul style="list-style-type: none"> c, a, d (Week 5) g, o, q (Week 6) e, s, f (Week 7)
End or start of term	Unit 3: Long letter family	<ul style="list-style-type: none"> l, i, t (Week 8) j, u, y (Week 9)
	Unit 4: Bouncy letter family	<ul style="list-style-type: none"> m, n, r (Week 10) b, p, h (Week 11)
	Unit 5: Zig-zag letter family	<ul style="list-style-type: none"> v, w, x (Week 12) z, k (Week 13)
	Assess and review week	Review lower-case letters as needed (Week 14)
Spring term	Teach capital letter formation (suggested time 11 weeks)	
	<ul style="list-style-type: none"> Teach capital letters Review lower-case letters alongside capitals Use Assessment for Learning to reteach and review 	
	Unit 6: Capital letters	<ul style="list-style-type: none"> Cc, Aa, Dd (Week 15) Gg, Oo, Qq (Week 16) Ee, Ss, Ff (Week 17) Ll, Ii, Tt (Week 18) Jj, Uu, Yy (Week 19)
	Assess and review week (Week 20 – before or after half-term) <ul style="list-style-type: none"> Mm, Nn, Rr (Week 21) Bb, Pp, Hh (Week 22) Vv, Ww, Xx (Week 23) Zz, Kk (Week 24) 	

End or start of term	Assess and review week	Review capital letters as needed (Week 25)
-----------------------------	------------------------	--

Summer term	Practise in digraphs, trigraphs and words (suggested time 9+ weeks)	
	<ul style="list-style-type: none"> Assess and review lower-case and capital letters as needed Practise letter formation in digraphs and trigraphs Practise letter formation in words Use Assessment for Learning to reteach and review 	
	Unit 7: Digraphs and trigraphs	<ul style="list-style-type: none"> ff, ll, ss (Week 26) zz, ck, qu (Week 27) ch, sh, th (Week 28) ng, nk, ai (Week 29) ee, igh, oa (Week 30)
	Assess and review week (Week 31 – before or after half-term) <ul style="list-style-type: none"> oo, ar, or (Week 32) ur, ow, oi (Week 33) ear, air, er plus Assess and review (Week 34) 	

End of term	Assess and review week	Week 35 (onwards): Assess and review all letters as needed
--------------------	------------------------	--

* The v and w is not formed with a rounded base.

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think....	It's different because	They / we both have...	This will.....because
I don't think.....	This is... and that is....	Altogether we / I have	I know that...
It will....because		I know... because	
I like the way....		It looks / smells / feels / tastes / sounds like...	

Appendix 4 - Outdoor Classroom - Gross Motor Ideas

Outdoor Plan 2025-2026 - Gross Motor Skills - Ideas for the Outdoor Classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roleplay	Reading Shed	Post Office/Grotto	Vets	Garden Centre/Farm Shop	Ice Cream Shop	Subway
Equipment	<u>Large/Shoulder movements/</u> <u>Balance</u> -Balance beams -Stilts -Bubble hoops -Washing windows -Large scale painting -Basketball throw -Scooping -Throwing and catching larger objects -Autumn exploration	<u>Games Turn Taking</u> -Games -Turn taking -Autumn/winter exploration	<u>Balance</u> -Balance -Bikes -Tunnel -Winter/ice exploration	<u>Performance</u> Performance - focus on music/dance -Spring exploration	<u>Smaller/Targeted movements</u> -Target throwing -Throwing and catching smaller objects -Darts -Chalk writing -Spring exploration	<u>Smaller/Targeted movements</u> -Ball games -Football goals -Summer exploration
Activities/ Ideas	-Animal numbers -Design an obstacle course -Stop that ball -Fire fighting -Carrying and pouring -Squeezing sponges -Painting on a vertical surface	-Don't step in the water -Alphabet ball -Follow my leader -Pegging out the washing	-Parachute games -Pushing a wheelbarrow	-Dancing with ribbons/scaves -Pompom cheering	-Beanbag team challenge -Ball relay -Passing balls/balloons in a circle to people at the side -Popping bubbles	-Skipping -Goals/scoring