Temple Ewell
Church of England Primary School

Reception Progression document Temple Ewell

In our school family, everyone is given the opportunity to flourish in God's love; to grow with dignity, hope and kindness.

We accept, value and celebrate our achievements.

We are inspired to be the very best that God trusts us to be and to treasure all that He created.

Faith in God, ourselves and each other

Good Samaritan (Luke 10 v 25-37)

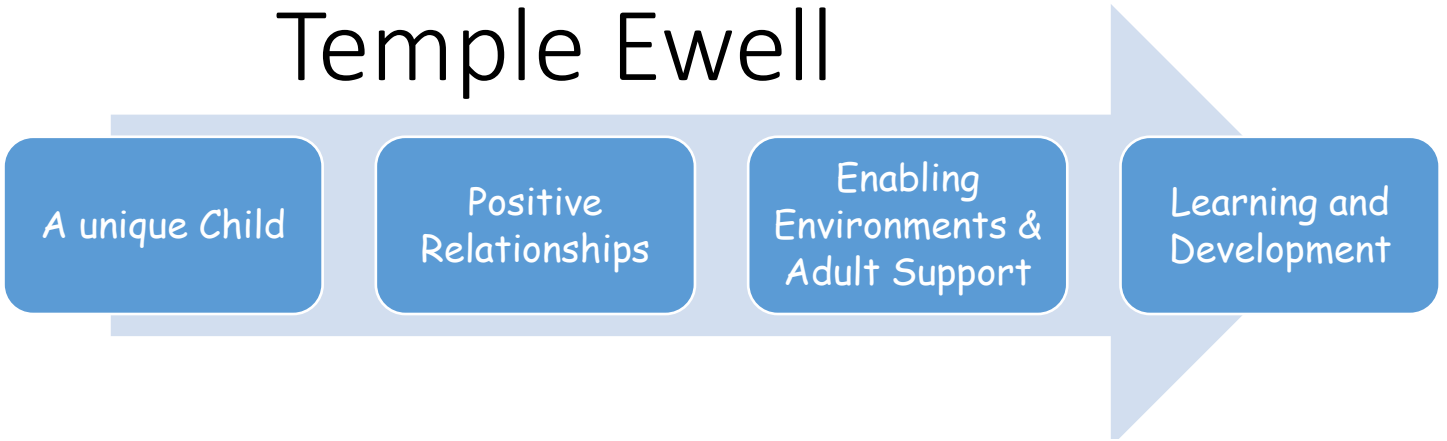
Forgiveness
Acceptance
Inspiration
Trust
Hope

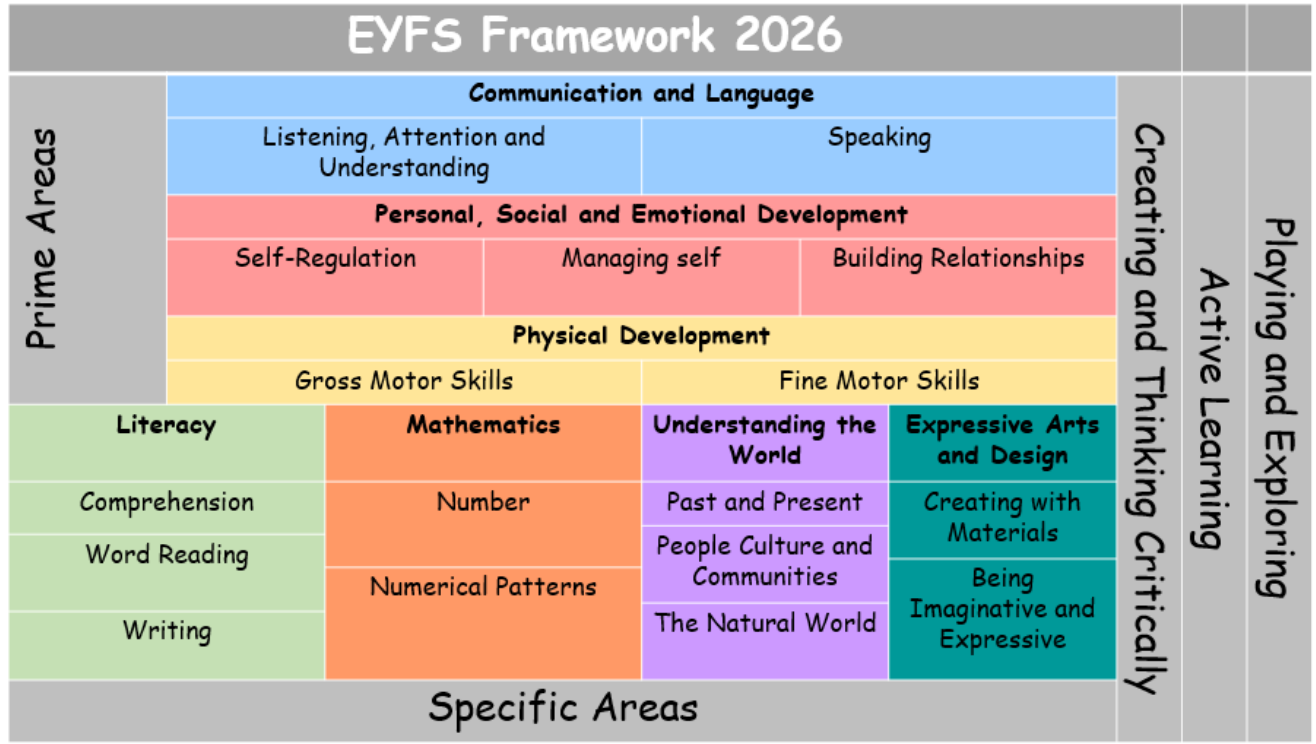
The Early Years Foundation stage is vital to children's development and helps them to create strong foundations to support them throughout their lives. At Temple Ewell we want to encourage independence, confidence and a love for learning to help provide children with the vital skills they will need for their future. We will inspire and encourage our children to be inquisitive and to take risks within their learning in a safe and secure environment. Through the curriculum the children will develop critical thinking skills by playing and exploring through active learning experiences.

EYFS at Temple Ewell: We will be using the 'Development Matters' documentation alongside the Early Years outcomes (dfe).

* Subject to change based on children's interest and needs.

Leeanne Powell – EYFS lead





EYFS Framework 2026

Prime Areas

Communication and Language

Listening, Attention and Understanding	Speaking

Personal, Social and Emotional Development

Self-Regulation	Managing self	Building Relationships

Physical Development

Gross Motor Skills	Fine Motor Skills

Literacy	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**
Comprehension	Number	Past and Present	Creating with Materials
Word Reading		People Culture and Communities	
Writing	Numerical Patterns	The Natural World	Being Imaginative and Expressive

Specific Areas

Creating and Thinking Critically

Active Learning

Playing and Exploring

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LP– EYFS Lead **Cycle A**	Ourselves	Toys	Into the Gallery	Pets	How Does your Garden Grow?	On the Move
General Themes **Cultural Capital** *(These may be adapted at various points to allow for children's interests)*	Starting school/ my new class / my family / PSED focus / relationships /feelings / Rules for the classroom and school Harvest Weather /seasons	Bonfire night celebrations Remembrance Christmas card designs KIC theatre Nativity Christmas lists Writing letters to Father Christmas anti bullying week Celebrations /family customs Welly walks Weather /season Pantomime Can I send a letter? Can I buy sweets from a shop?	Spiritual week Mothering Sunday Mothers day newspaper Chinese New Year Welly Walks Weather / Seasons Trip to Gallery	Welly walks Weather /Seasons Where do we live in the UK / world – exploring maps Easter service Life cycles – butterflies pet / wild animals Meet our pets Gardeners competition	What lives in Kearsney Abbey? Plant life cycles Plants and flowers Welly walks Weather /Seasons Planting beans / seeds. Fathers day newspaper *Forest School*	Comparing UK to other countries Reduce, Reuse, Recycle comparing modes of transport /vehicles Compare –now and then KIC theatre Fete Dance Steam train trip
High Quality Texts	The Scarecrows wedding The Colour monster Elmer stories The Gruffalo The Squirrels who squabbled Owl Babies	Oi Duck Billed Platypus! Leaf Man The night the toys came to life Lost in the toy museum	The colour monster The mixed up chameleon Brown bear brown bear what do you see? The day the crayons quit My museum The great race	Dear Zoo The Ugly 5 Some pets Monkey Puzzle The great pet sale Little red and the very hungry lion Easter story	Handa's Surprise Jaspers beanstalk The very hungry caterpillar Jack and the beanstalk Supertato The enormous turnip	Somebody swallowed Stanley The train ride Barry the fish with fingers
Inclusive Texts to be shared during story times	Together we can The perfect fit All are welcome My Daddies	Crispin: The pig who had it all Too many toys! The real Santa The night before Christmas A world of cookies for Santa Joy to the world! Christmas around the globe	The smeds and the smoo's The girl who thought in pictures A paintbrush for Paco	Detective Dog Nell Do dogs make dessert? Frockodile	Our class is a family Heather has two mummies It's ok to be different	A new school year How to get your teacher ready
'Wow' moments **Enrichment**	Using senses with food. Keeping our body and brains healthy.	Guy Fawkes – Bonfire night Posting letters to father Christmas Christmas / Nativity / panto Remembrance day Anti-Bullying week Welly Walk Diwali KIC theatre	Acorns gallery Chinese new year National Story-telling week Safer Internet day Shrove Tuesday	Bring your pet to school fortnight Mothers day World book day Easter activities Caterpillars - Butterflies	Kearsney Abbey Weather experiments Trip to allotment Caterpillars - Butterflies	Talks from people who help us Transition focus Family picnic Steam train trip

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LD – EYFS Lead **Cycle B**	Our School	Twinkle, Twinkle Little Star	Travelling Ted	Dinosaurs	Once Upon a Time	Superheroes
General Themes **Cultural Capital** *(These may be adapted at various points to allow for children's interests)*	Starting school/ my new class / my family / PSED focus / relationships /feelings / Rules for the classroom and school Harvest Weather /seasons	Bonfire night celebrations Remembrance Christmas card designs KIC theatre Nativity Christmas lists Writing letters to Father Christmas anti bullying week Celebrations /family customs Welly walks Weather /season Pantomime Can I send a letter? Can I buy sweets from a shop?	Spiritual week Mothering Sunday Mothers day newspaper Chinese New Year Welly Walks Weather / Seasons Trip to Gallery	Welly walks Weather /Seasons Where do we live in the UK / world – exploring maps Easter service Life cycles – butterflies pet / wild animals Wingham trip Gardeners competition	Plant life cycles Plants and flowers Welly walks Weather /Seasons Planting beans / seeds. Fathers day newspaper *Forest School*	Comparing UK to other countries Reduce, Reuse, Recycle comparing modes of transport /vehicles Compare –now and then KIC theatre Fete Dance Visits from emergency services
High Quality Texts ***subject to change**	All Are Welcome The Colour Monster Goes To School The Invisible String The Kissing Hand The Squirrels Who Squabbled	Whatever Next How To Catch A Star Look Up! The Way Back Home Toys In Space Non-fiction Books	The Snail And The Whale Handa's Surprise The Smeds And The Smoo's The Journey Home From Grandpa's Martha Maps It Out	Tyrannosaurus Drip Katie And The Dinosaurs Dinosaur Roar! Mad About Dinosaurs Song Of The Dinosaurs *The Story Of The Little Mole Who Knew It Was None Of His Business*	Jack And The Beanstalk The Three Little Pigs Goldilocks And The Three Bears Little Red Riding Hood The Three Billy Goats Gruff	Supertato Superworm Super Daisy Ten little superheroes Real Superheroes A superhero like you
Inclusive Texts to be shared during story times	All are welcome We are all neighbours The family book My Daddies! That's not my name!	Mae among the stars Can bears ski? The proudest Blue The best Diwali ever You can!	The can caravan My two grannies In my mosque The Katha chest I will swim next time	Bronty's battle cry Talking is not my thing This is me	The paper dolls Little Red Princess Smarty pants The odd egg The blanket bears	A superhero like you Julian is a mermaid Amazing
'Wow' moments **Enrichment**	Using senses with food. Keeping our body and brains healthy.	Guy Fawkes – Bonfire night Posting letters to father Christmas Christmas / Nativity / panto Remembrance day Anti-Bullying week Welly Walk Diwali KIC theatre	'Trips' around the world Chinese new year National Story-telling week Safer Internet day Shrove Tuesday	Zoo trip Mothers day World book day Easter activities Caterpillars - Butterflies	Kearsney Abbey Weather experiments Trip to allotment Caterpillars - Butterflies	Talks from people who help us Transition focus Family picnic Steam train trip

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A **Cycle B**	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Characteristics of effective learning.	**Playing and exploring** - children investigate and experience things, and 'have a go' **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things					
Overarching principles	Four guiding principles should shape practice in early years settings. These are: • every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through **positive relationships** • children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of **learning and development**. Children develop and learn at different rates.					

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Ourselves	Toys	Into the Gallery	Pets	How Does your Garden Grow?	On the Move
Key knowledge	I know my family changed. I know who is in my family. I know that humans change from birth to adulthood. I can follow rules and routines. I can begin to build positive relationships.	I know that toys have changed over time. I know the types of toys we play with and that they have changed from what our parents played with. I can begin to discuss how seasons change.	I know art has changed through the years. I know where some artists lived. I know how art impacts peoples lives. I know how to mix some colours.	I know different animals. I know animals change as they grow older. I know what pets need to be healthy. I know how to discuss and compare animals. I know how to discuss the life cycle of butterflies. I can discuss how seasons change.	I know the different parts of a plant. I know some of the things a plant needs to grow. I know which plants we can eat. I know the name of some plants & trees.	I know different modes of transport. I know transport has changed over time. I know that Christopher Columbus was important. I can discuss how seasons change.
Key Vocabulary	Family Ourselves Human Birth Adulthood Change	Past Present Compare Now Then Old New Autumn Winter	Gallery Artist Print Pattern Sculpture	Wild Pet Habitat Life cycle Paw Young Spring Animal Body parts e.g. wing, tai, paw, scale, fur, fin, beak etc.	Stem Petal Leaf Root Pollen Seed Branches Trunk Bark Acorn Willow Elm Sycamore Oak	Christopher Columbus Transport Carriage Chariot steam engine combustion engine Modes of transport e.g. car, bus, train, hot air balloon, steam train, bicycle, unicycle etc.

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Our School	Twinkle, Twinkle Little Star	Travelling Ted	Dinosaurs	Once Upon a Time	Superheroes
Key knowledge	I know the name of my school and some of the people who work there. I know that different people in school have different roles. I know some features of my school and local area. I know that a map can show us where places are. I know that a route shows how we get from one place to another.	I know that Earth is the planet where we live. I know that Earth is one of the planets in space. I know that the Sun is a star and the Moon orbits Earth. I know that astronauts travel into space. I know Neil Armstrong was the first person to walk on the Moon. I know that space travel has changed over time.	I know that I live in England, which is part of the United Kingdom. I know that London is the capital city of England. I know that the world is made up of different countries. I know that people live in different places around the world. I know that maps and globes can help us locate places. I know that places can have similarities and differences.	I know that dinosaurs lived a very long time ago, before humans. I know that different dinosaurs had different features and ate different foods. I know that dinosaurs are extinct. I know that fossils give us clues about living things from the past. I know Mary Anning discovered important fossils. I know the world was different when dinosaurs were alive.	I know that London is the capital city of England and the United Kingdom. I know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland. I know that people travel around London in different ways, including by bus, train and Underground. I know that Queen Elizabeth II was the Queen of the United Kingdom and the longest reigning monarch. I know that King Charles III became King after Queen Elizabeth II and is our current monarch. I know that Buckingham Palace is a royal residence in London.	I know that a hero can be someone who helps other people. I know that people in our community have different jobs and roles. I know that emergency services help to keep us safe. I know that real-life heroes do not need superpowers. I know some ways I can help other people. I know that people can make a difference through their actions.
Key Vocabulary	School community local map route direction near far road building teacher headteacher	Earth space planet Sun Moon star astronaut rocket orbit Neil Armstrong past present	England United Kingdom London capital city country world map globe journey travel near far same different	Dinosaur prehistoric extinct fossil palaeontologist Mary Anning herbivore carnivore skeleton past long ago	London capital city England United Kingdom Scotland • Wales Northern Ireland Europe transport Underground Queen Elizabeth II King Charles III monarch royal Buckingham Palace past present	Hero community helper emergency police, firefighter paramedic doctor nurse occupation safe protect care helpful

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LD – EYFS Lead **Cycle A & B**	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Communication and Language **Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.**	The EYFS states: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, JIGSAW, stories, singing, speech and language interventions, **Daily story time using high quality texts (from the EYFS brilliant reads list)**	(I am & I like to sentences) *Settling in *Make friends Talk about *experiences that are familiar to them *interests and things they are good at *what is special about themselves & how they are unique *family routines and special occasions *Show an interest in the lives of other people *Follow instructions (settling in, putting my things away)	Tell me a story… Develop vocabulary: *Tell me a story - retelling stories, *Story language *Listening and responding to stories *Following instructions *Takes part in discussion *Understand how to listen carefully and why listening is important. *Choose books that will develop their vocabulary.	How and Why? Word of the Day! Develop vocabulary: *Asks how and why questions… *Retell a story with story language *Remember key points from a story *Ask questions to find out more and to check they understand what has been said to them. *I can describe events *Listen to and talk about stories to build familiarity and understanding. *Learn rhymes, poems and songs.	Explain to me! Word Aware: *explore vocab *Reciting poems and songs *I can learn and recite, poems and songs: Rhyme of the week *Tell me a story - retelling stories: *I can listen to and engage in and talk about selected non-fiction *I can articulate my ideas and thoughts into well-formed sentences *I ask questions to find out more	Can you recount an event? *I can learn and recite, poems and songs: *Rhyme of the week *I can listen to, engage in and talk about non-fiction *I can describe events in some detail farm/zoo trip, butterfly life cycle *Articulate a life cycle	Can you think of another word for* *I can learn and recite, poems and songs: *Rhyme of the week *I can talk about similarities and differences between things in the past and now *I can talk about the experiences I have had at different points in the school year

LD – EYFS Lead Cycle A & B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Personal, Social and Emotional Development	The EYFS states: 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**.					
Managing Self **Self-Regulation** **Making Relationships**	Jigsaw – PSHE Being Me in My World Who am I and how do I fit? Help others to feel welcome. Try to make our school a better place. Think about everyone's right to learn. Care about other people's feelings. Work well with others. Choose to follow the learning charter. Class rules. Behavioural expectations in class / boundaries set. Healthy eating. What is good for my body? Mental health?	Jigsaw – PSHE Celebrating difference Respect for similarity and difference. Anti-Bullying and being unique. Accept that everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems. Try to use kind words. Know how to give and receive compliments. Safe indoors and outdoors. Listening to my feelings. Keeping safe online. People who help keep me safe.	Jigsaw – PSHE Dreams and goals. Aspirations, how to achieve goals and understanding the emotions that go with this. Stay motivated when doing something challenging. Keep trying even when it is difficult. work well with a partner or in a group. Have a positive attitude. Help others achieve their goals. Working hard to achieve their own dreams and goals. Keeping myself safe online.	Jigsaw – PSHE Healthy Me Being and keeping safe and healthy. Have made a healthy choice. Have eaten a healthy balanced diet. Have been physically active. Have tried to keep themselves and others safe. Know how to be a good friend and enjoy healthy friendships. Know how to keep calm and deal with difficult situations. Healthy eating. What is good for my body? Mental health?	Jigsaw - PSHE Relationships. Building healthy, positive relationships. Try to solve friendship problems when they occur. Help others to feel part of a group. Show respect in how they treat others. Know how to help themselves and others when they feel upset and hurt. Know and show what makes a good relationship. Bouncing back when things go wrong. What relationships are special and why? Life stages, plants, animals, humans.	Jigsaw –PSHE Changing me. Coping positively with change. Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes they see in themselves. Understand and respect the changes they see in other people. Know who to ask for help if they are worried about change. Look forward to change. Transition into year 1. year 1 readiness.

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

* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty

Cycle A & B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
* Subject to change due to cohort needs	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Physical Development	The EYFS states: 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**.					
Developing skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip.					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **Daily opportunities for Fine Motor Activities**	Is able to: Take shoes off and putt them on. Roll, cut, and mould clay to different shapes Use simple tools.	Develop muscle tone to put pencil pressure on paper. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Is able to: Use tools to effect changes to materials. Show preference for dominant hand. Create prints by rolling, rubbing and stamping.	Encourage children to draw freely. Is able to; Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Hold Small Items / Button Clothing / zips Cutting with Scissors with increasing control. Use a variety of tools, including thick and thin brushes.	Is able to: Hold a pencil effectively with comfortable grip. Form recognisable letters, most correctly formed.	Is able to: Develop pencil grip and letter formation. Continually use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle. Tear different materials. Weave in and out of large weaving frame.	Is able to: Form letters correctly. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego
Gross motor 2X weekly PE Lessons With Mr L and Miss Demetri. Provision. Fizzy sessions.	**PE** **How do I throw and catch a ball of different sizes?** Is able to * throw and catch balls of different sizes * Pass and control a football effectively * Throw underarm for short distance * hop, jump, skip, balance and crawl using appropriate equipment	**PE** **Can I find space within the pitch?** Uses a range of ways to move appropriately following instruction, e.g. jumping, hopping, sliding, slithering, galloping. Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build. Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. the space / pitch * hop, jump, skip, balance and crawl using appropriate equipment	**PE** **How does my body move?** Is able to * Safely move around a confined space * Move in a variety of basic body movements * begin to lean to balance * stand on one foot * learn basic gymnastic moves * hop, jump, skip, balance and crawl using appropriate equipment	**PE** **How does music move my body?** Is able to: Move their body in a rhythm to music. Can jump safely from a piece of equipment. Make body movements relevant to the tempo of the song. Explore different pathways and levels. Begin to utilise space. Able to balance on and off equipment. Can revise and refine a range of movement skills they have already acquired, e.g. rolling, crawling, walking, running, hopping, skipping.	**PE** **Can I hit a static ball?** Is able to: Hold a bat correctly. Develop ball to bat / hand-eye coordination stop a moving ball * hop, jump, skip, balance and crawl using appropriate equipment such as skipping ropes and ribbons	**PE** **How can I run fast?** Is able to: Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children demonstrate these skills in a range of situations consistently.

Continuous Provision; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene,. Provide regular reminders about thorough handwashing and toileting. Bikes and trikes etc. to support gross motor development.

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A & B	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Literacy	The EYFS states: 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)					
Comprehension -Developing a passion for reading Children will visit the school library weekly **Word Reading** Children will be working in different groups for phonics. Focus on consolidation of Phase 2 and 3 sounds working towards finishing Phase 4 by the end of the year. Reading for pleasure, Fun Reading time weekly, weekly reading with Oaks.	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	PHONICS Phase 1 & 2 Whole Reception Class I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	**PHONICS Phase 2 Whole Reception class / differentiated groups** I can Link most sounds to letters I am beginning to blend and segment in order to read cvc and cvc words I am beginning to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print I can read some Phase 2 words including some tricky words	**PHONICS Phase 2 & 3 Differentiated groups** I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	**PHONICS Phase 3 Differentiated groups** I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	**PHONICS Phase 3 & 4 Differentiated groups** I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	**PHONICS Phase 4 Differentiated groups** I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency

LD – EYFS Lead

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Cycle A	Ourselves	Toys	Into the Gallery	Pets	How Does your Garden Grow?	On the Move
Literacy	The EYFS states: 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)					
Writing **Texts may change due to children's interests** **I can 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. (ELG)**	**Texts as Stimulus:** Familiar books we know T1 The Colour Monster - Anna Llenas The Gruffalo - Julia Donaldson Charlie and Lola Stories – Lauren Child The squirrel's who squabbled – Rachel Bright The Scarecrow's Wedding- Julia Donaldson Little Acorn – Melanie Joyce	**Texts as Stimulus:** Toys In Space – Mini Grey The night the toys came to life – Enid Blyton Where's My Teddy? – Jez Alborough Lost in the Toy Museum – David Lucas Stickman – Julia Donaldson Leaf man – Lois Ehlert Oi Duck Billed Platypus! – Kes Gray *Non-fiction texts about toys from the past and around the world.*	**Texts as Stimulus:** The Colour Monster - Anna Llenas The Mixed-Up Chameleon – Eric Carle Brown Bear Brown Bear What Do You See? – Bill Martin Jr The Day the Crayons Quit – Drew Daywalt The Smeds and The Smoo's – Julia Donaldson My museum - Joanne Liu The great race – Emily Hiles	**Texts as Stimulus:** Dear Zoo – Rod Campbell The Ugly 5 - Julia Donaldson Some Pets - Angela DiTerlizzi Monkey Puzzle – Julia Donaldson Commotion In the Ocean – Julia Donaldson Rumble In the Jungle– Julia Donaldson The Polar Pack – Madeline Rodgers Detective dog knell – Julia Donaldson Little Red and the very hungry lion – Alex Smith *Non-fiction texts about animals*	**Texts as Stimulus:** The very Hungry Caterpillar – Eric Carle Super worm – Julia Donaldson The enormous turnip Jack and the beanstalk Supertato – Sue Hendra & Paul Linnet Handa's surprise – Eileen Browne *Non-fiction texts about Plants*	**Texts as Stimulus:** The Train Ride – June Crebbin Tip Tip Dig Dig – Emma Garcia Goodnight, Goodnight, Construction Site - Sherri Duskey Rinker Emergency! -Margaret Mayo We all go travelling by – Sheena Roberts Somebody Swallowed Stanley – Sarah Roberts The Snail and the whale - Julia Donaldson *Non-fiction texts about transport*
	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds. *Rhyming* *Use initial sounds to label characters / images.* *Names Labels.* *Writing for a purpose in role play*	*Recount of an event orally, Name writing, labelling, Retelling stories, letter writing to Father Christmas. Rhyming* *Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.*	*Rhyming words/sentences Instructions Captions Writing recipes, lists. Rhyming*	*Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Exciting adjectives 'Wow words' Character descriptions. Order the Easter story, Fact files, Letters Rhyming*	*Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.* *Form lower-case and capital letters correctly.* *Rhyming words.* *Labels and captions – life cycles* *Enjoying different types of poetry Rhyming*	*Non -fiction Story writing (recycling), writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.* *Innovation of familiar texts* *Using familiar texts as a model for writing own stories.* *Character description* *Rhyming*

LD – EYFS Lead

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Our School	Twinkle, Twinkle, Little Star	Travelling Ted	Dinosaurs	Once Upon a Time	Superheroes
Literacy	The EYFS states: 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)					
Writing **Texts may change due to children's interests** **I can 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. (ELG)**	**Texts as Stimulus:** Familiar books we know T1 All Are Welcome The Colour Monster Goes To School The Invisible String The Kissing Hand The Squirrels Who Squabbled	**Texts as Stimulus:** Whatever Next How To Catch A Star Look Up! The Way Back Home Toys In Space Non-fiction Books	**Texts as Stimulus:** The Snail And The Whale Handa's Surprise The Smeds And The Smoo's The Journey Home From Grandpa's Martha Maps It Out	**Texts as Stimulus:** Tyrannosaurus Drip Katie And The Dinosaurs Dinosaur Roar! Mad About Dinosaurs Song Of The Dinosaurs *The Story Of The Little Mole Who Knew It Was None Of His Business*	**Texts as Stimulus:** Jack And The Beanstalk The Three Little Pigs Goldilocks And The Three Bears Little Red Riding Hood The Three Billy Goats Gruff	**Texts as Stimulus:** Supertato Superworm Super Daisy Ten little superheroes Real Superheroes A superhero like you
	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds. *Rhyming* *Use initial sounds to label characters / images.* *Names Labels.* *Writing for a purpose in role play*	*Recount of an event orally, Name writing, labelling, Retelling stories, letter writing to Father Christmas. Rhyming* *Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.*	*Rhyming words/sentences Instructions Captions Writing recipes, lists. Rhyming*	*Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Exciting adjectives 'Wow words' Character descriptions. Order the Easter story, Fact files, Letters Rhyming*	*Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.* *Form lower-case and capital letters correctly.* *Rhyming words.* *Labels and captions – life cycles* *Enjoying different types of poetry Rhyming*	*Non -fiction Story writing (recycling), writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.* *Innovation of familiar texts* *Using familiar texts as a model for writing own stories.* *Character description* *Rhyming*

Cycle A & B	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Mathematics **At Temple Ewell we base our learning on White Rose maths and Teaching for Mastery (NCETM)** **Mathematical language will feature throughout.** **ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.** **ELG: Numerical Patterns Children at the expected level of development will: - 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.**	The EYFS states: Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between them** and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go', talk to adults** and peers about what they notice and not be afraid to make mistake					
Baseline / getting to know you x3 weeks Matching Sorting Comparing amounts Comparing size, mass and capacity Exploring patterns Build on previous experiences of number from home and nursery. Develop counting and subitising skills. Join in with counting sequence. Connect quantities and numbers to finger patterns. Represent numbers on their fingers.	Represent and compare numbers within 5 Composition of numbers within 5 Develop counting and subitising skills. Begin to compare sets of objects. Use language of comparison. Identify when a set can be subitised and when counting is needed. Subitise different arrangements. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. One more or less. Shapes with 1,2,3 & 4 sides Cardinality	Zero Comparing numbers to 5. Composition of 4 and 5. Comparing mass. Comparing capacity. Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height. Continue to develop subitising skills within and beyond 5 Connect quantities with numerals. Begin to identify missing parts for numbers within 5.	9 and 10 Comparing numbers to 10 Begin number bonds to 10 3D shapes focus on equal and unequal groups when comparing numbersline understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers Continue to develop their understanding of the counting sequence and link cardinality and ordinality order numbers and play track games Understand that two equal groups can be called a double. Use positional language.	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more, taking away Compose and decompose Continue to develop counting skills Explore a range of representations of numbers Compare quantities and numbers	Deepening understanding Patterns and relationships Spatial mapping Doubles Sharing and grouping Odd and even continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek

LD – EYFS Lead	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Cycle A & B	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Computing	**- Children will develop their fine motor skills to be able to use technology where appropriate.** **- Children are to develop their understanding of "appropriate screen time"** **- Children are to understand how to keep safe when using technology.**					
Although computing is no longer an ELG, at Temple Ewell we understand that we need to teach children to - Be responsible digital citizens who are able to make the most of opportunities presenting by the changing digital world - Think about the safe use of the internet before accessing online material and know who to turn to for help when needed	Identify everyday technology Make marks on a digital device to communicate ideas Talk about how everyday technology is controlled SMART RULES - to tell an adult if they see something on a digital device that upsets them - To know not to give out information about themselves - To know that not everything they see on the internet is true	To know that ICT may be used to communicate information electronically To know that digital devices can present information in a variety of ways SMART RULES - to tell an adult if they see something on a digital device that upsets them - To know not to give out information about themselves - To know that not everything they see on the internet is true	Safer internet day . Identify how technology is used to share information (google maps). SMART RULES - to tell an adult if they see something on a digital device that upsets them - To know not to give out information about themselves - To know that not everything they see on the internet	Make marks on a digital device to communicate ideas Identify how technology is used to share information (google maps). To navigate their way around an iPad and operate several apps confidently To understand the basic functions of an iPad (home button, lock button and volume buttons) SMART RULES - to tell an adult if they see something on a digital device that upsets them - To know not to give out information about themselves - To know that not everything they see on the internet	To know the difference between computer based activities (painting changes can be easily made, text can be deleted etc.) SMART RULES - to tell an adult if they see something on a digital device that upsets them - To know not to give out information about themselves - To know that not everything they see on the internet	To know that information may be stored on digital device - to access their bug club account. SMART RULES - to tell an adult if they see something on a digital device that upsets them - To know not to give out information about themselves - To know that not everything they see on the internet

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Ourselves	Toys	Into the Gallery	Pets	How Does your Garden Grow?	On the Move
Understanding the World	The EYFS states: 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.					
People Culture and Communities, The Natural World, Past and present RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others. They will begin to understand and value the differences of individuals and groups within the Dover community. Children will also have lots of opportunity to develop their emerging moral and cultural awareness. We will use the role play as a stimulus for learning as well as Collective Worship as a way of expressing their thoughts and values. **Collective Worship/ Reflection Time Daily** **Work will be displayed in the classroom, on the drive, in Early learning journals and in the big floor books.**	Is able to: Identify and comment about family and state what relation they are to them. Name, describe and draw people who are familiar to me. Show interest in the lives of other people who are familiar to me. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Ask questions about aspects of my familiar world such as the place where I live or the natural world. Talk about why things happen. Discuss which people are special and why. Talk about things I have observed such as seasons. Ask questions about aspects of my familiar world such as the place where I live or the natural world.	Is able to: Compare and contrast the past and present, including figures, toys and characters I can talk about significant events in my own experience I can recognise and describe special times or events for family or friends Remembrance Day Who celebrates Christmas? Discuss which times and stories are special and why Recognise that people have different beliefs and celebrate special times in different ways Look at the environment during welly walks Talk about things I have observed such as seasons.	Is able to: Use images, video clips, shared texts and other resources to bring the wider world (Chinese New Year) into the classroom. Discuss what they see Describe and comment on things they have seen whilst outside, including plants and animals. Describe and comment on artwork they have seen. Celebrate Chinese New year Recognise that people have different beliefs Respect difference by talking about lives of people around us Talk about experiences at different points in the year Discuss people of the past and why they are special – Artists Looking at the environment during welly walks Talk about experiences at different points in the year Discuss things I have observed such as the changing seasons: winter.	Is able to: Map our journey to school. Looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Describe special events (Easter) Discuss what times, stories and places are special and why? Look at the environment during welly walks Understand the effects of changing seasons on the world around me (Spring) Differentiate between land and water. Know there are different countries in the world Discuss Similarities and differences between countries/ environments/ Africa/ Animals / using Handa's Surprise Understand the key features of the life cycle of an animal Observe and discuss growth and change (Butterfly life cycle / hatching butterflies) Show care and concern for living things in the environment Start to develop an understanding of growth, decay and changes over time Talk about some of the things I have observed such as plants, animals, natural and found objects	Is able to: Use texts to explore a different countries Sort seeds Understand the key features of the life cycle of an animal Show care and concern for living things in the environment Start to develop an understanding of growth, decay and changes over time Talk about some of the things I have observed such as plants, animals, natural and found objects Discuss what is special about our world Tell you what a plant needs to grow Discuss Similarities and differences between countries/ environments/ Africa/ Animals / Fruit using Handa's Surprise Name some of the part of a plant. (Petal, stem, room, leaves)	Is able to: Show an interest in different occupations and ways of life Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Compile data by making a transport tally Look at the difference between transport in the past and present and make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Talk about their homes and what there is to do near their homes? Discuss environments – Features of local environment. Explore maps of local area Comparing places on Google Earth – how are they similar/different? Explore materials: Floating / Sinking – boat building Share non-fiction texts that offer an insight into contrasting environments.] draw information from a simple map talk about ways in which I can look after the environment Discuss what is special about our world
	RE **UC-GOD** What do Christians believe God is like?	**RE** **UC-INCARNATION** Why does Christmas matter to Christians?	**RE** **UC-GOSPEL** What is the good news that Jesus brings?	**RE** **UC-SALVATION** Why does Easter matter to Christians?	**RE** **KAS-Judaism** Who is Jewish and what do they believe?	**RE** **KAS-Judaism** Who is Jewish and what do they believe?

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Our School	Twinkle, Twinkle, Little Star	Travelling Ted	Dinosaurs	Once Upon a Time	Superheroes
Understanding the World	The EYFS states: 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.					
People Culture and Communities, The Natural World, Past and present RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others. They will begin to understand and value the differences of individuals and groups within the Dover community. Children will also have lots of opportunity to develop their emerging moral and cultural awareness. We will use the role play as a stimulus for learning as well as Collective Worship as a way of expressing their thoughts and values. **Collective Worship/ Reflection Time Daily** **Work will be displayed in the classroom, on the drive, in Early learning journals and in the big floor books.**	Is able to: Identify and talk about members of their family and people who are familiar to them. Talk about what they do with their family and places they have visited together. Recognise similarities and differences between their own family and other families. Identify people who are special to them and explain why. Talk about their school and describe some features of their immediate environment. Identify some people within the school community and describe their roles. Ask questions about familiar places and the natural world around them. Talk about things they observe in their environment, including plants, animals and natural objects . Observe and describe signs of autumn during welly walks. Recognise that the natural environment changes with the seasons. Talk about why some Christians celebrate Harvest and how it is celebrated. Recognise that people and families may have different beliefs and traditions.	Is able to: Recognise the Sun, Earth and Moon and describe some of their features. Know that Earth is the planet on which we live. Recognise that there are other planets in space. Describe some differences between day and night. Talk about how the sky changes between daytime and night-time. Observe and describe seasonal changes as autumn changes into winter . Use observations to ask questions about the natural world and why things happen. Recognise that people celebrate special times in different ways. Know that Christmas is a Christian festival celebrating the birth of Jesus. Recognise that Diwali is an important festival for Hindus, Sikhs and Jains and talk about some ways it is celebrated. Compare some similarities and differences between celebrations they have experienced. Talk about significant events from their own past and experiences.	Is able to: Know that they live in England and that England is part of the United Kingdom. Use a simple map or globe to locate the United Kingdom and other countries. Recognise that there are many different countries in the world. Use images, videos, shared texts and other resources to find out about life in different countries. Compare environments in different parts of the world. Describe similarities and differences between their own life and the lives of people in other countries. Recognise that different environments are home to different plants and animals. Recognise that people around the world have different cultures, beliefs and traditions. Know that Lunar New Year is celebrated by many communities and describe some associated traditions. Talk about experiences and celebrations that take place at different points in the year. Observe and describe the natural environment during winter. Recognise and describe some ways the natural world changes during winter.	Is able to: Know that dinosaurs lived a very long time ago, before humans. Use words such as past, present, long ago, before and now when talking about time. Recognise and name some dinosaurs and describe similarities and differences between them. Know that fossils give us information about living things from the past. Know that a palaeontologist studies fossils and prehistoric life. Recognise that some living things from the past are now extinct. Compare dinosaurs with animals that are alive today. Observe and describe changes as winter changes into spring. Recognise signs of spring in plants and animals. Understand that living things grow and change over time. Observe and discuss the growth and changes of caterpillars as they develop into butterflies. Describe the key stages of a butterfly life cycle. Show care and concern for the caterpillars and butterflies and understand that living things need to be cared for. Know that Easter is an important Christian festival and talk about why Christians celebrate Easter.	Is able to: Know that Queen Elizabeth II was Queen in the past and King Charles III is the current King. Use words such as past, present, then and now when talking about people, places and events. Compare aspects of the past and present using photographs, stories and other sources. Talk about significant people from the past and explain why they are remembered. Know that London is the capital city of England and the United Kingdom. Locate London on a simple map of the United Kingdom. Recognise and name some significant London landmarks, including Buckingham Palace. Compare photographs and images of London in the past with London today. Recognise that London is home to people from many different cultures and communities. Recognise that different communities have places that are special to them. Talk about why some places are special to different people. Observe and describe growth and change in plants. Name the main parts of a plant, including roots, stem, leaves and flower. Know that plants need water, light and suitable conditions to grow. Show care and concern for plants and other living things in the environment.	Is able to: Identify different occupations and people who help us within the school and local community. Describe the roles of people such as police officers, firefighters, doctors, nurses and paramedics. Recognise important places and services within their local community. Talk about how different people help to keep others safe and healthy. Talk about their home and identify some features of the area where they live. Explore simple maps of the local area. Use simple positional and navigational language when talking about maps and journeys. Compare places within their local area and describe similarities and differences. Recognise that people within a community may have different beliefs, cultures and ways of life. Talk about ways they can show respect and care for other people. Explore and describe the natural environment during summer. Recognise that living things grow and change over time. Talk about ways they can care for plants, animals and their local environment. Discuss what is special about our world and suggest ways we can look after it.
	UC-CREATION	**UC-INCARNATION**	**KAS-Which stories are special and why?**	**UC-SALVATION**	**KAS-Which stories are special and why?**	**KAS-Which stories are special about different faiths and**

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Ourselves	Toys	Into the Gallery	Pets	How Does your Garden Grow?	On the Move
Expressive Arts and Design	The EYFS states: 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.						
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. **Work will be displayed in the classroom, on the drive and in the big floor books.** **Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work and learning through Continuous Provision times.**	Art theme: Colour, Digital art, sculpture Charanga: How can I make music? : Me • Beginning to mix colours • Build stories around toys (small world) use available props to support role play • Build models using construction equipment. • Exploring sounds and how they can be changed, tapping out of simple rhythms. • Play pitch matching games, humming or singing • Draw a self-portrait (enclosing lines): draw definite features • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue • Take a photo graph • is able to roll, cut and mould clay to different shapes • is able to use simple tools	DT theme: Mechanisms, wheels, axles. Characteristics of materials Charanga: How can I make music?: Me • Make Christmas decorations, Christmas cards, Divas, Christmas songs/poems • Use story maps, props, puppets etc to encourage children to retell, invent and adapt stories. • Role Play of The Nativity • Music: Christmas Songs • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue • Rubbings of leaves/plants • designing and making toys •Junk modelling, record the children's processes. • Create prints by rolling, rubbing and stamping. • Making models move	Art theme: Painting, Pastels etc Charanga: What does music sound like?: Everyone • I can explore how colour can be changed • I can talk about a famous artist. • Making lanterns, Chinese writing, puppet making, Chinese music and composition • I can combine media to make a collage. • Abstract Art • Yarn Bombing • Contemporary movements Listen to music and make their own dances in response • Safely move around a confined space • Move in a variety of basic body movements • begin to lean to balance • stand on one foot • learn basic gymnastic moves • Use a variety of tools, including thick and thin brushes.	DT theme: Structures, Stability, characteristics of materials Charanga: What does music sound like?: Everyone • Mother's Day crafts • Exploration of other countries – dressing up in different costumes Easter • Crafts printing, patterns on Easter eggs • I can recognise, create and describe pattern: animal prints • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Rubbings of leaves/plants • Designing and making pet homes	Art theme: environmental art. DT theme: Preparing fruit and vegetables. Charanga: What do we learn from music?: Big Bear Funk • Junk modelling • Provide children with a range of materials for children to construct with. • Create collaboratively • I can use various construction materials: •Weaving •Environmental Art •Environmental artists • food safety, hygiene, cutting / preparing skills.	Charanga: What do we learn from music?: Big Bear Funk • Making models from recycled materials • Making models move • Father's Day/significant male cards. •Junk modelling, boats and transport

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Cycle B	Our School	Twinkle, Twinkle, Little Star	Travelling Ted	Dinosaurs	Once Upon a Time	Superheroes
Expressive Arts and Design	The EYFS states: 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.					
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. **Work will be displayed in the classroom, on the drive and in the big floor books.** **Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work and learning through Continuous Provision times.**	**Is able to:** Explore and name a range of colours. Experiment with mixing colours and observe changes. Use a range of tools, including thick and thin brushes. Create marks, lines and shapes to represent things they observe. Draw a self-portrait with recognisable features. Explore different materials and textures. Cut, tear, arrange and join materials to create artwork. Manipulate modelling materials by rolling, cutting and moulding. Explore sounds using their voice, body and instruments. Copy simple rhythms and sing familiar songs and nursery rhymes. Use familiar experiences within role play and small-world play.	**Is able to:** Select and combine materials to create their own models. Use different techniques to join materials. Develop their own ideas when creating models, decorations and artwork. Create patterns and prints using different materials and objects. Begin to talk about what they have created and how they made it. Use props and resources to retell familiar stories. Develop storylines within imaginative play. Take on different roles during Nativity and role play. Sing familiar songs from memory. Perform songs, rhymes and poems with others.	**Is able to:** Explore and respond to the work of different artists. Recognise that artists use different styles, materials and techniques. Experiment with paint, pastels and other drawing materials. Explore colour and how it can be used to create different effects. Combine different materials and media within their artwork. Select materials and tools to represent their own ideas. Create artwork inspired by different cultures and places. Talk about their artwork and express simple opinions about the work of others. Listen and respond to music from different cultures. Respond to music through movement and create their own simple dances. Use imaginative play to represent experiences, stories and ideas.	**Is able to:** Select and combine materials to create for a particular purpose. Explore how different materials can be shaped and joined. Create increasingly complex models and structures. Adapt their creations when they want to improve them. Create collaboratively, sharing ideas and resources. Explore pattern through printing, rubbing and mark making. Recognise, copy and create repeating patterns. Use drawing, painting and modelling to represent their own ideas. Use props and resources to develop narratives within imaginative play. Respond to music through rhythm, movement and dance.	**Is able to:** Explore and respond to the work of environmental artists. Use natural, found and recycled materials creatively. Select and arrange materials purposefully to represent their ideas. Create artwork individually and collaboratively. Develop an idea and select appropriate tools, materials and techniques to create it. Use a range of tools and materials with increasing control. Combine different materials and techniques within their creations. Develop storylines and characters through imaginative play. Listen to music and express their thoughts and feelings about what they hear. Create their own songs, rhythms and musical patterns. Talk about their creations and explain some of the choices they have made.	**Is able to:** Develop their own creative ideas and decide how to represent them. Select tools and materials independently for a purpose. Combine and join materials using techniques learned throughout the year. Create increasingly detailed models using a range of materials. Adapt and improve their creations. Use drawing, painting, printing, modelling and collage techniques with increasing independence. Combine artistic techniques and materials within their own work. Talk about their creative process and evaluate their finished work. Invent, adapt and recount narratives and stories with others. Use props, costumes and resources independently within imaginative play. Sing a range of familiar songs and rhymes from memory. Play instruments with increasing control and create simple rhythms. Perform songs, stories, music and movement to others.

LD – EYFS Lead	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A & B	Ourselves Our School	Toys Twinkle, Twinkle Little Star	Into the Gallery Travelling Ted	Pets Dinosaurs	How Does your Garden Grow? Once Upon a Time	On the Move Superheroes
Assessment Opportunities	Baseline Data on Entry National Baseline data by end of term EYFS Weekly team meetings / hand overs End of term assessments Parent Consultations Continuous provision to provide opportunities for observation / ongoing assessment Phonics meeting with Phonics lead at end of term.	Pupil progress meetings Moderation End of term assessments Phonics assessments EYFS weekly team meetings Continuous provision to provide opportunities for observation / ongoing assessment Phonics meeting with Phonics lead at end of term. EYFS meeting at beginning of term with EYFS Governors.	Pupil progress meetings Moderation Phonics assessments EYFS weekly team meetings Parent Consultations Continuous provision to provide opportunities for observation / ongoing assessment Phonics meeting with Phonics lead at end of term	Pupil progress meetings Moderation End of term assessments Phonics assessments EYFS weekly team meetings Continuous provision to provide opportunities for observation / ongoing assessment Phonics meeting with Phonics lead at end of term	Pupil progress meetings Predictions for EY data Moderation Phonics assessments EYFS weekly team meetings Continuous provision to provide opportunities for observation / ongoing assessment Phonics meeting with Phonics lead at end of term	Pupil progress meetings Moderation Early Years Data (ELG) Reports End of term assessments Phonics assessments EYFS weekly team meetings Parent Consultations Continuous provision to provide opportunities for observation / ongoing assessment Phonics meeting with Phonics lead at end of term
Parental Involvement	Parent Consultations Harvest Supporting your child workshop	Class Dojo Nativity Welly walk Phonics Workshop Parent drop ins	Parent Consultations Class Dojo Acorns Gallery	Class Dojo Easter Pets from home Welly walk Parent drop in	Class Dojo Parent drop in	Parent Consultations Class Dojo Reports Welly walk Parent Picnic Parent drop in

Early Learning Goals for the end of the year - Best fit judgements

Communication and Language

Listening, Attention and Understanding

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

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

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

People, Culture and Communities

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

The Natural World

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

Personal, Social and Emotional Development

Self-Regulation

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

Managing Self

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

Building Relationships

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

Expressive Arts and Design

Creating with Materials

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

Being Imaginative and Expressive

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

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

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

Fine Motor Skills

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

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key knowledge & key vocabulary – quick reference

Use alongside the fuller 'I know…' statements in the detailed progression pages.

Cycle	Term	Theme	Key knowledge / subject foundations	Key vocabulary
A	Autumn 1	Our School	Baseline/RBA evidence; conversations about family/school; follow a route/instruction; observational drawing; name writing; initial phonics and maths observations.	school, community, local, map, route, body, senses, autumn, family
A	Autumn 2	Twinkle, Twinkle Little Star	Retell a space text; explain material choices; compare past/present exploration; phonics check; number to 5/composition evidence.	Earth, space, planet, star, moon, astronaut, Neil Armstrong, past, present, material
A	Spring 1	Travelling Ted	Locate/describe places; compare environments; use map language; recount a journey; labels/captions; maths 6–8 evidence.	country, England, United Kingdom, London, capital, map, globe, journey, compare
A	Spring 2	Dinosaurs	Sequence past/present; classify by features/diet; explain fossils; fact file; 9–10/bonds evidence.	dinosaur, prehistoric, extinct, fossil, Mary Anning, herbivore, carnivore, skeleton, past
A	Summer 1	Once Upon a Time	Retell/innovate a tale; story map/sentences; explain plant needs; design/test structure; beyond 10/spatial reasoning.	traditional tale, character, setting, beginning, middle, end, seed, root, stem, grow
A	Summer 2	Superheroes	Explain what makes a hero; map rescue route; independent writing; collaborative challenge; ELG/transition evidence.	hero, community, emergency, helper, occupation, route, transport, safe, transition
B	Autumn 1	Ourselves	Baseline/RBA; family talk; routines; self-portrait; name writing; initial phonics/maths.	family, ourselves, human, birth, adulthood, change, senses, healthy, autumn
B	Autumn 2	Toys	Compare old/new toys; oral recount; letter writing; material sorting; Phase 2; number to 5.	past, present, compare, now, then, old, new, toy, material, autumn, winter
B	Spring 1	Into the Gallery	Talk about artist/artwork; colour mixing; explain creation; captions; 6–8/composition.	gallery, artist, print, pattern, sculpture, colour, collage, abstract, digital art
B	Spring 2	Pets	Classify animals; explain pet needs; life-cycle sequence; fact file; 9–10/bonds.	wild, pet, habitat, life cycle, young, paw, wing, tail, scale, fur, fin, beak, spring
B	Summer 1	How Does Your Garden Grow?	Explain plant needs; label parts; record change; recipe/instructions; beyond 10/add/take away.	stem, petal, leaf, root, pollen, seed, branch, trunk, bark, plant, grow
B	Summer 2	On the Move	Transport tally; map/route language; compare transport; floating/sinking enquiry; independent writing; ELGs.	transport, carriage, chariot, steam engine, car, bus, train, bicycle, route, map, recycle