



Reception Curriculum Map 2025-26 TDIS

Intent	Implementation
<p>Our Intent is the core of our curriculum, outlining precisely what we teach. We have developed our curriculum based on the EYFS Educational Programmes, focusing on the skills, knowledge & attributes we want our children to acquire and develop across the Seven Areas of Learning throughout their time in school. In Reception, our curriculum expands upon the Prime Areas of Learning and places an increasing focus on the Specific Areas of Learning, while maintaining a strong emphasis on children's Communication and Language needs. We prioritise developing early maths and literacy, implementing a robust approach to phonics teaching and its application in early reading development. Our curriculum goals are met through a balance of child-initiated and adult-led learning—a hybrid educational approach. This combines effective methodologies with carefully planned continuous provision and an enabling environment that adapts to the specific needs of each cohort. Throughout their time in the Early Years Foundation Stage (EYFS), children are supported in building the foundations for lifelong learning, helping them become confident, resilient, curious, independent, social, questioning, and happy individuals. Cultural Capital is supported by creating an environment and curriculum of 'mirrors and windows'.</p>	<p>Our Reception curriculum is designed around the principle that children learn most effectively through free play in well-resourced environments. Adults support this learning through sensitive intervention, modelling, and introducing new vocabulary and experiences. Children are provided with long, uninterrupted periods for play. The daily structure in Reception incorporates four short, 15-20 minute, teacher-directed 'carpet times'. These sessions cover core subjects: phonics, maths, English (shared reading and writing), and integrate other curriculum areas such as Expressive Arts and Design (EAD), Understanding the World (UTW), and Philosophy for Children (P4C). In addition to whole-class teaching, children participate in reading practice sessions three times a week in groups. Selected children also receive individual or small-group interventions tailored to their specific needs (phonics 'keep up' groups, blending groups, Colourful Semantics, Gold Class Tray work, and occupational therapy sessions).</p>

1. Communication & Language Development

Educational Programme: 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.

Intended Learning

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

	Autumn 1 <i>Once upon a time</i>	Autumn 2 <i>Long long ago</i>	Spring 1 <i>Off we go</i>	Spring 2 <i>To the world and beyond</i>	Summer 1 <i>Growing</i>	Summer 2 <i>Let's celebrate</i>
	Listening, Attention & Understanding		Listening, Attention & Understanding		Listening, Attention & Understanding	
Listening, Attention & Understanding	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. 		<ul style="list-style-type: none"> Listen carefully for increasing focus and for longer periods. Ask more complex questions to find out more and check understanding. 		<ul style="list-style-type: none"> Sustained attention in whole-class contexts. Ask open-ended and investigative questions. 	
	Speaking		Speaking		Speaking	
Speaking	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Articulate ideas and thoughts in well-formed sentences. Develop social phrases. 		<ul style="list-style-type: none"> Learn more sophisticated/topic-specific vocabulary. Use new vocabulary in varied contexts. Articulate ideas with greater complexity. Connect ideas/actions using a range of connectives. Describe events in some detail. Use talk to work out problems and organise thinking. Explain how things work and why they might happen. 		<ul style="list-style-type: none"> Learn ambitious vocabulary. Use new vocabulary in different contexts. Articulate ideas in extended narratives. Connect ideas confidently and naturally using connectives. Describe events with coherent narratives and clear sequence. Use talk independently to organise thinking. Explain how things work and why with reasoning. 	
Activities to support this	<ul style="list-style-type: none"> Daily register/morning welcome routines to model listening. Talking partners for class discussions. Weekly nursery rhyme introduction. Small-group story time with core 'Once upon a time' texts. Topic-linked vocabulary walls (traditional tales). Role-play area: home corner / story corner. 	<ul style="list-style-type: none"> Hot seating characters from traditional tales. Story maps to retell with more detail. Introduce investigative questions during shared reading. Visiting speaker (community helper) – ask questions. Topic-linked vocabulary: 'Long long ago' (dinosaurs / history). Learn and perform Christmas rhymes/songs. 	<ul style="list-style-type: none"> Talk 4 Writing patterns to rehearse sentences aloud. Focused non-fiction book talk (transport/travel). Small-world play with topic vocabulary. Class discussion: 'Where would you go?' extended talk. Introduce connectives: and, because, but. Rhyme of the week with actions. 	<ul style="list-style-type: none"> Explore space/world non-fiction texts and vocabulary. Role play linked to topic (astronauts, travellers). Describe multi-step events using sequencing language. Problem-solving talk during construction/creative play. Explain 'how' and 'why' in science-linked discussions. 	<ul style="list-style-type: none"> Extended narratives during pretend play (life cycles, growing). Ambitious vocabulary from garden/plant topic. Debate-style class discussions ('Would you rather...'). Sustained non-fiction reading (plants, minibests). Peer explanation tasks – 'teach your partner'. 	<ul style="list-style-type: none"> Confident performance of nursery rhymes and songs in assembly. Independent retelling of stories with clear sequence. Explain reasoning in maths/science with sentence stems. Transition talk: 'What will Year 1 be like?' End-of-year celebration: share favourite story in groups.

Early Learning Goals (Assessment Point)

- LISTENING, ATTENTION & 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.
- Ongoing:** small-group reading, class stories, class discussions, talking partners, role play, hot seating, dialogue with peers and staff, small world, trips and visitors, assemblies, weekly nursery rhyme, morning welcome/register and green time.

2. Personal, Social and Emotional Development

Educational Programme: 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.

Intended Learning	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs – personal hygiene. • Know and talk about factors that support overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible screen time, sleep routine, being a safe pedestrian. 					
	Autumn 1 <i>Once upon a time</i>	Autumn 2 <i>Long long ago</i>	Spring 1 <i>Off we go</i>	Spring 2 <i>To the world and beyond</i>	Summer 1 <i>Growing</i>	Summer 2 <i>Let's celebrate</i>
	Self-Regulation		Self-Regulation		Self-Regulation	
Self-Regulation	<ul style="list-style-type: none"> • Show resilience and perseverance (with adult support). • Begin to recognise and moderate feelings. • Express feelings and consider others' (with prompting). • Settle foundations for goal-setting (adult support). • Follow short instructions using visuals. 		<ul style="list-style-type: none"> • Show resilience with increasing independence. • Moderate feelings using strategies taught. • Show empathy for others' feelings. • Set and work towards simple goals – developing self-control. • Sustained attention; two-step instructions. 		<ul style="list-style-type: none"> • Show resilience independently. • Moderate feelings consistently. • Express feelings naturally and thoughtfully. • Work towards goals independently. • Focused attention across contexts; complex instructions; peer collaboration. 	
	Managing Self		Managing Self		Managing Self	
Managing Self	<ul style="list-style-type: none"> • Manage personal hygiene (with reminders). • See themselves as a valuable individual. • Think about others' perspectives (adult support). • Try new activities (adult support). • Understand rules (with adult support/reminders). 		<ul style="list-style-type: none"> • Manage personal hygiene more independently. • Think about perspectives of others. • Try new activities more independently. • Talk about factors that support health/wellbeing. • Explain reasons for rules more independently. 		<ul style="list-style-type: none"> • Manage personal hygiene independently. • Try new activities independently. • Explain reasons for rules independently. 	
	Building Relationships		Building Relationships		Building Relationships	
Building Relationships	<ul style="list-style-type: none"> • Build respectful relationships – learn classroom routines, form friendships. • Play cooperatively in small groups with support. • Form positive attachments with adults and peers. • Show sensitivity to needs (adult support). 		<ul style="list-style-type: none"> • Continue to form/secure friendships. • Cooperate and take turns in varied contexts. • Secure attachments with adults and peers. • Show sensitivity with increasing independence. 		<ul style="list-style-type: none"> • Sustain positive relationships. • Cooperate confidently in larger groups. • Secure attachments. • Show sensitivity independently. 	
Activities to support this	<ul style="list-style-type: none"> • Jigsaw Unit 1: Being Me in My World. • Class charter and classroom routines established. • Circle time: introductions & naming feelings. • Daily 'How are you feeling?' check-in. 	<ul style="list-style-type: none"> • Jigsaw Unit 2: Celebrating Difference. • Anti-Bullying Week activities. • Pants Rule (NSPCC PANTS) introduction. • Stories about diversity and kindness. • Diwali & Christmas – celebrating differences. 	<ul style="list-style-type: none"> • Jigsaw Unit 3: Dreams and Goals. • Setting simple personal goals. • Celebrate progress and effort. • Resilience language ('I can't do it... YET'). 	<ul style="list-style-type: none"> • Jigsaw Unit 4: Healthy Me. • Teeth brushing/healthy eating discussions. • Road safety / being a safe pedestrian. • Screen time and sleep routines discussion. 	<ul style="list-style-type: none"> • Jigsaw Unit 5: Relationships. • Friendship mapping and kindness acts. • Conflict resolution modelling. • Working cooperatively in larger groups. 	<ul style="list-style-type: none"> • Jigsaw Unit 6: Changing Me. • Transition to Year 1 – visits and meet-the-teacher. • Celebrate changes and growth over the year. • Managing worries about change.

- Turn-taking games in small groups.

Early Learning Goals (Assessment Point)

- **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.

3. Physical Development

Educational Programme: 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. 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. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Intended Learning	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills: throwing, catching, kicking, passing, batting, aiming. • Develop confidence, competence, precision and accuracy with a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Manage the school day successfully: lining up, queuing, mealtimes. 					
	Autumn 1 <i>Once upon a time</i>	Autumn 2 <i>Long long ago</i>	Spring 1 <i>Off we go</i>	Spring 2 <i>To the world and beyond</i>	Summer 1 <i>Growing</i>	Summer 2 <i>Let's celebrate</i>
	Gross Motor Skills		Gross Motor Skills		Gross Motor Skills	
Gross Motor Skills	<ul style="list-style-type: none"> • Revise and refine fundamental movement skills (increasing control). • Progress towards more fluent movement (building foundations). • Use large/small apparatus with adult support. • Develop body strength, balance, coordination, agility. • Build foundations of ball skills. • Core strength for writing posture. 		<ul style="list-style-type: none"> • Fundamental movements fluent and controlled. • Progress with increasing control and grace. • Use apparatus more independently. • Increased stamina in physical activity. • Refine ball skills: throw, catch, kick, pass, bat, aim. • Develop precision and accuracy with a ball. 		<ul style="list-style-type: none"> • Fluent and controlled movement. • Use apparatus confidently and independently. • Show agility and coordination. • Combine different movements with ease and fluency. • Ball skills with accuracy and control. 	
	Fine Motor Skills		Fine Motor Skills		Fine Motor Skills	
Fine Motor Skills	<ul style="list-style-type: none"> • Develop small-motor skills using tools safely (exploring different tools). KFKS 8 • Core muscle strength for good posture at table/floor. • Fine motor precision: threading, tweezers, cutting, small objects. 		<ul style="list-style-type: none"> • Use tools with increasing precision. KFKS 8 • Foundations of fast, accurate, efficient handwriting style. • Tripod grip in almost all cases – developing consistency. KFKS 6 • Strengthen hand/finger muscles through purposeful activities. 		<ul style="list-style-type: none"> • Use tools competently and confidently. KFKS 8 • Hold a pencil effectively – tripod grip in almost all cases. KFKS 6 • Handwriting style increasingly fluent. 	

	<ul style="list-style-type: none"> • Explicit teaching of tripod pencil grip. KFKS 6 				<ul style="list-style-type: none"> • Maintain comfortable writing position with good posture independently. 	
Activities to support this	<ul style="list-style-type: none"> • Primary PE: Superhero Dance. • Enjoy a ball – moving, changing direction, negotiating space. • Follow a partner to steal their bib. • Shooting/placing an object into/on a target or hoop. • Intro games: player in the middle, defending hoops. • Daily fine motor activities (Dough Disco, threading, pegs). • Tripod grip teaching during phonics/handwriting. 	<ul style="list-style-type: none"> • Continuing PE fundamentals with increased control. • Mealtime routines – cutlery and self-service. • Lining up and queuing consistently. • Fine motor: scissors skills progression. • Toothbrushing awareness (linked to Jigsaw Healthy Me). 	<ul style="list-style-type: none"> • PE: stopping a ball with different parts of the body. • Kicking ball with feet to a partner. • Moving ball/bean bag using inside of foot. • Fox and rabbits – finding a space. • Shooting into target on the floor. • Handwriting scheme: letter formation daily. 	<ul style="list-style-type: none"> • Continue ball skills with increasing accuracy. • Apparatus work independently. • Fine motor: sewing/weaving for precision. • Tripod grip consolidated – pencil pressure control. 	<ul style="list-style-type: none"> • PE: Athletics-style games – running, jumping, throwing. • Combining movements with fluency. • Ball skills applied in mini-games. • Handwriting: most lower-case letters correctly formed. 	<ul style="list-style-type: none"> • Sports Day preparation and events. • Team games – agility and coordination. • Handwriting: fluent and legible – tripod grip independent. • Transition: Year 1 PE expectations.

Early Learning Goals (Assessment Point)

- **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.
- See also: Handwriting in Literacy section.

4. Literacy Development

Educational Programme: 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 starts from birth. It only develops when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intended Learning

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.
- Re-read books to build confidence in word reading, fluency, understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying sounds and writing the sound with letter/s.
- Write short sentences using known letter-sound correspondences, capital letters and full stops.
- Re-read what they have written to check it makes sense.

Autumn 1
Once upon a time

Autumn 2
Long long ago

Spring 1
Off we go

Spring 2
To the world and beyond

Summer 1
Growing

Summer 2
Let's celebrate

	Word Reading – Autumn		Word Reading – Spring		Word Reading – Summer	
Word Reading	<ul style="list-style-type: none"> • Read individual letters by saying sounds. • Oral blending. • Blend sounds into CVC words. • Read some digraphs. • Read a few common exception words. • Read simple phrases/sentences with known GPCs (adult support). • Blend into longer words; consolidate digraphs; introduce trigraphs. • Increasing bank of tricky words. • Re-read to build confidence and fluency. 		<ul style="list-style-type: none"> • Blend CVCC, CCVC, CCVCC, CCCVCC and polysyllabic words. • Secure Phase 3/4 phonics. • Read common exception words automatically. • Read phrases/sentences with increasing independence. • Re-read for enjoyment and comprehension. 		<ul style="list-style-type: none"> • Read with fluency and expression. • Read phrases/sentences with confidence. • Re-read books with confidence. 	
	Little Wandle		Little Wandle		Little Wandle	
Little Wandle (Phonics)	<ul style="list-style-type: none"> • GPCs: s a t p i n m d g o c k c k e u r h b f l. • Tricky words: is, I, the. • Word reading – individual sounds, oral blending, CVC words. • 3x weekly reading practice sessions begin. 	<ul style="list-style-type: none"> • GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk. • Words with -s (hats, sits); -s /z/ (his, bags, sings). • Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. • Introduce digraphs; read short captions. 	<ul style="list-style-type: none"> • GPCs: ai ee igh oa oo (book/moon) ar or ur ow oi ear air er. • Words with double letters; longer words. • Tricky words: was, you, they, my, by, all, are, sure, pure. • Read simple sentences with digraphs. 	<ul style="list-style-type: none"> • Review Phase 3 GPCs. • Words with double letters, longer words, two or more digraphs, -ing endings, compound words. • Words with s /z/ in middle; -s /s/ /z/ at end; -es /z/ at end. • Review all Tricky Words. 	<ul style="list-style-type: none"> • Short vowels with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC. • Longer words and compound words. • Suffix endings: -ing, -ed /t/, -ed /id/, -ed /ed/, -est. • Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. 	<ul style="list-style-type: none"> • Phase 3 long vowel graphemes with adjacent consonants – CVCC, CCVC, CCCVC, CCV, CCVCC. • Suffix endings: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est. • Longer words; read with fluency and expression. • Review all Tricky Words.
	Comprehension – Autumn		Comprehension – Spring		Comprehension – Summer	
Comprehension	<ul style="list-style-type: none"> • Engage in story times (short periods, increasing focus). • Listen to and talk about stories – build familiarity. • Listen to rhymes and songs, attending to sound. • Learn rhymes, poems, songs. • Simple retelling using own words and new vocabulary. • Make predictions. • Join in with more confidence. • Retell with more detail and sequence. 		<ul style="list-style-type: none"> • Sustained attention in story time. • Make inferences. • Join in with rhymes and songs confidently. • Retell stories – deep familiarity; some exact, some in own words. • Retell with detail and expression. 		<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about non-fiction; develop familiarity with new vocabulary. 	
	Handwriting		Handwriting		Handwriting	
Transcription - Handwriting	<ul style="list-style-type: none"> • Draw lines and circles. • Form some recognisable letters. • Begin to form letters. • Daily explicit handwriting instruction begins. • Tripod grip taught. KFKS 6 	<ul style="list-style-type: none"> • Forms letters in name correctly. • Beginning to develop a comfortable grip. • Beginning to form letters from Phase 2. • Curly letter family: c, a, d, g, o, q, e, s, f. KFKS 	<ul style="list-style-type: none"> • Write from left to right and top to bottom. • Retrace vertical lines; start anticlockwise formations. • Begin to control letter size. • Long letter family: l, i, t, j, u, y. 	<ul style="list-style-type: none"> • Hold a pencil to form recognisable lower-case letters. • Start to form capital letters. • Use a comfortable pencil grip. • One armed robot letters: m, n, r, b, p, h. 	<ul style="list-style-type: none"> • Form most lower-case letters correctly. • Begin to include spaces between words. • Form most capital letters correctly. • Begin to use capital letters when needed. 	<ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised; form some capital letters correctly. • Use some finger spaces independently.

					• Zig-Zag letter family: v, w, x, z, k.	• Begin to develop an effective handwriting style.
	Spelling		Spelling		Spelling	
Transcription - Spelling	<ul style="list-style-type: none"> Blend CVC words orally. Say initial sounds. Spell words by identifying sounds and writing letter/s. KFKS 9 Begin to write some/all of name. 	<ul style="list-style-type: none"> Write own name. Recognise and use Phase 2 sounds as initial sounds for labels. Write and spell VC and CVC words with support. KFKS 9 	<ul style="list-style-type: none"> Orally segment VC and CVC words (including some Phase 3 digraphs) independently. Write a list. 	<ul style="list-style-type: none"> Spell words independently using Phase 2 and some Phase 3 sounds. Spell some tricky words. 	<ul style="list-style-type: none"> Spell words drawing on Phase 2/3 knowledge; attempt Phase 4 blends. Phonetically plausible attempts at more complex/unknown words. 	<ul style="list-style-type: none"> Spell words independently using Phase 2-4. Spell some tricky words. KFKS 9 Confidently write their name.
	Composition		Composition		Composition	
Composition	<ul style="list-style-type: none"> Talk to link ideas. Writes name by memory or copying. Retell a story with correct sequence. Oral composition: say out loud what to write. KFKS 1 	<ul style="list-style-type: none"> Segment CVC words and attempt to write using taught sounds. Decide on label or phrase to accompany a picture. Retell a story from a story map. Rehearse sentences before writing. KFKS 1 	<ul style="list-style-type: none"> Orally compose 2-word phrase and hold it in memory. Develop own storylines and narratives. Begin to map familiar stories themselves. Model re-reading writing to check it makes sense. 	<ul style="list-style-type: none"> Begin to hold captions and short phrases in memory (increasing independence). Begin to compose a sentence with support. Begin to read back own writing. Independently map a familiar story. Write a word or phrase in context / simple instruction. 	<ul style="list-style-type: none"> Developing ability to compose captions and short sentences independently. Independently read back writing. Innovate a familiar story. 	<ul style="list-style-type: none"> Compose and write short, well-formed sentences with capital letters and full stops. Write for different purposes and text types. Writing can be read by self and others. Use story maps to create own narratives. Begin to use 'and', 'because' or 'but' to connect ideas.
Activities to support this (Ready Steady Write)	<ul style="list-style-type: none"> Develop oral composition: say out loud what they want to write KFKS 1 – Compose a simple sentence Orally Begin to write short sentences with words with known sound-letter correspondences using a capital letter and full stop (with support, often dictated, focus on cvc words) Focus on quality of letter formation and spelling, not length of writing Name writing stations. Colourful Semantics introduced. Daily phonics (Little Wandle) 3x reading practice. Story maps for retelling. 		<ul style="list-style-type: none"> Continue oral composition: rehearse sentences before writing KFKS – Compose a simple sentence Orally Compose simple sentences orally using visual prompts and sentence stems KFKS – Compose a simple sentence Orally Begin to write short sentences with words with known sound-letter correspondences using a capital letter and full stop (with support, often dictated) Write simple sentences with known sound-letter correspondences, capital letters and full stops (with adult support) Begin to re-read what they have written Continue focus on transcription quality over length Writing postcards / short captions. Non-fiction: vehicles. Sentence stems with visual prompts. Little Wandle – Phase 3 embedding. Writing simple sentences with capital letter and full stop. Fact-file style writing (non-fiction). Re-read sentences to check meaning. 		<ul style="list-style-type: none"> Oral composition is secure: compose sentences mentally before writing Compose simple sentences orally with increasing confidence Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (with increasing independence) Write simple phrases and sentences that can be read by others (ELG) Write simple sentences with known sound-letter correspondences, capital letters and full stops Re-read what they have written to check that it makes sense Some children may write longer sentences or short narratives, but this is NOT required for ELG Emphasis remains on secure transcription and simple, well-constructed sentences Ready Steady Write unit linked to 'Minibeasts' (e.g. Superworm). Observational writing: minibeast observations/plants growing. Instructional writing (plant a seed). Phase 4 phonics application. Innovate a familiar story. Ready Steady Write style learning linked to 'Let's celebrate'. (When the cookie crumbled linked to Pride) Write for different purposes – invitations, cards, lists. Short narratives with capital letters and full stops. Re-read to check sense. 	

- Begin using simple connectives and adjectives.

Early Learning Goals (Assessment Point)

- **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.

5. Mathematical Development

Educational Programme: 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, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Intended Learning	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than / one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 					
	Autumn 1 <i>Once upon a time</i>	Autumn 2 <i>Long long ago</i>	Spring 1 <i>Off we go</i>	Spring 2 <i>To the world and beyond</i>	Summer 1 <i>Growing</i>	Summer 2 <i>Let's celebrate</i>
	Number		Number		Number	
Number	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise (up to 5). • Link numeral with cardinal value. • Count beyond 5. • Compare numbers using more/fewer. • Understand 'one more/less' between consecutive numbers. • Begin to correctly form numerals 0–5. KFKS 7 • Count reliably to 20; subitise up to 5 and beyond. • Explore patterns within numbers to 10: evens/odds, doubles, equal groups. • Consolidate 0–5 formation; begin numerals 6–9. KFKS 7 		<ul style="list-style-type: none"> • Count confidently beyond 20. • Subitise up to 5 confidently. • Link numeral with cardinal value fluently. • Compare numbers, explaining reasoning. • Apply 'one more/less' to problem-solving. • Deep understanding of number to 10, including composition. • Explore and represent patterns to 10 applying knowledge. • Consolidate correct formation of numerals 0–9. KFKS 7 		<ul style="list-style-type: none"> • Apply deep understanding of number to 10 with fluency. • Compose and decompose numbers flexibly. • Count to 20 and beyond; recognise patterns of the counting system. • Confidently share and group quantities. • Secure automatic recall of bonds to 5 and some to 10. KFKS 10 	

	Numerical Patterns		Numerical Patterns		Numerical Patterns	
Numerical Patterns	<ul style="list-style-type: none"> Explore composition of numbers to 10 (focus on numbers to 5). Automatically recall bonds to 5 (building automaticity). KFKS 10 Continue/copy/create repeating patterns (AB). Compare length, weight and capacity with support (direct comparison). Explore composition of all numbers to 10. Bonds to 5 secure; developing to 10. KFKS 10 Repeating patterns ABC, ABB. Compare measures with increasing independence. 		<ul style="list-style-type: none"> Automatically recall bonds to 5 (including subtraction facts) and some to 10 including doubles. KFKS 10 Verbally count beyond 20, recognising the counting-system pattern. Compare quantities up to 10 in different contexts (greater/less/same). Continue/copy/create complex and growing patterns. Compare length, weight, capacity independently (direct comparison). 		<ul style="list-style-type: none"> Apply number-bond fluency in problem-solving. Doubles and near-doubles; halving. Represent patterns to 10 (evens, odds, doubles, equal groups). Apply measures in real contexts (cooking, construction). 	
	Shape, Space & Measure		Shape, Space & Measure		Shape, Space & Measure	
Shape, Space & Measure	<ul style="list-style-type: none"> Explore 2-D shapes and their properties. Select, rotate, manipulate shapes – spatial reasoning. Explore 3-D shapes and their properties, linking to 2-D. 		<ul style="list-style-type: none"> Select, rotate, manipulate shapes with increasing precision and purpose. 		<ul style="list-style-type: none"> Compose and decompose shapes, recognising shapes within shapes. Visualise, build and map; apply spatial reasoning confidently. 	
	White Rose Maths		White Rose Maths		White Rose Maths	
Units	<ul style="list-style-type: none"> Block 1 – Match, sort and compare Block 2 – Talk about measure and pattern Block 3 – It's me 1, 2, 3 	<ul style="list-style-type: none"> Block 4 – Circles and triangles Block 5 – 1, 2, 3, 4, 5 Block 6 – Shapes with 4 sides 	<ul style="list-style-type: none"> Block 1 – Alive in 5 Block 2 – Mass and capacity Block 3 – Growing 6, 7, 8 	<ul style="list-style-type: none"> Block 4 – Length, height and time Block 5 – Building 9 and 10 Block 6 – Explore 3-D shape 	<ul style="list-style-type: none"> Block 1 – To 20 and beyond Block 2 – How many now? Block 3 – Manipulate, compose and decompose 	<ul style="list-style-type: none"> Block 4 – Sharing and grouping Block 5 – Visualise, build and map Block 6 – Make connections
Activities to support this	<ul style="list-style-type: none"> White Rose Maths: Block 1 – Match, sort and compare. White Rose Maths: Block 2 – Talk about measure and pattern. White Rose Maths: Block 3 – It's me 1, 2, 3. Subitising dot cards and dice games. Numeral formation 0–5 (sand trays, whiteboards). Pattern-making with natural materials. Comparison vocabulary walk (bigger/smaller). 	<ul style="list-style-type: none"> White Rose Maths: Block 4 – Circles and triangles. White Rose Maths: Block 5 – 1, 2, 3, 4, 5. White Rose Maths: Block 6 – Shapes with 4 sides. Shape hunt indoors and outdoors. Numeral formation 6–9. Number bond games to 5 (fingers, tens frames). Composition of numbers 1–5 with part-whole. 	<ul style="list-style-type: none"> White Rose Maths: Block 1 – Alive in 5. White Rose Maths: Block 2 – Mass and capacity. White Rose Maths: Block 3 – Growing 6, 7, 8. Water tray: balance scales and capacity. Composition of 6, 7, 8 – part-whole models. Subitising beyond 5. Number bond automaticity (Number Blocks). 	<ul style="list-style-type: none"> White Rose Maths: Block 4 – Length, height and time. White Rose Maths: Block 5 – Building 9 and 10. White Rose Maths: Block 6 – Explore 3-D shape. Daily timetable / sequencing events. Comparing heights in PE. 3-D shape hunt and building (junk modelling). Bonds to 10 – tens frame work. 	<ul style="list-style-type: none"> White Rose Maths: Block 1 – To 20 and beyond. White Rose Maths: Block 2 – How many now? White Rose Maths: Block 3 – Manipulate, compose and decompose. Counting to 20 and beyond in routines. Counting on/back games. Compose/decompose shapes – tangrams. 	<ul style="list-style-type: none"> White Rose Maths: Block 4 – Sharing and grouping. White Rose Maths: Block 5 – Visualise, build and map. White Rose Maths: Block 6 – Make connections. Doubling, halving and sharing activities. Maps of the classroom / local area. Apply number bonds in problem-solving. Consolidate bonds to 10. KFKS 10

Early Learning Goals (Assessment Point)

- 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.

6. Understanding of the World

Educational Programme: 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. 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.

Intended Learning	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 					
	Autumn 1 <i>Once upon a time</i>	Autumn 2 <i>Long long ago</i>	Spring 1 <i>Off we go</i>	Spring 2 <i>To the world and beyond</i>	Summer 1 <i>Growing</i>	Summer 2 <i>Let's celebrate</i>
	Past and Present		Past and Present		Past and Present	
Past and Present	<ul style="list-style-type: none"> • Talk about lives of people around them and their roles – immediate family and school community. • Talk about significant individuals. • Talk about wider community helpers. • Understand the past through stories read in class. • Compare past and present lifestyles. • Make connections through storytelling. 		<ul style="list-style-type: none"> • Similarities/differences between past and now – personal past (baby/now). 		<ul style="list-style-type: none"> • Similarities/differences between past and now – historical periods and changes over time. Historical festival comparison. 	
	People, Culture & Communities		People, Culture & Communities		People, Culture & Communities	
People, Culture & Communities	<ul style="list-style-type: none"> • Describe immediate environment using observation, stories, non-fiction, maps (school and local area). • Similarities/differences between religious and cultural communities – celebrations and traditions. • Use simple maps. • Compare traditions and ways of life. 		<ul style="list-style-type: none"> • Describe immediate environment confidently, comparing. • Similarities/differences between religious and cultural communities – understanding diversity. Trip to Italy- find out about Italian cultures and traditions. 		<ul style="list-style-type: none"> • Explain similarities/differences between life in this country and other countries, drawing on stories, non-fiction, and maps. Look at how festivals are held around the world. Look at the make up of different families. 	
	The Natural World		The Natural World		The Natural World	
The Natural World	<ul style="list-style-type: none"> • Explore natural world – seasonal changes (autumn/winter). • Describe what they see, hear and feel outside (with support). • Understand seasons and changing states of matter (with support). • Seasonal changes – winter/spring. 		<ul style="list-style-type: none"> • Seasonal changes – spring/summer. • Summer season; all seasons recap. • Recognise environments different from their own. • Describe outside experiences independently with detail. • Life cycles and growth. 		<ul style="list-style-type: none"> • Embed and apply all seasonal learning. • Life cycle focus (e.g. frog). • Detailed observational drawings and records. Making instruments using natural materials. Natural music- music in nature. 	

	<ul style="list-style-type: none"> • Similarities/differences between natural world and contrasting environments – habitats. • Spring season; ice/water experiments. • Describe outside experiences with increasing independence and detail. 	<ul style="list-style-type: none"> • Detailed observations and records. 	Weather in different countries			
Activities to support this	<ul style="list-style-type: none"> • Topic: Once upon a time – family and community. • RE: Who am I, and where do I belong? • Seasonal changes – autumn walk. • Class community map (school). • All About Me family books. 	<ul style="list-style-type: none"> • Topic: Long long ago – historical figures and events. • RE: Why do we have celebrations? • Remembrance Day. • Diwali celebrations. • Christmas – traditions and stories. • Anti-Bullying Week. • Pants Rule (NSPCC PANTS). 	<ul style="list-style-type: none"> • Topic: Off we go – journeys and transport. • RE: What makes a place special? • Seasonal changes – winter/spring. • New Year / Chinese New Year celebrations. • Simple maps – local area. • Ice and water experiments. 	<ul style="list-style-type: none"> • Topic: To the world and beyond – places and cultures. • RE: What can we learn from stories? • Easter celebrations. • Contrasting environments (hot/cold places). • Comparing traditions from different countries. 	<ul style="list-style-type: none"> • Topic: Growing – plants, life cycles, ourselves. • RE: What makes something special? • Seasonal changes – spring/summer. • Frog life cycle (observation tank). • Planting seeds and bulbs. • Baby/now photo comparison. 	<ul style="list-style-type: none"> • Topic: Let's celebrate – world celebrations. • RE: What makes our world wonderful? • Transition to Year 1. • End-of-year celebration. • Similarities/differences between countries.

Early Learning Goals (Assessment Point)

- **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 & 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.
- **RE units across the year:** Who am I, and where do I belong? · Why do we have celebrations? · What makes a place special? · What can we learn from stories? · What makes something special? · What makes our world wonderful?

7. Expressive Arts and Design

Educational Programme: 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.

Intended Learning

- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- Return to and build on previous learning, refining ideas.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing feelings and responses.
- Watch and talk about dance and performance art, expressing feelings and responses.
- Sing in a group or on their own, increasingly matching pitch and following melody.
- Develop storylines in pretend play.
- Explore and engage in music-making and dance, performing solo or in groups.

Autumn 1
Once upon a time

Autumn 2
Long long ago

Spring 1
Off we go

Spring 2
To the world and beyond

Summer 1
Growing

Summer 2
Let's celebrate

	Creating with Materials		Creating with Materials		Creating with Materials	
Creating with Materials	<ul style="list-style-type: none"> Initial exploration of artistic effects to express ideas and feelings. Explore materials, tools, techniques – colour, design, texture, form, function. KFKS 8 Share creations with simple explanations (adult support). Create collaboratively – share ideas, resources, skills. Return to and build on previous learning. Developing control of artistic effects. Combine techniques purposefully. KFKS 8 Describe techniques and choices. 		<ul style="list-style-type: none"> Confident application of artistic effects. Plan and refine materials, tools, techniques. KFKS 8 Evaluate and explain processes fully. Return to and build on previous learning. 		<ul style="list-style-type: none"> Apply skills in extended, planned projects. Evaluate own and peers' work. Combine techniques creatively. 	
	Being Imaginative & Expressive		Being Imaginative & Expressive		Being Imaginative & Expressive	
Being Imaginative & Expressive	<ul style="list-style-type: none"> Use props/materials in role play (emerging skills, with support). Music-making and dance (initial experiences). Listen and respond to music (beginning to express opinions). Develop storylines in pretend play (simple narratives with adult support). Sing in groups (not necessarily matching pitch). 		<ul style="list-style-type: none"> Use props with developing skills, some independence. Music and dance with developing confidence. Express opinions about music independently. Independent simple narratives in pretend play. Sing confidently, mostly matching pitch. Watch and talk about dance/performance art. 		<ul style="list-style-type: none"> Props/materials with detail, creativity, mostly independent. Confident performance in music/dance. Detailed observations and opinions about music. Match pitch, follow complex melodies. Complex narratives in pretend play. 	
Activities to support this	<ul style="list-style-type: none"> Self-portraits – exploring drawing materials. Autumn collage using natural materials. Nursery rhyme of the week. Role play: traditional tales. Music: body percussion. 	<ul style="list-style-type: none"> Christmas card making (mixed media). Nativity performance preparation. Clay/playdough modelling – techniques. Music: exploring percussion instruments. Firework-inspired art. 	<ul style="list-style-type: none"> Transport collage and printing. Design and build vehicles (junk modelling). Music: transport sound effects and rhythms. Dance: 'Off we go' movement composition. Role play: train station/airport. 	<ul style="list-style-type: none"> World landmarks art. Create maps with mixed media. World music listening. Easter-themed art and crafts. 	<ul style="list-style-type: none"> Observational drawings of plants and minibeasts. Music linked to growth (The Tiny Seed). Dance: life-cycle movement (e.g. butterfly). Planting-themed role play. 	<ul style="list-style-type: none"> Celebration carnival art and costumes. Whole-class performance (songs and dance). End-of-year memory book (mixed media). Transition art – self-portrait evolution.
Early Learning Goals (Assessment Point)						
<ul style="list-style-type: none"> 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 & 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. 						

Key Foundational Knowledge and Skills (KFKS)

- KFKS 1 — Compose a simple sentence orally
- KFKS 2 — Handwriting: Curly letter family (c, a, d, g, o, q, e, s, f)
- KFKS 3 — Handwriting: Long letter family (l, i, t, j, u, y)
- KFKS 4 — Handwriting: Bouncy letter family (m, n, r, b, p, h)
- KFKS 5 — Handwriting: Zig-Zag letter family (v, w, x, z, k)
- KFKS 6 — Hold pencil correctly (tripod grip)
- KFKS 7 — Form numerals (0–9) correctly

- KFKS 8 — Use a pair of scissors correctly
- KFKS 9 — Spell HFW, TW / Common exception words correctly
- KFKS 10 — Recall number bonds to 10