



EYFS Curriculum Overview for St. Luke's Park Primary School 2025-26



EYFS Curriculum Vision

At the Quantum Multi-Academy Trust we recognise that a child's experiences up to the age of five have a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculums are based upon the standards set in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for year one. We aim to give our children the best possible start.

St. Luke's Park School EYFS Curriculum Vision

At St Luke's Park Primary School our main priority is to ensure our pupils feel welcome, safe and supported. We work closely with children and their families to understand individual's specific interests, abilities and challenges and to support healthy, age-appropriate development. We offer a fun and welcoming environment, within our extended grounds, to provide pupils with equal opportunities of outdoor experiences all year round. Through self-selection and open-ended play, we aim to create a learning space which fosters independence and collaboration in equal measure. We firmly believe in Success for All.

Educational Programmes

Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<p>Communication and language is integral to our everyday practice. Primarily through meaningful conversation with adults, and each other, children develop communication skills, explore and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning is used during 'Explore Time' and direct teaches, to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are used regularly, especially during shared snack times, to challenge children's thinking, promote healthy debate and encourage mutual respect. Through various sized groups and contexts, including circle time and 'Show and Share', children learn to pay attention to, respond to and question what they hear and see. Children listen and share regularly within groups so that, over time, their communication skills develop</p>	<p>Our main priority is to ensure our pupils feel welcome, safe and supported. We aspire for every child to develop a good understanding of themselves and others. We want our children to be happy and confident individuals. Our environment and daily routine are designed to promote executive functioning skills and self-regulation, as well as enabling positive relationships to form. Adults facilitate this by supporting children to follow class rules, modelling good behaviour and engaging in reflective discussions. We support the development of secure attachments, build confidence and facilitate independence. Independence in learning and self-care is promoted and developed over time. For example, teaching the children how to gather resources they need for a task. Children engage in weekly taught sessions from The Jigsaw Approach, which links to the whole school PSHE scheme. Children participate in the weekly 'Star of the Week' assembly. In the Summer Term,</p>	<p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing. They take part in weekly PE lessons with our specialist sports coach and follow the whole school curriculum which includes dance, gymnastics, invasion games, and athletics. The class also join in with whole-school sports day in the summer term.. Children take part in daily short movement sessions and have continuous access to resources which support their gross motor development. They are also given opportunities to develop their fine motor skills through a range of tools and activities within continuous provision and enhancements. Children take part in daily 'Dough Disco' sessions in the Autumn term, and 'Funky Fingers' in the Spring, to develop their strength and dexterity in their upper bodies, arms, hands and fingers which aid the development of handwriting. Handwriting lessons are taught daily to</p>	<p>Systematic synthetic phonics via Little Wandle is taught daily. Children are taught as a whole class, with catch ups groups used where necessary. Books are used as teaching tools, to enhance our curriculum and, more importantly, for pleasure, through daily story time. Every child reads a book consistent with their developing phonic knowledge individually with an adult at least once a week. Adults model storytelling using texts, their imaginations and real-life experiences in various contexts.. Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We hope to inspire them to write independently following whole class modelling sessions. In the Summer term, 'Super Sentences' supports children's understanding of words, captions and sentences and helps them write their own.</p>	<p>Maths is everywhere! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subitise and manipulate numbers through the physical resources and activities in their environment. Pupils are also given opportunities to develop their spatial reasoning with activities such as obstacle courses and cookery on offer. Additionally, maths is explicitly taught daily as a short whole class session and followed up with maths challenges tailored to pupils' needs. These lessons are based upon White Rose Maths. Following a mastery approach, children use a combination of concrete manipulatives, pictorial representations and abstract ideas to deepen their understanding of number. Children are encouraged to talk through problems, learning and using new mathematical vocabulary and developing their reasoning and problem-solving skills. They learn to become creative, critical thinkers, problem solvers and brave</p>	<p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Observational drawing sessions help them attend to details and notice similarities and differences between living things, environments and other aspects of the natural world. Seasonal walks within the school grounds and local community allow children to discover seasonal changes in nature and develop their understanding of maps within their local area. To understand the journey of their food, children plant, care for, harvest, prepare, cook and then eat their own vegetables. Pupils have the opportunity to care for and observe the life cycles of butterflies. Children learn about similarities and differences in cultures, customs and periods of time through visits from family and community members, as well as a permanent domestic roleplay that evolves with festivals and celebrations. We all tell our own stories and use books to learn about others and expand our vocabulary.</p>	<p>We believe that creative expression is a vital outlet for developing children's self-esteem, confidence and individuality. We provide children with a range of resources and tools to facilitate this in areas such as the painting area and workshop. Children have the option to share their creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these with peers and to the school and parents in Harvest Festival and the Nativity. Small world and role play activities are provided to encourage children to create and tell their own stories. 'Story Scribing' time with an adult is offered in the Summer term to inspire story writing and allow children to imagine and create their own storybooks beyond their transcription skills. Children take part in weekly Charanga music lessons, which links to the whole-school scheme of work, where children learn to remember a bank of nursery rhymes and other songs as well as learning to play simple parts on a glockenspiel. During Explore Time, children have continuous access to instruments</p>

within a familiar and safe environment.	school council representatives are elected so that children begin to understand the democratic process.	support pencil grip and correct letter formation.		learners through set maths challenges and targeted questioning within a 'have-a-go' culture.		and other resources to support their creative expression such as costumes and character masks. Children begin to participate in singing assembly.
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Curriculum Goals

<ul style="list-style-type: none"> • LISTEN to others with intent • ASK a relevant question, make a relevant comment • Participate in a back-and-forth DISCUSSION with friends & teachers • EXPRESS ideas, feelings and explanations in full sentences 	<ul style="list-style-type: none"> • Be INDEPENDENT learners who are relaxed, open & ACTIVE in the environment • Build positive RELATIONSHIPS with others • REGULATE their own emotions and behaviour • Be INDEPENDENT learners who manage their own self-care 	<ul style="list-style-type: none"> • ENJOY moving their bodies in different ways • Manoeuvre with SAFETY and CONFIDENCE • HOLD writing tools effectively • USE cutlery confidently 	<ul style="list-style-type: none"> • TALK about a favourite story • Use recently-introduced VOCABULARY from core class texts • READ a book consistent with their phonics knowledge • WRITE a simple sentence consistent with their phonic knowledge that can be read by themselves and others 	<ul style="list-style-type: none"> • UNDERSTAND numbers to 10 in depth • RECALL key number facts to 10 • COUNT beyond 20 • EXPLAIN, REASON & PROBLEM SOLVE using numbers to 10 	<ul style="list-style-type: none"> • KNOW who is important in their life and why • Understand important PROCESSES in the natural world • APPRECIATE different religious and cultural communities locally and around the world • LOG ON to a school laptop using their personal username and password 	<ul style="list-style-type: none"> • EXPRESS themselves through their favourite mediums • Use tools and techniques to make own INVENTIONS • TELL their own story • PERFORM to an audience
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EYFS Curriculum Content

Each planned topic is included in the curriculum for specific reasons. They do not run for a specific amount of time but are based on the children's current learning, therefore a topic can run for between two and seven weeks. Each topic has related themes, resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.

Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Topic	Me and My School	Lets Celebrate!	Once Upon a Time	The Circle of Life	Our Wonderful World	Sun, fun and off to Year One
Themes	<ul style="list-style-type: none"> - Getting to know my new school - Getting to know me - All about my family - Growing up and becoming me - Autumn and Diwali 	<ul style="list-style-type: none"> - Halloween and Firesafety night. - Guy fawkes and firework night. - Birthdays - Winter - Hibernation - Christmas 	<ul style="list-style-type: none"> - Key text- Little Red - The Leopards Drum - Three Little Pigs - Goldilocks and the Three Bears - Gingerbread man - Jack and the Beanstalk 	<ul style="list-style-type: none"> - Growth of a Plant. Key text- Tiny Seed - Key text- Extraordinary gardener - Life Cycle of a Butterfly - Poetry week- We're Going on a Bear Hunt + Ramadam - Lifecycle of a Hen 	<ul style="list-style-type: none"> - Safari. Key text- Bringing the Rain. - Arctic. Key text- And Tang Makes Three - Under the Sea- The Snail and the Whale - UK Countryside- Growing Sunflowers - Emergency Services - Out of this World. Key text- Look Up! 	<ul style="list-style-type: none"> - Pirates - Beach- Look What I found at the Seaside - Beach memories - Arts week- The magic paintbrush - Key Text- Izzy Gizmo - Maisy's Sports Day - Incredible You/ Oh the Places you will go.
Enquiry questions	<p>Who am I? How have I grown?</p>	<p>What changes do you notice? How is ___ celebrated?</p>	<p>Who are the characters? What happens in the story?</p>	<p>What is a lifecycle? How does this grow?</p>	<p>What is a habitat? Who helps us in our community?</p>	<p>What's at the seaside? What happens next?</p>
Enrichment activities	<ul style="list-style-type: none"> - Guess the baby photo - Harvest Festival - A tour of our new school and surroundings, local area. 	<ul style="list-style-type: none"> - Seasonal Walk - Pantomime visit - Christmas Lunch - Birthday party 	<ul style="list-style-type: none"> - Seasonal Walk - Making pancakes - Decorating gingerbread - DT Week- Making houses for pigs. 	<ul style="list-style-type: none"> - Check in on progress of beanstalk growth - Gardening 	<ul style="list-style-type: none"> - Experiments with ice - Planting a sunflower - Visits from the emergency services - Science fair 	<ul style="list-style-type: none"> - Trip to Maldon - Sports day - Arts week

		- Christmas performance to parents	- Planting a beanstalk	- Watch the growth of a butterfly from a caterpillar. - Poetry week		
Celebrations/ Awareness Days	Harvest Festival World Food day (16/10) Safer Internet Day (29/10)	Bonfire Night (5/11) Remembrance (11/11) Christmas Jumper Day (10/12) Christmas (25/12)	New Year (1/1))	Shrove Tuesday (17/02) Valentine's Day (14/2) World Book Day (6/3) World Poetry Day 20/03 Comic Relief (20/3) Mother's Day (15/3)	Easter (31/3) Road Safety week (9-12/5)	Father's Day (16/6)
Core texts/songs/rhymes	❖ Journey (Literacy Tree)	❖ Ning and The Night Spirits (Literacy Tree) ❖ Am I Henry Finch (Literacy Tree)	❖ Little Red (Literacy Tree) ❖ The Leopards Drum (compare to Little Red Riding Hood) ❖ Three Little Pigs ❖ Goldilocks and the Three Bears ❖ The Gingerbread Man and the Runaway Pancake (compare texts) ❖ Jack and the Beanstalk	❖ Tiny Seed (Literacy Tree) ❖ Extraordinary Gardener ❖ We're Going on a Bear Hunt ❖ Non fiction texts.	❖ Bringing The Rain to Kapiti Plain (Literacy Tree) ❖ And Tang Makes Three (Literacy Tree) ❖ Snail and the Whale ❖ Sam Plants a Sunflower ❖ No fiction books- emergency services ❖ Look Up! (Literacy Tree)	❖ Night Pirates (Literacy Tree) ❖ Look what I found at the Seaside ❖ The Magic Paintbrush (Literacy Tree) ❖ Izzy Gizmo (Literacy Tree) ❖ Maisy's Sports Day ❖ Incredible you/Oh the Places You'll Go
Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Key vocab	Rules, responsibilities, names, locations, naming resources and routines, hero, celebrate, superpower	Autumn, seasons, change, difference, remembrance, Christmas, Christianity	Resolution, wish, achieve, Kenya, Ghana, map, journey, winter, seasons, travel, positional language	Spring, growth, hatch, life cycle, bloom, bud, seasons, Easter, Ramadan, butterfly, chrysalis.	Growing, the world, artic, Sahara, planet names, emergency service names.	Summer, seasons, change, seaside, sea, sand, beach, shells, worries,
C&L	<ul style="list-style-type: none"> - Listen for short periods on the carpet - Listen to and following instructions from key person - Wait our turn to talk - Use talk to meet our needs - Share key information about ourselves and our family members – (treasure boxes) - Talk about our favourite things - PSED circle time and circle games introduced 	<ul style="list-style-type: none"> - Listen on the carpet during direct teaching input - Develop back-and-forth interactions; showing more interest in others' talk, listening to what they say - Talk partners introduced in Phonics and Maths lessons - Comment on what we are doing/answering more questions during play - Learn songs and lines for the Christmas show and perform to an audience - Start buddy activities with Y3 	<ul style="list-style-type: none"> - Listen on the carpet for longer direct teaches - Acquire new, subject-specific vocabulary - Develop back-&-forth conversations; listening to & remembering what the other person has said and relaying it (Chinese whispers) - Talk partners introduced in topic lessons - Ask questions, finding out answers together & commenting on non-fiction texts - Retell/act out our favourite stories 	<ul style="list-style-type: none"> - Listen carefully to retrieve facts from non-fiction texts and videos - Develop back-&-forth conversations; listening to and remembering what the other person has said and acting on it - Explain, and ask questions, about life processes, discussing findings with others - Ask questions, then observe and listen to find out the answer - Use subject-specific vocabulary when retelling life processes 	<ul style="list-style-type: none"> - Develop back-and-forth conversations; remembering what the other person has said and responding appropriately - Comment on, and ask questions about favourite foods, discussing with others in a group - Ask, and find out, where different food comes from - Listen to and ask questions of a visitor and comment on their answers 	<ul style="list-style-type: none"> - Share feelings, worries, concerns about moving to Year One in full sentences and listen to those of others with empathy - Ask relevant questions of their new teachers - Make predictions about what might happen next e.g. life cycle, year one - Share facts they know and ask questions about the past - Tell their own stories to an adult and have them scribed, act them out as part of a group (Story Scribing)

<p style="text-align: center;">PSED</p>	<ul style="list-style-type: none"> - Practise leaving my caregiver at the gate - Get to know school adults and feel safe with them - Understand who trusted adults are in my life - Follow simple instructions given by a familiar adult - Help create class rules & learn to follow them - Play alongside and with new friends - Stay safe at Halloween - Use toilet & washing hands at school - Begin getting changed for mud kitchen/ outdoor play with support - Collect and eat my lunch at school - Understand how they have grown since they were a baby and how they have changed 	<ul style="list-style-type: none"> - Leave my caregiver independently - Share how I'm feeling with familiar people - Follow instructions and class rules with less need for reminders - Play with a variety of children and resources - Building further relationships e.g. across KS1/buddies - Stay safe on Bonfire Night - Use the toilet at school and washing my hands with more independence - Collect and eat lunch at school with more independence - Taste new foods - Dress and undress for role play with increasing independence 	<ul style="list-style-type: none"> - Share what I like/don't; recognising others may have different choices - Follow more complex instructions from familiar adults - Recognise some of my own strengths and areas for development - Develop friendships and wider relationships - Use toilet & wash hands independently - Can complete three tasks a week with our rainbow challenges 	<ul style="list-style-type: none"> - Continue to develop relationships with a range of peers and adults in school - Develop strategies for solving conflict with others - 	<ul style="list-style-type: none"> - Understand that others may be feeling differently to us and begin to respect that - Understand and describe what we can do to look after our bodies and minds - Find out ways in which we can keep ourselves safe - Understand how to contact the emergency services - Make a wider range of food choices - Taste new foods that we have grown, prepared and cooked ourselves - Can complete five tasks a week with our rainbow challenges - 	<ul style="list-style-type: none"> - Share what we have most enjoyed about our time in Reception and recognise own achievements and those of others - Prepare for the changes that Y1 will bring including getting to know our new teacher(s) and classroom - Understand about our bodies and how they have changed since we were babies
<p style="text-align: center;"><i>Term</i></p>	<p style="text-align: center;">Autumn (8 + 7)</p>		<p style="text-align: center;">Spring (6 + 5)</p>		<p style="text-align: center;">Summer (6 + 7)</p>	
<p style="text-align: center;"><i>The JIGSAW Approach</i></p>	<p style="text-align: center;">Being Me in My World (P1)</p> <ol style="list-style-type: none"> 1. <i>Who...me?</i> 2. <i>How am I feeling today?</i> 3. <i>Being at school</i> 4. <i>Gentle hands</i> 5. <i>Our rights</i> 6. <i>Our responsibilities</i> 	<p style="text-align: center;">Celebrating Difference (P2)</p> <ol style="list-style-type: none"> 1. <i>What I am good at</i> 2. <i>I'm special, I'm me!</i> 3. <i>Families</i> 4. <i>Houses and homes</i> 5. <i>Making friends</i> 6. <i>Standing up for yourself</i> 	<p style="text-align: center;">Dreams and Goals (P3)</p> <ol style="list-style-type: none"> 1. <i>Challenge</i> 2. <i>Never giving up</i> 3. <i>Setting a goal</i> 4. <i>Obstacles and support</i> 5. <i>Flight to the future</i> 6. <i>Footprint awards</i> 	<p style="text-align: center;">Healthy Me (P4)*</p> <ol style="list-style-type: none"> 1. <i>Everybody's body</i> 2. <i>We like to move it</i> 3. <i>Food glorious food</i> 4. <i>Sweet dreams</i> 5. <i>Keeping clean</i> 6. <i>Stranger danger</i> 	<p style="text-align: center;">Relationships (P5)*</p> <ol style="list-style-type: none"> 7. <i>My family and me</i> 8. <i>Make friends...Pt1</i> 9. <i>Make friends...Pt2</i> 10. <i>Falling out and bullying Pt1</i> 11. <i>Falling out and bullying Pt2</i> 12. <i>Being the best friend...</i> 	<p style="text-align: center;">Changing Me (P6)</p> <ol style="list-style-type: none"> 1. <i>My body</i> 2. <i>Respecting my body</i> 3. <i>Growing up</i> 4. <i>Fun and fears Pt1</i> 5. <i>Fun and fears Pt2</i> 6. <i>Celebration</i>
<p style="text-align: center;">Physical</p>	<ul style="list-style-type: none"> - Move bodies confidently & safely within a new environment - Daily 'Wake Up, Shake Up' - Large outdoor equipment to balance, jump & climb - Sensory/outdoor exploration e.g. sandpit, mud kitchen - Parachute games and throwing and catching a large ball (PE) 	<ul style="list-style-type: none"> - Daily Funky Fingers activity - Find our favourite ways to move within environment (indoors and outdoors) being mindful of others - Use large outdoor equipment to balance, jump and climb with increasing confidence - Learn actions for songs (Nativity) - Use wall bars in the hall safely and confidently (PE) 	<ul style="list-style-type: none"> - Begin to find different ways to travel over, under and through; negotiating space safely and confidently - Form all letters with increasing control of pencil or pen 	<ul style="list-style-type: none"> - Play more structured outdoor games using selected equipment - Football, basketball and hockey (PE) - Digging and planting - Daily 'Funky Fingers' - Form recognisable letters within words - Cut up my own food at lunchtime - Use our developing fine motor skills to make, 	<ul style="list-style-type: none"> - Make up own outdoor games using selected equipment - Digging up vegetables, washing and cutting them - Daily 'Super Sentences' - Form recognisable letters accurately within phrases and sentences 	<ul style="list-style-type: none"> - Make up own outdoor games using own choices of equipment - Athletics (PE) - Daily 'Super Sentences' - Form recognisable letters accurately within sentences

	<ul style="list-style-type: none"> - Mark making and using small tools safely e.g. playdough and clay tools - Begin to use cutlery to feed ourselves 	<ul style="list-style-type: none"> - Begin to form letters of the alphabet - Opportunities to squeeze, press and manipulate small objects in Funky fingers - Begin to use my cutlery more independently - Can write own name 		<p>decorate our own flowers</p>		
<p><i>Physical- Get Set for PE</i></p>	<p><u>Introduction to PE: Unit 1</u> Problem Solving: Children will learn to make simple decisions in response to a task. Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'. Reflection: Children will begin to identify when they are successful. Rules: Children will learn that rules help to keep us safe.</p> <p><u>Fundamentals Unit 1</u> Running: Children will learn to use big steps to run and small steps to stop. They will also learn that moving into space away from others helps to keep them safe. Balancing: Children will learn to hold their arms out to help them to balance.</p>	<p><u>Introduction to PE Unit 2</u> Problem Solving: Children will learn to make simple decisions in response to a task. Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'. Reflection: Children will begin to identify when they are successful. Rules: Children will learn that rules help to keep us safe.</p> <p><u>Fundamentals Unit 2</u> Running: Children will learn to use big steps to run and small steps to stop. They will also learn that moving into space away from others helps to keep them safe. Balancing: Children will learn to hold their arms out to help them to balance. Jumping: Children will learn that bending their knees will help them to land safely.</p>	<p><u>Gymnastics Unit 1</u> Shapes: Children will learn to make different shapes with their body. Balances: Children will learn to be still when holding a balance. Rolls: Children will learn to change their body shape to help them to roll. Jumps: Children will learn that bending their knees will help them to land safely. Strategy: Children will learn that counting to five when holding a shape or balance will allow people to see it clearly.</p> <p><u>Dance Unit 1</u> Actions: Children will learn that they can move their bodies in different ways to create interesting actions Dynamics: Children will learn that they can change the action to show an idea. Space: Children will learn that if they move into space it will help to keep themselves and others safe. Performance: Children will learn that when watching</p>	<p><u>Gymnastics Unit 2</u> Shapes: Children will learn to make different shapes with their body. Balances: Children will learn to be still when holding a balance. Rolls: Children will learn to change their body shape to help them to roll. Jumps: Children will learn that bending their knees will help them to land safely. Strategy: Children will learn that counting to five when holding a shape or balance will allow people to see it clearly.</p> <p><u>Dance Unit 2</u> Actions: Children will learn that they can move their bodies in different ways to create interesting actions Dynamics: Children will learn that they can change the action to show an idea. Space: Children will learn that if they move into space it will help to keep themselves and others safe. Performance: Children will learn that when watching</p>	<p><u>Games Unit 1</u> Running: Children will learn to use big steps to run and small steps to stop. Throwing: Children will learn to point their hand at their target when throwing. Catching: Children will learn to watch the ball and have hands out ready to catch. Tactics: Children will learn to make simple decisions in response to a task. Rules: Children will learn that rules help them to stay safe</p> <p><u>Ball Skills Unit 1</u> Sending: Children will learn to look at the target when sending a ball. Catching: Children will learn to have hands out ready to catch. Tracking: Children will learn to watch the ball as it comes towards them and scoop it up with two hands. Dribbling: Children will learn that keeping the ball close will help with control.</p>	<p><u>Games Unit 2</u> Running: Children will learn to use big steps to run and small steps to stop. Throwing: Children will learn to point their hand at their target when throwing. Catching: Children will learn to watch the ball and have hands out ready to catch. Tactics: Children will learn to make simple decisions in response to a task. Rules: Children will learn that rules help them to stay safe</p> <p><u>Ball Skills Unit 2</u> Sending: Children will learn to look at the target when sending a ball. Catching: Children will learn to have hands out ready to catch. Tracking: Children will learn to watch the ball as it comes towards them and scoop it up with two hands. Dribbling: Children will learn that keeping the ball close will help with control.</p>

	<p>Jumping: Children will learn that bending their knees will help them to land safely.</p> <p>Hopping: Children will learn that to hop they will use one foot.</p> <p>Skipping: Children will learn that if they hop then step that will help them to use skipping as a travelling action.</p>	<p>Hopping: Children will learn that to hop they will use one foot.</p> <p>Skipping: Children will learn that if they hop then step that will help them to use skipping as a travelling action.</p>	<p>others they should sit quietly and clap at the end.</p> <p>Strategy: Children will learn that if they use lots of space, it will help to make their dance look interesting.</p>	<p>others they should sit quietly and clap at the end.</p> <p>Strategy: Children will learn that if they use lots of space, it will help to make their dance look interesting.</p>		
<p>Literacy Phonics</p> <p><i>Little Wandle scheme of work</i></p>	<p>Phase 2 Autumn 1 New phoneme New GPC Oral blending Teacher-led blending and Independent reading Tricky words Read the phrase/ sentence Spelling</p> <p>Begin Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r / Week 5 h b f l the</p>	<p>Autumn 2 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 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p>	<p>Phase 3 Spring 1 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 ff are sure pure Week 5 Longer words</p>	<p>Spring 2 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 in the middle /z/ s words ending -s words with -es at end /z/</p>	<p>Phase 4 Summer 1 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 longer words were here little says 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ out today</p>	<p>Summer 2 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 ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer word</p>
<i>Term</i>	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
<p>Literacy Reading</p>	<ul style="list-style-type: none"> - Little Wandle Phonics baseline and scheme (above) - Use favourite stories & print in environment to explore the 5 key concepts about print: <ul style="list-style-type: none"> ➢ meaning ➢ different purposes ➢ English read= L>R, T>B ➢ Name parts of book 	<p>Ongoing Little Wandle Assessments</p> <p>Development of prosody, decoding and comprehension</p> <p>when sharing books with class and small groups, answer more simple questions</p> <ul style="list-style-type: none"> - Weekly 1:1 reading <ul style="list-style-type: none"> ➢ Recognise letters 	<p>Ongoing Little Wandle Assessments</p> <p>Development of prosody, decoding and comprehension</p> <ul style="list-style-type: none"> - Read books we've read before and retell them in own words/act them out 	<p>Ongoing Little Wandle Assessments</p> <p>Development of prosody, decoding and comprehension</p> <p>Discuss/review our favourite books using new vocabulary</p> <ul style="list-style-type: none"> - Learn new vocabulary and facts from non- 	<p>Ongoing Little Wandle Assessments</p> <p>Development of prosody, decoding and comprehension</p> <ul style="list-style-type: none"> - Read new stories and predict what might happen next 	<p>Ongoing Little Wandle Assessments</p> <p>Development of prosody, decoding and comprehension</p> <ul style="list-style-type: none"> - Review our favourite stories using new vocabulary and record for our new teacher(s)

	<ul style="list-style-type: none"> ➢ Page sequencing - Read stories as a class/groups & support attention and recall - Read stories and poems with rhymes and repeated refrains and encourage chn to join in - Weekly 1:1 reading <ul style="list-style-type: none"> ➢ Hold books, turning pages ➢ Have conversations about books & develop new vocab ➢ Discuss what's happening in pictures ➢ Ask & answer questions - Name recognition 	<ul style="list-style-type: none"> ➢ Point out initial sounds ➢ Oral blending and blending VC/CVC ➢ Discuss pictures and answer questions ➢ Recognise some common irregular words – Phase 2 tricky words 	<ul style="list-style-type: none"> - Learn new vocabulary and facts from non-fiction - Weekly 1:1 or small group reading. <ul style="list-style-type: none"> ➢ Blend CVC words ➢ Read simple phrases > sentences ➢ Answer questions about sentences read ➢ Begin to incorporate other reading strategies ➢ Read irregular common words within sentences – Phase 2 tricky words 	<ul style="list-style-type: none"> fiction to pass on to others - Weekly 1:1 or small group reading <ul style="list-style-type: none"> ➢ Blend CVC words, some containing digraphs ➢ Read simple sentences ➢ Answer questions about sentences read ➢ Begin to incorporate other reading strategies - Match lower and upper case letters 	<ul style="list-style-type: none"> - Weekly 1:1 or small group reading <ul style="list-style-type: none"> ➢ Blend CVC words, including those containing digraphs ➢ Read simple sentences ➢ Answer questions about sentences read ➢ Begin to incorporate other reading strategies 	<ul style="list-style-type: none"> - Read a whole book consistent with their phonic knowledge - Weekly 1:1 or small group reading <ul style="list-style-type: none"> ➢ Blend CVC words, including those containing digraphs ➢ Read simple sentences ➢ Answer questions about sentences read ➢ Begin to incorporate other reading strategies
Literacy <i>Writing</i>	<ul style="list-style-type: none"> - Mark making/writing for purpose, matched to chn's interests e.g. within CP, me and my family, my favourite story character etc. - Learn 'The Little Red Hen' or 'Room on the Broom' in the style of T4W - Pattern writing for early writing - Copy the letters from my name - Funky Fingers 	<ul style="list-style-type: none"> - Autumn 2 writing assessment: My October Half Term Holiday (Recount) - Write own name and use to label work within explore time - Learn letter formation for every grapheme in Phase 2 - Use a checklist e.g. on Autumn Walk - Write Christmas post e.g. lists, cards and letters (mark making > initial letter sounds) - Funky Fingers 	<ul style="list-style-type: none"> - Spring 1 writing assessment: My Christmas Holiday (Recount) - Form letters correctly for each grapheme in Phase 2 - Spell CVC words - Spell irregular common words – Phase 2 - Write simple labels using correct GPCs - Begin to write simple captions>phrases>sentences with support e.g. our wishes for the future - Funky Fingers 	<ul style="list-style-type: none"> - Spring 2 writing assessment: My February Half Term Holiday (Recount) - Spell CVC words, some containing digraphs - Spell some irregular common words – Phase 3 - Write simple sentences using learnt phonics - Write Mother's Day cards - Funky Fingers - Daily whole class writing 	<ul style="list-style-type: none"> - Summer 1 writing assessment: My Easter Holiday (Recount Write caterpillar diaries) - Form capital letters accurately - Spell CVC words, some containing digraphs - Write some irregular common words – Phase 3 - Write questions for visitors - Write simple sentences and reading them back to check they make sense - Funky Fingers - Daily whole class writing 	<ul style="list-style-type: none"> - Summer 2 writing assessment: My May Half Term Holiday (Recount) - Write simple sentences using a capital letter and a full stop - Read back our writing to check for sense, editing with support if needed - Write Father's Day cards - Postcards - Funky Fingers - Daily whole class writing
Mathematics <i>White Rose Maths</i>	<p>Getting To Know You:</p> <ul style="list-style-type: none"> ➢ Baseline ➢ Match, sort and compare ➢ Talk about measure and patterns ➢ Its me 1,2,3 	<ul style="list-style-type: none"> ➢ It's Me 123! ➢ Circles and triangles ➢ 1,2,3,4,5 ➢ Shapes with 4 sides 	<ul style="list-style-type: none"> ➢ Alive in 5 ➢ Mass and capacity ➢ Growing 6,7,8 ➢ Length, height and time 	<ul style="list-style-type: none"> ➢ Building 9 and 10 ➢ Explore 3D shapes 	<ul style="list-style-type: none"> ➢ To 20 and Beyond ➢ How many now ➢ Sharing and grouping ➢ Visualise, build and map (moved from Summer 2) 	<ul style="list-style-type: none"> ➢ Making connections ➢ Manipulate, compose and decompose (moved from summer 1)
<i>Term</i>	Autumn (8 + 7)		Spring (6 + 5)		Summer (6 + 7)	

<p><i>Understanding of the World</i></p>	<ul style="list-style-type: none"> - Talk about photo's of selves and family. - Who else is important to me i.e., in our school community – who are they are where can I find them? (maps) - Celebrate differences between people and learn how everyone should be treated fairly - Understand that some people in our community are less fortunate and consider how we can support each other (Harvest donations to local food bank/church) - Learn how to respect our immediate environment (keep school community tidy) - Harvest, cook & eat veg grown in class garden - Interact with touch screen activities on IWB /iPads e.g. mark making, 2Paint, voice recorders 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes of Autumn within our school community – Autumn Walk on school field - Learn to respect & look after our outdoor environment – tidy garden & plant bulbs for later in school year - Understand about different religious and cultural celebrations, including, but not limited to, those they celebrate themselves, sharing their past/present customs & routines and those of their families/friends e.g., Diwali, Hannukah and Christmas - Find and describe where we live and draw pictures from photos, understanding all homes are different (maps) - Understand the difference between online and the real world and begin to know what to do if something online worries/upsets them 	<ul style="list-style-type: none"> - Notice, observe & describe seasonal changes within our local community. - How has our school and local area changed since it was first built? Look at photos and create a time line. - Find England & China on Google Earth and compare aerial photographs - Begin to use and draw simple maps to represent simple journeys e.g., between home and school - Use IWB to explore directional language with technology - Sample food for a Chinese Banquet - Learn about Easter and the symbols relating to new life – taste hot cross buns 	<ul style="list-style-type: none"> - Spring Walk - around the local area. Notice the different sculptures in the estate. - Understand how humans, animals & plants grow and change over time, considering how they and their family members have changed from past to present. Match animals & offspring (Living Eggs) - Plant seeds/bulbs & learn how to look after them as they grow - Understand that some things from history no longer exist & we can find out about them from clues left behind e.g., fossils > dinosaurs - Use non-fiction texts to find out about past events - Recognise that different people celebrate special times in different ways e.g., Holi, Easter, Mother's Day - Use an iPad to take a photo of a living thing - Use '2Beat' on IWB to make simple repeating patterns 	<ul style="list-style-type: none"> - Help to grow, harvest and cook healthy food ready to eat - salad - Explore similarities and differences between this and other countries - Name some of the ways we can keep ourselves healthy and safe - Name some of the people in our community that help keep us healthy and safe. - Understand what to do if they see something online that worries/upsets them i.e., concept of a trusted adult (Jessie and Friends – Lesson 1) - Develop an interest in the wider world, including other countries and landmarks that may be seen there 	<ul style="list-style-type: none"> - Notice, observe and describe the seasonal changes of Summer in another community e.g., seaside town - Revisit using and drawing their own simple maps (pirate treasure maps) - Compare their familiar location with a contrasting environment; city/seaside and consider similarities and differences between those places in the past and now e.g., pictures at the beach from the past and now - Understand about the life cycle of a caterpillar, observing and noticing changes over time - Sea life creatures - Make pirate ships and test them out to see if they float - Practise logging on to a school laptop with purpose e.g.2Paint
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Term	Autumn (7 + 7)		Spring (6 + 6)		Summer (6 + 7)	
Expressive Arts & Design	<ul style="list-style-type: none"> - Observational drawing: self-portraits - Explore creative areas within classroom e.g. junk modelling, stage, small world - Explore water colour paints to make marks and create pictures e.g. of self - Use scissors & tape to make Superhero watches & junk models e.g. superhero vehicles - Learn songs for Harvest and perform them to an audience - Use 2Paint on the IWB to create a picture e.g., self-portrait (digital art) 	<ul style="list-style-type: none"> - Observational drawing: object found on Autumn walk/photo of our homes - Combine materials e.g. copy & create own Rangoli patterns out of rice & chalk and diyas out of playdough & small parts - Creating art using natural objects e.g. animals from autumn leaves - Explore poster paint to make marks and create pictures e.g. firework splatter painting - Use glue & tear/cut to make collages e.g. poppies - Learn songs for Nativity and perform them to an audience 	<ul style="list-style-type: none"> - Observational drawing: Artefact from Lunar New Year loan - Explore new colours that can be made with primary colours using poster paint - Use scissors, tape, glue, different materials & containers to create own junk models e.g. plants/flowers. Present during ‘Show & Share’ sessions- giving & receiving feedback on workshop creations - Dance to our favourite music – why is this our favourite? How does it make us feel? 	<ul style="list-style-type: none"> - Spring Walk - around the local area. Notice the different sculptures in the estate. - Observational drawing: living things (chicks/flowers) - Finger print in poster paint to create art with repeating patterns e.g. Easter/ Mother’s Day cards, & use white & black for tints/tones - Create art using natural objects and other media e.g. flower petals & pencil/paint - Use scissors, tape, glue, different materials/containers to create own junk models e.g. dinosaurs/chicks. Present them during ‘Show & Share’ sessions- giving & receiving feedback on workshop creations. Can you listen and improve your work? 	<ul style="list-style-type: none"> - Observational drawing: fruits/vegetables - Print with poster paint & objects e.g. fruit/vegetables /3D shapes to make repeating patterns - Cut and combine materials and work as a group to make different models e.g. landmarks from around the world. - Develop small world/role play > telling own stories ‘Story Scribing’ - Experiment with digital art 	<ul style="list-style-type: none"> - Observational drawing over time: caterpillar > butterfly - Make collages with variety of materials e.g. beach scene with collected sand, shells etc. - Explore mirror printing with poster paint and practise painting within more intricate designs e.g. butterflies - Use scissors, tape, glue, different materials/containers to create own junk models/ props & use them within role play & stories e.g. treasure maps /telescopes /boats - Develop small world/role play > telling own stories ‘Story Scribing’ e.g. pirate stories and act them out with others
<i>Charanga Musical School</i>	<p><u>Chant to the animals!</u> Reception Unit 1 Learning Objectives 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically.</p>	<p><u>Creative Moves</u> Explore movement through the music of Marching Band and Piccolo March. You will create and perform patterns and actions to help communicate the message of the songs. Christmas songs</p>	<p><u>Lilting Lullaby</u> Reception Unit 3 Learning Objectives 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats.</p>	<p><u>Number Time</u> Reception Unit 4 Learning Objectives 1. Sing with expression. 2. Hear, draw and sing melody shapes.</p>	<p><u>Wellbeing matters</u> Reception Unit 5 Learning Objectives 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly.</p>	<p><u>Rhythm Adventure</u> Reception Unit 6 Learning Objectives 1. Sing songs rhythmically. 2. Combine words to compose rhythms.</p>