



St Margaret Clitherow Catholic Primary School

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Early Years Foundation Stage Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	2 Year Cycle	Marvellous Me	Past and Present	Stories	Growing	Animals	Going on a journey
	Year 1	All about me Emotions Autumn NSPCC Pants	Fireworks/Diwali Dinosaurs Remembrance Day Christmas	The Gruffalo NRPB Birds Traditional Tales	Life Cycles Science Week	Animals and Habitats Sealife Farm, zoo, Minibeasts	Handa's Surprise International Week Superheroes
	Key Texts	Colour Monster Leaf Man		Jack and the Beanstalk The 3 Little Pigs The 3 Billy Goats Gruff We're Going on a Bear Hunt	The Very Hungry Caterpillar		
	Year 2	All about me Emotions Autumn NSPCC Pants	Fireworks/Diwali Our World-Recycling Remembrance Day Christmas	Stickman NRPB Birds Traditional Tales	Growing Science Week Healthy Eating	People Who Help Us Road Safety	Seaside Travel
	Key Texts	Elmer Super Duper You The day the crayons quit Percy and the parkeeper		Goldilocks and the 3 bears Little Red Riding Hood The Gingerbread Man The Tiger who came to Tea	The Tiny Seed Oliver's Vegetables Jasper's Beanstalk Sunflowers		Sharing a shell
RE		Creation Catholic Social Teaching Love, Faith , Grow	Catholic Social Teaching Advent	Christmas Revelations	Lent Holy Week	Easter Pentecost	Sacraments Mission
High Quality Texts		The Invisible String Starting School Pete the Cat – Rocking in my school shoes The Cave The colour Monster Shirley Hughes Autumn (poetry) The Rainbow Fish Sometimes I feel The huge bag of worries Incredible Me!	Owl Babies Colours All around us Series Let's make faces Where the Poppies Now Grow The Christmas Story Harry and the Dinosaurs Go to School	Maths Collection The Snail and the Whale Charlie Cook's Favourite Book The Magic Paintbrush The Great Race The Journey The Gruffalo The Gruffalo's Child Stick Man The Three Little Pigs The Gingerbread Man Little Red Riding Hood We're Going on a Bear Hunt	How things work Here we are Whatever Next Man on the Moon Ten Seeds Non-fiction books about Growing This is How We Do It	The Very Hungry Caterpillar Knights and Dragons The great Kapok Tree Alex Scheffler's flip flap books of animals' series Oi Frog! Series of books	Sharing a Shell Handa's Surprise Supertato series Superduck Superworm The Flying Bath Elmer series Iggy Peck Architect Rose Revere, Engineer



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Wow Moments / Enrichment	Transition Days Listening Walk National Poetry Day Harvest Mass Autumn Walk Autumn Treasure Bag Project Bear Hunt Pumpkin Soup Autumn Phonics Workshop Talk Pants! NSCPCC	Remembrance Day (Visitor) Diwali (Visit/Workshop) Cooking: Making Diya Lamps Fireworks – Bonfire Night (Bonfire Safety Tips) How I've grown! Life as babies Nativity Production Pantomime Christmas Craft /Reindeer Food	Christmas News Chinese New Year RSPB National Bird Watch Number Day – Hats/Outfit Online Safety – “Chicken Clicking” (song performance) Mental Health Week: Yoga Session Visit from NHS Nurse	Pancake Day /Cooking World Book Day Book Week/ BFC Library session (storytelling) Mother’s Day Science Week – Experiments	Spring Walk Gardening Living Eggs – hen/ducklings* Animals all around (bugs, pets, farm animals, zoo & wild animals) Climate problem solving – litter picking, water, recycling	Visit from firefighter? Visit from police officer Visit to Aldi/Co-Op Transition: Butterfly life Cycle Heroes dressing up day Make your own Supertato Supertato and Evil Pea crime scene
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EYFS	Our Children	Our Practitioners	Our Parents
To set the foundation for children to enjoy learning, experience exciting opportunities and make memories	Successful individuals who enjoy learning and make progress Confident, resilient, articulate children who are able to lead safe, healthy and fulfilling lives Responsible members of our inclusive Catholic Community who make a positive contribution to society - Independent - Learning - Active - Inspired - Engaged - Caring - Respectful - Physically able	- Consistent - Joined-up thinking - Supportive - Team work - Intuitive - Use of initiative - Good communication - Flexible, adaptable - Positive - Role models - Champions of EYFS - Friendly - Expect everything - A FAMILY	- Supportive - Trusting - Positive - Respectful - Communicative - Partners
COEL 	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.		



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Over Arching Principles



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

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

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

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

We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

British Values

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



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Implementation: How we embed our intent in our pupils' learning journey at SMC

Start Points	Children's interests Characteristics of Learning and overarching principles What do we already know – Tapestry/Home Visits to gather initial thoughts How do we know these things and how can we find out more? Reflecting on our learning journey – 'All About Me' (half-termly)
Pupil-led learning	Children's interests Themes provided in the environment – adults join children at play Sharing news, own stories, photos Stay and Play parent sessions
Visits and visitors	Visits and visitors planned to inspire and support learning e.g. Remembrance Day Workshop, Diwali Celebrations, NHS Nurse, firefighter, Fr. Danny, Curriculum focus weeks e.g. Book Week, International Week – allow rich opportunities
Local area	Local trips – neighbourhood litter picking, post-box, Aldi/Co-Op, Comparison of local area and other countries
Links to understanding wider society	British Values, democracy Celebrating significant events – local and global, within our own community and linked to children's diversity Religion focus as we are a faith school – cultural diversity
Discussion and debates	Oracy – teaching key skills Chatter Box Tapestry Projects Opportunities provided to discuss links in learning What if? Why? Explain? Stem sentences



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Diversity Texts to be read throughout the year during story time

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
Amazing Grace	This is How We Do It	Not Like The Others	Where the Poppies Now Grow	Julian is a Mermaid
I Walk With Vanessa	Here we are	The Colour Monster		Last Stop on Market Street
Big Hair Don't Care	Hats of Faith	Different Like Me	<i>Amazing</i>	The Big Book of Families
Ada Twist, Scientist	The Big Book of Families	The Superhero Brain	<i>Susan Laughs</i>	
Look Up!	The Great Race		<i>What happened to you?</i>	<i>Two Homes</i>
Little People Big Dreams – Ella	The Magic Paintbrush	<i>Through the eyes of me</i>	<i>Its ok to be different</i>	<i>My pirate mums</i>
Fitzgerald, Martin Luther King Jnr, Rosa		<i>Loud</i>	<i>When Charlie met Emma</i>	<i>Love makes a family</i>
Parks	<i>The big book of families</i>	<i>A Friend for Henry</i>	<i>Only one you</i>	<i>The girl with two dads</i>
Julian is a Mermaid	<i>Maisie's scrapbook</i>	<i>We're all wonders</i>	<i>My must have Mama</i>	<i>We are family</i>
The Snowy Day	<i>The Jasmine Sneeze</i>	<i>Incredible you</i>	<i>Don't call me special</i>	<i>More people to love me</i>
Listening With My Heart	<i>Golden domes and silver lanterns</i>	<i>Super Duper You</i>	<i>Happy to be me</i>	<i>Our class is a family</i>
If All The World Were...	<i>We are all Welcome</i>	<i>I see things differently</i>	<i>Millie gets her super ears</i>	<i>Love makes a family</i>
Last Stop on Market Street	<i>Shu Lin's Grandpa</i>	<i>Because</i>		<i>Heather has two mummies</i>
Handa's Surprise		<i>What makes me a me?</i>		



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Prime Area – Communication and Language

Why? <i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i>							
How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Listening, Attention and Understanding - Speaking	Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. Starting to communicate through words and gestures.	More likely to listen to and respond to a simple request or instruction. Starts to understand more of the 'F1-specific' vocabulary. Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.	Responds to simple questions and attempts to answer by speaking, pointing or gesturing. Starting to engage in longer dialogues. Knows some colours and prepositions.	Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. Starting to engage in longer dialogues.	Is starting to use some new vocabulary and join in with songs, stories and rhymes. More confident when using fantasy language in play.	Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in front of a small group To talk to class teachers and LSAs To learn new vocabulary To repeat new words and sentences when modelled by an adult	To answer questions in front of whole class To use new vocabulary throughout the day To ask for help from an adult To use stem sentences, with support	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To use stem sentences during adult-led learning	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To ask for help from a peer	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



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What?	Phase 1 phonics games Welcome assessments Sentence modelling Listening & attention games Sharing news Follow instructions (settling in, putting my things away) Teach new vocabulary Nursery rhymes Familiar and favourite stories Stories with repeated refrains Group Reading 'All about me'	SALT interventions Variety of texts Sharing experiences Modelling story language Following instructions Group discussions Talk partners Questioning for understanding Stem sentences Teach social phrases Group Reading 'All about me'	SALT Talk Homework Retelling stories with support Story language Questioning for understanding Describing events (Chinese New Year) Learn rhymes, poems, and songs. Talk partners Stem sentences Group reading 'All About Me'	SALT Connectives Non-fiction texts Knowledge and vocabulary Ask and answer questions to find out more Articulate 'what I know, what I want to find out' Direct class learning (space) Describe events Talk partners Stem sentences Group reading 'All About Me'	SALT Table Talk Describe events in detail Problem solving Explain how things work and why they might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Talk partners Stem sentences Group reading 'All About Me'	SALT Table Talk Describe experiences and events New vocabulary in different contexts Linking learning Bigger picture Talk partners Stem sentences Group reading 'All About Me' – reflections of chln's journey	.
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Prime Area – Personal, Social and Emotional Development

Why?

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.

How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Self-Regulation - Managing Self - Building Relationships	Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others, and behaviour expectations. Shows some independence and confidence to make choices for themselves. Forms an attachment with an adult in the setting. Toileting. Handwashing. Putting on Coats. (on going throughout the year).	Asserts themselves as an individual person with likes and dislikes. Shows awareness that things don't always go their way and has more flexibility when things are different. Plays alongside other children. Broadens responsibilities such as putting own tray away after lunch/being responsible for water bottle and finding own snack. Builds on rules and behaviour (ongoing)	Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it. Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may affect and involve others around them. Starts to 'dip' into others' play.	More aware of other children around them and starts to interact. Is able to make simple choices. Seeks out adults for specific help. Begins to accept the needs of others. Shows more awareness of others in the setting and starts to interact during play.	Starts to be more confident to play with others and is beginning to self-regulate in play situations. More aware of others around them and the need to take account of others around them. Has some accountability for their actions. Shows interest in other children's play and may start to observe with interest and join in the game.	Starts to show responsibility for their own feelings and their own play. Able to manage a task seeing it through from beginning to end. Showing independence in their choices. Joins in with others' play.	



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Self-Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To wash hands independently To put coat away and on independently To explore different areas within the EYFS environment To use the toilet independently To use a knife and fork	To know school rules and understand the need to have rules To put coat, shoes and socks on and take off independently To have confidence to try new activities To ask an adult for help	To begin to show resilience and perseverance in the face of challenge To put on and zip up own coat independently	To develop independence when dressing and undressing for activities such as art and mud kitchen To ask a peer for help	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are engaged in the same activity To begin to develop friendships To have positive relationships with all EYFS staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	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.
What?	Settling in activities Class routines Making friends Adult-led groups The Colour Monster School rules, Hand washing 'All About Me' being me in my world	Adult-led groups Importance of hand washing and toilet routines Morning and afternoon routines – responsibility for own belongings School rules 'All About Me' - Zones of Regulation Stem sentences for play	Keeping ourselves safe Oral hygiene Safe indoors and outdoors Listening to my feelings Keeping safe online What we have in common 'All About Me' Zones of Regulation	Marist Learner Identify and moderate their feelings socially and emotionally 'All About Me' Zones of Regulation	Life stages, plants, animals, humans Getting bigger/ me and my body Manage own needs Exploring gifts and talents Stories exploring resilience and to keep on trying to reach your goal Marist Learner 'All About Me' Zones of Regulation	People who help to keep me safe What's safe to go in my body? Healthy eating Resilience and perseverance Marist Learner 'All About Me' Transition into Year 1	



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Prime Area – Physical Development

Why? <i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i>							
How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Gross Motor - Fine Motor	Can use their strength to move from one thing to another. Uses a range of tools and equipment.	Shows some control over their choice of tools. Uses a range of tools and equipment with some control.	Shows increasing development of control over trickier tools, e.g. a flag, a spade. Starts to recognise the changes they can make using tools and equipment	Starts to control the body to work with others. Shows more fine motor control with tools. Starts to be introduced to the theory behind Kinetic Letters by learning about the animals families, using them for gross motor activities.	Shows good control in large movements like changing direction when running. Shows finer control with smaller tools whilst still needing some help with tricky things like buttons. Using Kinetic Letters, begins to develop pencil grip.	Begins to control smaller tools. Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.	
Gross Motor Skills	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment To work cooperatively with a partner	To roll and track a ball To develop accuracy when throwing to a target To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To move with control and coordination, expressing ideas through movement To copy, link and repeat actions	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut straight lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To write own name using correct letter formation	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To write letters using correct formation To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To write letters using correct formation and appropriate size, sitting letters on a line To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.



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	To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support					
What?	Threading, cutting, weaving, playdough, large pegs Little Wandle letter formation 'Perfect Pencil Position' Paint tools and sensory play	Fine Motor activities. Fine motor/ pencil grip/ mark making interventions Name writing (guided) Kinetic Letters Letter Formation. Paint tools (fireworks) Construction	Fine Motor activities. Fine motor interventions Construction, and malleable materials Name writing Little Wandle	Fine Motor activities and interventions Construction and malleable materials Little Wandle Cutting skills	Fine Motor activities and interventions Construction and malleable materials Little Wandle Cutting skills Joining techniques Sketching	Fine Motor activities and interventions Construction and malleable materials Little Wandle Sculpture Painting skills	CONTINUOUS PROVISION; Outdoor games i.e. parachute games, climbing – outdoor equipment, bikes and scooters, building, heavy work, hula hoops, balance equipment, balls etc.

Specific Area – Literacy

Why? <i>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)</i>							
How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Comprehension - Word Reading - Writing	Likes to read (look at) a book with an adult. Identifies environmental sounds and can copy/repeat some. Mark making and drawing with a range of tools and equipment. Little Wandle Foundations for Phonics	Will talk about the pictures and what is happening. Identifies instrumental sounds and can copy/repeat some. Can say what their marks mean. Little Wandle Foundations for Phonics	Knows where to find the story on the page. Explores different ways of making sounds with their bodies, sings songs and rhymes independently. Shows consideration when mark making. Starts to take their time changing their tool as the marks progress. Little Wandle Foundations for Phonics	Can identify some signage in the classroom. Hears initial sound phonemes and applies knowledge to alliteration. Can copy with increasing control. Claps syllables in words. Little Wandle Foundations for Phonics	Can talk about the characters in a story. Explores and creates sound words. Using Kinetic Letters, starts to make shapes that are recognisable as preletter shapes. Can start to write name as a shape. Little Wandle Foundations for Phonics	Can talk about the story events in simple terms. Reads some meaningful key words and can orally segment and blend words. Using Kinetic letters, writes their name and identifies their name. Little Wandle Foundations for Phonics.	
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them	To act out stories To begin to predict what may happen in the story To suggest how a story might end To use words to check reading makes sense	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	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



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	correct way and turning pages To show a preference for a book, song or rhyme.	To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes					stories, non-fiction, rhymes and poems and during role play.
Word Reading	To handle books correctly and follow print left to right, top to bottom To locate the title To segment and blend words orally To recognise words that rhyme	To link set 1 sounds to letters To begin to blend and segment in order to read 'vc' and 'cvc' words To begin to match spoken word to written word (1 to 1 correspondence Phase 2 Phonics)	To locate and recall the title Phase 2 and 3 Phonics To recognise Phase 2 sounds speedily I can solve simple words by blending sounds and I check what I read makes sense and sounds right	To read some 'tricky' words To read and understand simple sentences To read words consistent with phonic knowledge Phase 3 and 4 Phonics	To recognise Phases 2/3 sounds To read some "tricky" words To re-read books showing increased accuracy and fluency Phase 4 Phonics	To recognise all Phase 2/3 sounds speedily To read some 'tricky' words speedily	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	To write/ trace own name with support To give meanings to the marks they make To copy taught letters To identify initial sounds To begin to write initial sounds	To write own name To use the correct letter formation of taught letters To begin to write cvc To begin to write words and labels using taught sounds To begin to write captions using taught sounds	To write own name using correct letter formation To write words and labels using taught sounds To begin to write captions using taught sounds To begin to write sentences using finger spaces	To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught 'tricky words' correctly To form letters correctly To write sentences using finger spaces and full stops	To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops To spell some taught 'tricky' words correctly To begin to read their work back	To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught 'tricky' words correctly To read their work back and check it makes sense	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
What?	Phase 1 phonic games Phonics: Little Wandle Nursery/Finger Rhymes Big Write (draw) Name writing Identify initial sounds Writing for a purpose (listening walk) Group reading	Little Wandle Recounts, retells, beginning, middle, end Shopping lists (role-play) Name writing, labelling, story scribing, letter writing (Santa) Group reading	Little Wandle Role-play group stories Rhyming words/ sentences Instructions Captions Writing lists Poetry	Little Wandle Rhyme Performance poetry Exciting adjectives Group stories (picture prompts) writing captions, labels, simple sentences	Little Wandle Writing for a purpose Directing others to role-play – Helicopter Stories own stories Group reading Non-fiction writing	Little Wandle Group read Adventure story writing Solving clues Using familiar texts as a model for writing own stories Character descriptions	



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Specific Area – Maths

Why? <i>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 organizing 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.</i>							
How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Number - Numerical - Patterns - Shape, Space and Measure	Starts to use some number names and starts to ascribe names to objects in a rhythmical way. Counts rhythmically and can count in songs and rhymes. Builds using different equipment of different sizes and shapes.	Can identify 1 and 2 objects when asked. Starts to use number comparison language. Talks about their models and what they used to build their models, identifying different bricks and colours.	Subitises and counts to 3. Enjoys counting as far as they can and uses numbers in their play. Sorts using simple criteria.	Notices the last number said when counting. Can say what number comes next when counting and singing number songs. Starts to identify simple patterns.	Counts up to five and is starting to understand cardinal principle. Can use "more than" to identify different groups Makes simple comparisons.	Uses number in play. Can identify numerals to 5. Can identify when two groups have the same number. Starts to use simple shape names.	
Number	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5	To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity	To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more and one less of numbers to 10 To estimate a number of objects	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts	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 doubling facts.
Numerical Patterns	To say which group has more To say which group has fewer To compare quantities to 3 To count to 5	To compare quantities to 5 To compare equal and unequal groups To count to 10	To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the difference between odd and even numbers up to 8	To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects	To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers to 10	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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			To combine two groups of objects	To take away objects and count how many are left To find the missing number	To find the missing number in addition and subtraction sentence problems	To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	
Shape, Space and Measure	To match objects To sort objects To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle	To recognise and name square and rectangle To recognise 5p To recognise 4 o'clock and 5 o'clock	To order objects by height and length To order days of the week To measure height using cubes To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes	To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock ... To begin to name 3D shapes To explore the properties of 3D shapes	To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements To recognise 5p and 10p	To add money To recognise the time to o'clock To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure
What?	Math Morning Routine (Counters/Ten Frames/Numicon) + White Rose Planning + Mastering Number Math NCETM						

Specific Area – Understanding the World

Why? <i>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.</i>							
How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Past and Present - People, Culture and communities - The Natural World	Children start to be curious about the people around them. They show interest in characters in stories and also people in school. Children notice differences in story books etc. Children start to explore the environment around them.		Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. Makes connections between the features of their family and other families. Children start to notice when things have changes with support from an adult.		Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. Knows simple features of their own environment. Children start to understand they can influence their environment and make changes to the space around them.		
Past and Present	To know about my own life and family To know how I have changed	To know about the past through settings, characters and events encountered in books read in class and storytelling (WWI, traditional tales)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Daniel Hale Williams, Laure	To know about figures from the past and present (Neil Armstrong, Tim Peake)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To talk about the lives of people around them and their roles in society To know that the emergency services exist and what they do	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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.



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			Henry-Allain, Floella Benjamin)		(communities, countries, climate change)		
People, Culture & Communities.	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers To know that there are many countries and religions around the world	To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To know about features of the immediate environment To know that people in other countries may speak different languages To know that members of our school community speak other languages and come from different countries (migration) To talk about our own heritage To talk about Chinese New Year	To know that simple symbols are used to identify features on a map To learn how Easter is celebrated around the world To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps To describe the wider environment using knowledge from observation, discussion, stories, non-fiction texts and maps (climate change)	To talk about the lives of the people around us To know about people who help us within the local community	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
The Natural World	To ask questions about the natural environment To respect and care for the natural environments To explore and recognise seasonal changes (Autumn)	To know about the natural world around them, drawing on their experiences and what has been read in class (Autumn, weather)	To know about features of the world To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	To know about and recognise the signs of Spring To know about features of their own immediate environment and how they might vary from another To plant seeds and observe and comment on their growth and changes To make observational drawings of plants To know how to care for growing plants	To make observational drawings of animals To know the difference between herbivores and carnivores To learn about lifecycles of plants and animals To know about and comment on different habitats, recognising key features and animals found there	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.
What?	My family 'All About Me' Autumn walk, changes, discovery table, collecting natural objects to represent Autumn Pumpkin soup making	Guy Fawkes Diwali WW1 Traditional Tales (adaptations over time) Autumn Weather Nativity performance, costumes Christmas	Chinese New Year Changing seasons: winter Ice experiments International Week Our own cultural heritage – international links, languages spoken within our community Our local area	Science Experiments Farm animals Easter – celebrations around the world Gardening Observing and sketching plant growth	Growth & Change: frog life cycle / butterfly Ducklings Animals and habitats Climate Change – Wild Tribe Heroes, The Tin Forest, Greta and the Giants, The Trouble with Dragons	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Gardening People who help us	



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Specific Area – Expressive Arts and Design

Why? <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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i>							
How?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Nursery - Being Imaginative and Expressive - Creating with Materials	Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music. Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.		Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse. Experimentation of marks and mark making using colour, texture and senses.		Shows a preference for types and methods of expression and shows more control when expressing themselves. More-deliberate use of materials and colour with more deliberate exploration of colour and changes.		
Creating with materials	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use some cooking techniques (mixing, cutting) To use different construction materials	To use colours for a particular purpose To share their creations To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups)	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use props and costumes for different role play scenarios	To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads	To know which prime colours you mix together to make secondary colours To plan what they are going to make (construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings Wassily Kandinsky Art	To know some similarities and differences between materials To learn about artists (Henri Matisse – simple shapes and bold colours) To explore, use and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their work To adapt work where necessary	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.



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Being imaginative and Expressive	To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform in the Nativity play To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create resources for role play	To learn and perform a poem To join in with whole school singing assemblies Mother's Day Performance To associate genres of music with characters and stories To create and resources for role play	To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well known stories To follow a musical pattern To play tuned instruments To create narratives based around stories	To perform in a class assembly To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using instruments To invent their own narratives, making resources to support	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
What?	Join in with songs Beginning to mix colours Rubbings of leaves Build stories around toys (small world) Use available props to support role play Build models using construction equipment Junk modelling Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing Draw self-portrait and own family	Use different tools and techniques to make firework pictures Listen to music and make their own dances in response Christmas decorations, Christmas cards, Christmas songs/poems Nativity play Props, puppets & story sacks to encourage children to retell, invent and adapt stories Different techniques for joining materials e.g. how to use adhesive tape and different sorts of glue Use various construction materials: make a hedgehog	Making lanterns, Chinese writing, puppet making, Chinese music International art Collaborative art – canvas, mixed media, different tools and techniques Exploration of other countries – dressing up in different costumes Group role-play	Book Week Art Andy Goldsworthy natural art Make patterns using different colours Mother's Day crafts Artwork themed around Growing / Spring Easter crafts Combining media to make collage Performance poetry Construction to build models, e.g. rockets	Explore how colour can be changed Junk modelling Construction with a range of materials Create collaboratively Art using recycled and found resources Sustainable art Habitat art work – create a habitat scene for small world animal Art for online gallery	Using clay to make a coil pot (link to the curled shell in Sharing a Shell) Variety of construction tools and techniques to create model vehicles Class assembly – songs, story, poetry	