

Cardinal Newman Catholic Primary School

Early Years Foundation Stage Curriculum Map 2026-27

Intent: At Cardinal Newman Catholic Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Cardinal Newman Catholic Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our kitchen, sandpit and water play. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive our Long Term Plan and termly overviews to inform them of what their child is learning each half term/week and to explain how they can support this at home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

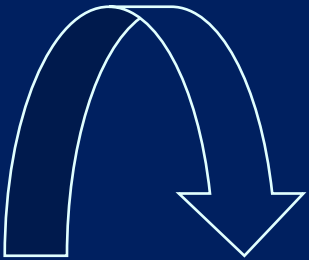
In the EYFS, planning will be adjusted according to the interests and needs of the children. Throughout all learning we ensure activities and interactions support the Characteristics of Effective learning:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Marvellous Me! Uniquely created and loved by God.	Sparkle and Shine!	Once upon a time!	Sowing a seed	Superheroes!	Explorers!	
<i>I wonder...</i>							
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests</i>	How am I special?	How do people celebrate special times?	What makes a good story?	How can I care for nature?	Who is a real -life superhero?	What's out there?	
	Starting School/ settling in My new Class School routines Autumn Celebrating Difference Likes and Dislikes St John Henry Newman Feast Day	Bonfire Night Remembrance Sunday Diwali 6 th – 10 th Nov Advent Christmas Celebrations from around the world	Investigating a crime scene Settings Den building Properties of materials People around the world – countries, cultures, festivals	Animals and habitats UK – sea, garden, farm, woods Wider world Protecting the planet	At home In our community Real-life heroes Superheroes Story heroes	Fossils Dinosaurs Volcanoes Seas and oceans Minibeasts	Planets Stars Sun, moon

RED	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To The Ends Of The Earth	Dialogue and Encounter
Catholic Social Teaching Opportunities across the year	Human Dignity - Autumn 1- what’s special topic. Discuss how God made us all, our similarities and differences. Summer 1 PSHE- God is Love Solidarity and Peace – Charity work, visitors into school Common Good - Autumn 2- Charity Work with local area- Advent collections. Spring 1 – Maddie’s Fridge, Supporting local food bank. Summer 1 PSHE topic Care of Creation – Spring 2 Topic, Mission Weeks, Dignity of Workers – Rules and routines, Summer 1 – Superheroes! Option for the Poor - Autumn 1- Advent we discuss giving to those less fortunate than us. Harvest Mass- food bank collections Spring 1 – Maddie’s Fridge, Supporting Local food bank. Summer 2 PSHE- Loving God, loving others.					
Wow Moments / Enrichment / Trips and visitors	School Tour Harvest Festival Buddies Autumn Walk Visit to church for Baptism – linked to RED Creation and Covenant	Nativity Production Pantomime Walk to post box (Santa letters) Christmas Mass St Andrew’s Day	Lunar New Year 6 th Feb Food cooking and tasting – different cultures Visit to Library	Book Week Ramadan Eid al-Fitr Spring Walk St David’s Day St Patrick’s Day Climate problem solving – litter picking, water, recycling	Gardening Heroes dressing up day Visit from firefighters, police, dentist, health service etc St George’s Day	EYFS Mission Weeks Visitors – other faiths Visit to The Farm
High Quality Texts	The Invisible String Starting School Harry and the Dinosaurs Go to School Pete the Cat – Rocking in my school shoes The Colour Monster The Colour Monster Goes to School Shirley Hughes Autumn (poetry) Nursery rhymes Our Class is a Family	Little glow Hello autumn/winter When’s my birthday Bonfire Night Hanukkah Rama and Sita Meet the weather The Nativity Leaf man	The Gingerbread Man The Three Little Pigs The Little Red Hen Goldilocks Rapunzel: A Rebel Fairytale The three little pigs There is no dragon in this story Little Red: A Rebel Fairytale	What the Ladybird heard The Very Hungry Caterpillar Aghh Spider! The great pet sale The girl who loves bugs Tiny Seed	My Mum is a superhero My Dad is a superhero A superpower like mine Eliot midnight superhero	Whatever Next Man on the Moon Aliens Love Underpants The Smeds and the Smoos Look Up! Non-fiction books about space Dinosaur non-fiction books Dinosaur stories The Pebble in my Pocket The Skies Above My Eyes The Street Beneath My Feet Poetry basket – If I were so very small
Implementation: How we embed our intent in our pupils’ learning journey						
Start Points	All about me data and transition info Children’s interests – displayed in classroom to promote sense of belonging and encourage quality interactions Characteristics of Leaning and overarching principles How do we know these things and how can we find out more? Reflecting on our learning journey – ‘All About Me’ (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/ Read parent sessions, curriculum workshops					
Visits and visitors	Visits and visitors planned to inspire and support learning e.g. police officer, firefighter, Fr. Richard, Fr Ruslan and Fr Bill, visit to church, visit to Bocketts Farm, visit to local area; post box Curriculum focus weeks e.g. Book Week, International Week – allow rich opportunities					
Local area	Local trips – postbox, church,					
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					
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. <i>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.</i> Intent: Our wider curriculum enables each child to be a successful, confident, resilient, articulate and responsible member of our inclusive Catholic community					

	EYFS: A careful balance between adult-led and child-initiated learning, with carefully planned continuous provision and an enabling environment that evolves to meet the needs of our cohort
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British values Where this might be seen in EYFS	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.

Diversity Texts to be read throughout the year during story time

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
Amazing Grace I Walk With Vanessa Big Hair Don’t Care Ada Twist, Scientist Look Up! Little People Big Dreams – Ella Fitzgerald, Martin Luther King Jnr, Rosa Parks Julian is a Mermaid The Snowy Day Listening With My Heart If All The World Were... Last Stop on Market Street Handa’s Surprise One Plastic Bag Wonderbooks Paddington’s Postcards	This is How We Do It Here we are Hats of Faith The Big Book of Families The Great Race The Magic Paintbrush The Proudest Blue The Chapatti Moon We are all Welcome Handa’s Surprise One Plastic Bag <i>Wonderbooks</i> <i>Paddington’s Postcards</i> Special Clothes	Not Like The Others The Colour Monster The Colour Monster Goes to School Different Like Me The Superhero Brain Calm Down Boris Loud	Where the Poppies Now Grow Don’t call me special We’re All Wonders	Last Stop on Market Street The Big Book of Families More People to Love Me <i>Our Class is a family</i>

Prime Area – Communication and Language

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.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
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.
	The EEF evidence informed approaches and practices to support communication and language development in the early years are the bedrock of our curriculum and implemented throughout the year. - Teaching and Modelling Vocabulary and language using the Shrec approach to quality interactions. - Daily interactive reading from high quality texts, rhymes or poems - Teaching through collaborative talk - Modelling social communication skills. - All children screened using Language Link language intervention – understanding, expressive language, speech sounds and social use of language.						

Prime Area – Personal, Social and Emotional Development

Intent

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.

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year and children's next steps

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Prime Area – Physical Development

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
Intent	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons		Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop correct tripod grip and letter formation; manage dressing skills; use equipment with control.		Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Further develop the skills they need to manage the school day successfully		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.
Implementation	The EEF evidence informed approaches and practices to support physical development in the early years are embedded in our curriculum. • Promoting physical development • Teaching the skills needed for handling and movement • Teaching the skills needed for mark making and letter formation						
PE	We use Get Set for PE to support our Physical development curriculum. The children take part in two lessons per week. A well sequenced approach focusing on embedding fundamental movement skills into lessons, progressing to more complex skills in KS 1 & KS2. A structured approach to develop agility, balance, coordination and confidence whilst ensuring all pupils are included and encouraged to enjoy physical activity and have opportunities to experience a wide variety of sports and games.						
	Unit 1 Introduction to PE Unit 1 Fundamentals	Unit 2 Introduction to PE Unit 2 Fundamentals	Unit 1 Gymnastics	Unit 1 Games	Ball Skills Unit 1	Athletics	
Fine motor skills activities	Throughout the Reception year, children are provided with a wide range of opportunities to develop and refine their fine motor skills across all areas of provision. Carefully planned activities—such as threading, cutting, mark making, construction, and using small tools—are embedded into daily routines and continuous provision, enabling children to practise and strengthen their hand–eye coordination, dexterity, and control. Practitioners use a clearly sequenced progression of skills to support children in confidently using one-handed tools, such as scissors, pencils, and cutlery. This structured approach ensures that each child builds the strength, precision, and independence needed for tasks like writing, drawing, and self-care, laying the foundation for future learning.						
Gross motor skills	Children in Reception benefit from daily access to a well-resourced outdoor area, which plays a vital role in supporting their physical development. Through active exploration, climbing, balancing, running, and using equipment such as bikes, balls, and hoops, they strengthen their gross motor skills and coordination. These experiences also help them develop fundamental movement skills like jumping, throwing, catching, and spatial awareness and develop the skills needed for mark making. Children will take part in regular activities to develop their core muscles and shoulder stability.						

Specific Area – Literacy

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)

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	Comprehension Children will independently look at a book, hold it the correct way and turn pages.	Comprehension Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read	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	Throughout the Reception year, children follow a carefully sequenced progression in Read Write Inc. (RWI) that enables them to develop rapid, secure early reading skills. At the start of the year, children revisit Phase 1 phonological skills and quickly begin learning single letter sounds, using RWI’s systematic approach to blend and segment orally before decoding simple CVC words. As the year progresses, they are taught set 1 and set 2 sounds, including at least 10 digraphs, and apply this knowledge to read words fluently through sound-blending and to read simple sentences that match their phonic ability. Regular group reading sessions and daily phonics teaching ensure children build speed and confidence, while repeated exposure to high-quality texts broadens vocabulary and deepens comprehension. By the end of Reception, children are expected to read words consistent with their phonic knowledge, recognise taught common exception words, and begin to read aloud simple storybooks with developing fluency and understanding—laying strong foundations for Year 1 reading success. See RWI planning for detailed progression for each stage.						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 Writing (The Ark) On going: Hold a pencil effectively using the tripod grip (on going) Write in print. Spell words by identifying sounds and writing corresponding letters.	Writing Hold a pencil effectively using the tripod grip (on going) Write in print. Spell words by identifying sounds and writing corresponding letters. Oral Explicit (OE) Understand the concept of a sentence Identify and describe nouns	Writing Listen to and talk about stories to build familiarity and understanding. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Write a dictated single-word label with a decodable noun Compose and write a single-word label using a decodable noun Oral Explicit (OE) Identify and describe nouns Identify and describe verbs	Writing Articulate ideas in well-formed sentences. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Write a dictated decodable caption Identify correct spacing between words Write a dictated decodable caption with correct spacing Oral Explicit (OE) Identify and describe fragments and sentences Convert fragments into sentences	Writing To think of, say and write a simple sentence, sometimes using a capital letter and full stop. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Compose and write a decodable caption with correct spacing Distinguish between a caption and a sentence Write a dictated decodable sentence Oral Explicit (OE) Compose sentences to caption a picture Expand simple sentences(when?)	Writing To think of, say and write a simple sentence, sometimes using a capital letter and full stop. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Write a dictated decodable sentence using correct spacing Compose and write a decodable sentence using correct spacing Identify and describe ending punctuation (full stop) Write a dictated decodable sentence using correct spacing and a full stop	Writing To think of, say and write a simple sentence, sometimes using a capital letter and full stop. Re-read writing to check it makes sense. Begin to segment spoken words into phonemes and match them to graphemes (letters). Grammar and Punctuation: Identify capital letters at the beginning of a sentence Write a dictated decodable sentence using capital letters, correct spacing and full stops Compose and write a decodable sentence using capital letters, correct spacing and full stops	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.

					Oral Explicit (OE) Expand simple sentences (when?) Expand simple sentences (who?)	Oral Explicit (OE) Expand simple sentences (who? when? where?)	
Handwriting	Pre writing shapes and learning letter formation phrases	a d g o c q , u y , b p , h n	Digits 0-5	m r , e s f l , l t k j , v w x z	Digits 6-9		
Implementation	Children take part in regular, systematic handwriting practice following the Read Write Inc. (RWI) handwriting progression, ensuring they develop correct letter formation, pencil grip and writing fluency from the start of Reception. Alongside daily phonics-based writing, pupils engage in weekly Big Write sessions, where they apply their phonic knowledge to independent writing tasks linked to high-quality texts, topics or shared experiences. Throughout continuous provision, carefully planned opportunities enable children to practise writing for a real purpose—such as making lists, labels, signs, messages or story ideas—helping them to develop confidence, stamina and independence as writers. This balanced approach ensures children revisit skills frequently while also experiencing authentic, meaningful reasons to write.						

Specific Area – Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. The y will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.		Early Learning Goals: 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.
Implementation	White Rose						
	Getting to know you: Settling in at school. Exploring the environment and resources. Match, sort and compare: Match objects, match pictures and objects, identify a set, sort objects of a type, explore sorting techniques, create sorting rules, compare amounts. Talk about measure and patterns: Compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns, create simple patterns.	It’s me 1,2,3: Find 1,2 and 3, Subitise 1,2, and 3, Represent 1, 2 and 3, 1 more, 1 less, Composition 1,2 and 3. Circles and triangles: Identify and name circles and triangles, Compare circles and triangles, Shapes in the environment, Describe position. 1,2,3,4,5 Find 4 and 5, Subitise 4 and 5, Represent 4 and 5, 1 more, 1 less, Composition 4 and 5, Composition 1-5 Shapes with 4 sides Identify and name shapes with 4 sides, Combine shapes with 4 sides, Shapes in the environment, My day and night	Alive in 5: Introduce 0, Find 0-5, Subitise 0-5, Represent 0-5, 1 more 1 less, Composition, Conceptual subitising to 5 Mass and capacity Compare mass, Find a Balance, Explore capacity, Compare Capacity Growing 6,7,8 Find 6,7 and 8, Represent 6,7 and 8, 1 more, 1 less, Composition of 6,7 and 8, Make pairs-odd and even, Double to 8 (find a double), Double to 8 (make a double), Combine 2 groups, Conceptual subitising.	Length, height and Time: Explore length, Compare length, Explore height, Compare height, Talk about time, Order and sequence Time. Building 9 and 10: Find 9 and 10, Compare numbers to 10, Represent 9 and 1, 0, Conceptual subitising to 10, 1 more, 1 less, Composition to 10, Bonds to 10 (2 parts), Make arrangements of 10, Bonds to 10 (3 parts), Doubles to 10 (find a double), Doubles to 10 (make a double), Explore even and odd Explore 3D shapes Recognise and name 3-D shapes, Find 2-D shapes within 3-D shapes, Use 3-D shapes for tasks, 3-D shapes in the environment, Identify more complex patterns, Copy and continue patterns, Patterns in the environment	To 20 and beyond: Build numbers beyond 10 (10 -13), Continue patterns beyond 10 (10-13), Build numbers beyond 10 (14 20), Continue patterns beyond 10 (14-20), Verbal counting beyond 20, Verbal counting patterns How many now? Add more, How many did I add? Take away, How many did I take away? Manipulate, compose and decompose: Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements, Compose shapes, Decompose shapes, Copy 2-D shape pictures, Find 2-D shapes within 3-D shapes	Sharing and grouping: Explore sharing, Sharing, Explore grouping, Grouping, Even and odd sharing, Play with and build doubles Visualise, build and map Identify units of repeating patterns, Explore own pattern rules, Visualise from different positions, Describe positions, Give instructions to build, Explore mapping, Create own maps and plans from story situations Make connections Deepen understanding, Patterns and relationships Consolidations	

Specific Area – Understanding the World

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.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact Early Learning Goal
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		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	To know about figures from the past and present (Neil Armstrong, Tim Peake)	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.
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 the name of the village the school is in 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 Lunar 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	Children will understand the terms ‘same’ and ‘different’. With support, asking questions about the natural world. Commenting on what they see and hear in the natural world. Talk about forces; sand and water play. Use their senses to explore outside and describe what they see; ‘wet leaves’- seasons KAPOW- Changing seasons- To recognise changes outside Autumn KAPOW- I am a scientist – Push and Pull- Enormous Turnip To explore ways to make objects move.	Children will explore and ask questions about the natural world around them. KAPOW- Changing seasons- To recognise different types of weather. KAPOW- I am a scientist –Light and Dark- Links to Geography topic To explore how light makes shadows.	Children will talk about features of the environment they are in and learn about the different environments. KAPOW- Changing seasons- To recognise how animals prepare for winter KAPOW- I am a scientist Freezing/ Melting To explore freezing and melting.	Understand the key features of the life cycle of a plant (bean) and an animal (chick) The main body parts of common animals Animals, including humans, use their senses to explore the world. Animals need food. Animals and plants move, grow and feed. The difference between things that are living and things that are non-living. Plants and animals live in a range of different places (land, sea, air). Some different places where animals live on the school site Drawing and labelling pictures of plants and animals.	KAPOW- Changing seasons- To investigate the mixture needed to build a sandcastle KAPOW- I am a scientist – Loud or Quiet To explore different sounds.	Children will know some important processes and changes in the natural world, including states of matter. Floating / Sinking – boat building 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. <u>Science action</u> Some different job roles KAPOW- Changing seasons- To recognise changes outside in summer.	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.

				With support, grouping objects, plants and animals. KAPOW- Changing seasons- To recognise changes outside in spring. KAPOW- I am a scientist – floating’ sinking To explore whether objects float or sink.			
	In Reception, our <i>Understanding the World</i> curriculum is delivered through rich, carefully planned topics that draw children into meaningful exploration of the world around them. High-quality texts are intentionally selected to introduce new ideas, deepen knowledge and spark curiosity, while real-life experiences—such as visits, hands-on investigations and encounters with people and places—help children make authentic connections in their learning. Continuous provision further enhances this by offering purposeful opportunities to revisit, apply and extend their understanding through play, ensuring that learning is both embedded and accessible to every child.						
Implementation	My family ‘All About Me’ Autumn walk, changes, discovery table, collecting natural objects to represent Autumn	Guy Fawkes Diwali WW1 - Remembrance Autumn Weather Nativity performance, costumes Christmas Judaism (Hannukah)	Chinese New Year Changing seasons: winter Ice experiments Our own cultural heritage – international links, languages spoken within our community	Easter – celebrations around the world Observing and sketching plant growth Growth & Change: frog life cycle / butterfly Traditional Tales (adaptations over time) Fiction and non-fiction books	People who help us 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	Space; planets, Earth, moon landing, historical figures Gardening Farm trip	

Specific Area – Expressive Arts and Design

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.

[illegible]

	Self Portraits (pen) Drawings of 'my family' Leaf imprints Leaf rubbings	Diva lamps (clay) Stencils Threading beads (Christmas bracelets) Collage (wreath making)	Building bridges/ homes Winter Pictures Ice art Printing Colour mixing Textured art Ice painting Snowflakes Using chalk on dark paper	Collaborative mural Transient art Clay animals Butterfly prints Easter Printing	Junk modelling Transient art Observational flowers	Creating symmetrical designs Taking photos Make spirals, circles from natural objects Father's Day	
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