

All Saints' Catholic Primary School

Early Years Foundation

Stage

Curriculum Progression

## OUR CURRICULUM INTENT

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
- ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.
- ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hard working ethos.
- ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
- ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
- ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.

## E.Y.F.S. RATIONALE

- ❖ In All Saints' Nursery & Reception Class, we strongly believe in combining the very best of Early Years practice, methodologies and pedagogies to create our very own holistic approach to educating our pupils. Our children are welcomed into our school family in a calm and nurturing environment and are encouraged to develop their learning creatively and independently in our setting. Our half termly themes are carefully sequenced. Our ethos is based around deeply embedding concepts using our various teaching methods, trusting relationships, opportunities for exploration and stimulating indoor and outdoor classroom environments. We provide carefully thought-out enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling children to develop a lifelong love of learning.
- ❖ Our school life holds Gospel Values at its centre – this is evident in our Early Years delivery; children are valued, their unique gifts and talents nurtured, and all interactions are intentional and based upon respect, kindness, fairness and forgiveness.
- ❖ As an EYFS staff we fully appreciate that we are the building blocks for each individual's school career and dedicate our time to developing positive attitudes to learning. Our curriculum is based around challenge. We aim to provide children with opportunities that are met with the highest levels of engagement. Witnessing these 'eureka' moments and seeing our children shine inspires us to help them to reach their potential. Children are encouraged to meet these aims and to develop their own passions at the same time, allowing the children to build resilience, ambition and integrity. We hope that this provides children with a sense of competence and the desire to match our high expectations.
- ❖ Community involvement is an essential part of our curriculum as we celebrate local traditions and learn about our local history. We also place great emphasis on occupational role play, exposing children to the different careers that can be found in society. This not only inspires children to want to play an important role within their community but also develops empathy, problem- solving skills and communication skills.
- ❖ Throughout their time in Reception class, our children develop the skills needed to smoothly transition to Year One. As children grow older, and as their development allows, it is expected that the balance gradually shifts towards more activities led by adults, to help children prepare for more formal learning. They acquire the confidence and tools to make decisions and self-evaluate, make connections and become lifelong learners. On this journey we strive to work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.



MANCHESTER

All Saints' Catholic Primary School

Nursery Class

Curriculum Intent



Autumn One		
English Books	Reading for Pleasure Books	Nursery Rhymes
Dear Zoo by Rod Campbell I Like Me by Nancy Carlson Sometimes by Emma Dodd My Body by Jill McDonald From Head to Toe by Eric Carle I Hear a Pickle by Rachel Isadora  Traditional Tale: Little Red Hen	Owl Babies Monkey Needs to Listen Goldilocks and the Three Bears Two Homes Mixed God's Very Colourful Creation	Humpty dumpty Baa, baa black sheep Twinkle, twinkle, little star Row, row, row your boat Rain, rain go away Pat a cake Little Miss Muffet Star light star bright Jack and Jill Polly put the kettle on
<b>Communication &amp; Language</b>	<b>Listening</b> To know how to <b>listen</b> (looking at the person who is talking, <b>concentrating</b> ) To be able to listen for a short period of time (eyes looking, ears listening, lips closed, hands still) To know why it is <b>important</b> to listen (to <b>follow instructions</b> , to <b>learn</b> new things, to enjoy a story, to <b>show respect</b> when praying, to have a <b>conversation</b> and to keep yourself <b>safe</b> ) To know when it is appropriate to talk and when it is time to listen (carpet, assembly, free play, small group) To begin to follow simple <b>instructions</b> (eg. get your coat)  <b>Speaking</b> To verbally greet familiar adults when arriving at school To say " <b>good morning/afternoon</b> " during the register or acknowledge my key worker with a smile/wave To engage in back and forth conversation using simple words or visual prompts with my key worker To engage in 1:1 conversation with familiar adults or peers using simple sentences (of at least two or three words eg. Mummy at work) To talk about things that are <b>important</b> to them in a small group (likes, dislikes, family, pets, friends, activities) To know that we need to <b>take turns</b> to speak (put hand up, not shouting out) To know I can ask an adult for <b>help</b> To begin to understand All Saints' vocabulary ( <b>manners, House Points, certificate, celebration, All Saints'</b> ) To be able to recall events (explaining how they are hurt etc)	
<b>Physical Development</b>	<b>Gross Motor</b>	

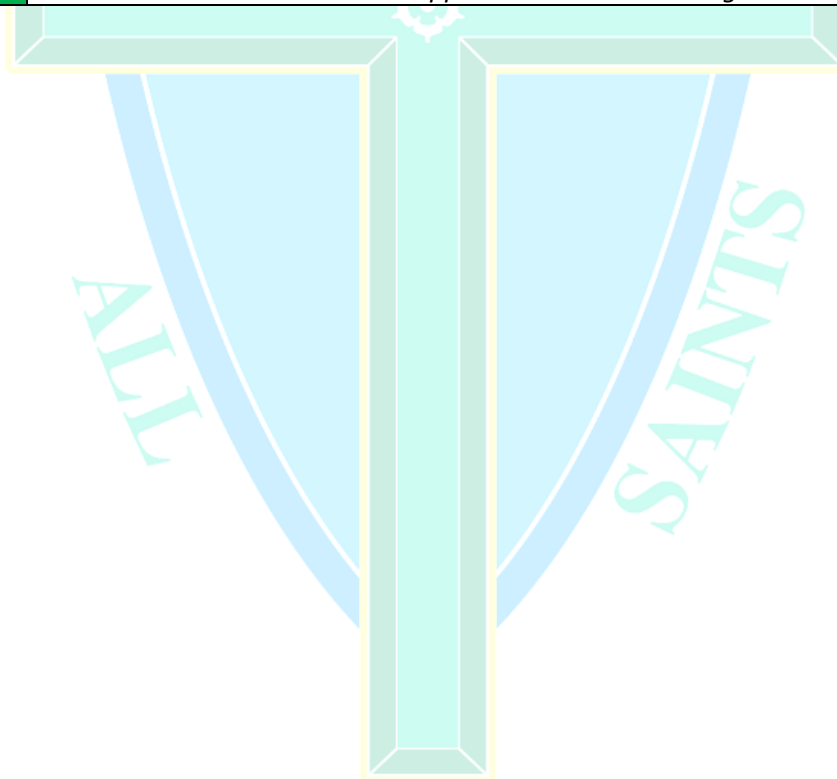
	<p>To develop core strength</p> <p>To attempt to copy movements and actions using large muscle movements</p> <p>To begin making large marks using palmer grip</p> <p>To use large muscle movements to wave flipper flappers (Squiggle Whilst You Wiggle moves 1-2) (<b>up, down, side to side, wiggle up, wiggle down, wiggle side to side</b>)</p> <p>To put wellies on, sometimes with help from an adult</p> <p>To attempt to put shoes and coat on</p> <p>To know how to move safely around a space (<b>walk, looking ahead</b>)</p> <p>To move at different speeds and in different directions</p> <p>To be able to be still when asked (<b>freeze</b>)</p> <p>To begin to use one handed tools (trowel, spade)</p> <p><b>Fine Motor</b></p> <p>To use a comfortable grip to make marks (crayons, using chalk, paint, pencils)</p> <p>To explore mark making using a range of media</p> <p>To stack blocks or similar resources to build a small tower</p> <p>To participate in finger and action rhymes</p> <p>To follow instructions to manipulate dough (<b>ball, roll, squeeze, pat, pinch</b>)</p> <p>To practise a pinching movement using tweezers, pipettes and other tools</p> <p>To practise putting on and taking off clothing (coats, puddle suit, jumper, cardigan)</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Self-Regulation</b></p> <p>To familiarise myself with classroom <b>areas</b> and <b>resources</b> (with modelling from adults)</p> <p>To begin to know what my classroom <b>routines</b> are</p> <p>To know what the rules are at nursery (<b>walk, quiet, sit, listen, line up, bright jacket, home time, lunch time</b>)</p> <p><b>Managing Self</b></p> <p>To know when to wash my hands (before food, after the toilet)</p> <p>To know that when I wash my hands, I wash away <b>germs</b></p> <p>To know how to <b>wash</b> my hands properly with <b>guidance from an adult</b></p> <p><b>Making Relationships</b></p> <p>To separate from my grown up</p> <p>To know who my <b>key worker</b> is and to know their name</p>

	<p>To begin to know the <b>names</b> of some others in my classroom</p>
<p><b>RE</b></p>	<p>To know that my <b>name</b> is important (<b>Christian name/first name, family/surname, class, myself</b>)          To know that <b>God</b> knows me and knows my name (<b>prayer</b>)          To know that God <b>loves</b> me</p> <p>To know what it is to <b>welcome</b> and to be welcomed          To know how we welcome people into a family          To know that we are welcomed into <b>God's family</b> through <b>Baptism (baptise, water, candle, In the name of the Father...)</b></p> <p><b>RHE</b>  <u>Module 1, Unit 1</u></p> <p>To know that we are created individually by God as part of His creation plan (<b>created by God, unique</b>)          To know that we are all <b>God's children</b> and are <b>special</b>          To know that our bodies were created by God and are good          To know that we can give <b>thanks to God</b></p>
<p><b>Maths</b></p>	<p>To recognise <b>primary</b> colours (<b>red, yellow, blue, green, orange, purple, pink, brown, black, white</b>)          To be able to match objects (socks, shoes, wellies etc.)          To recognise and create matching towers          To match objects to a photograph in the environment <b>with adult support</b>          To sort objects by size and colour (<b>big, medium, small</b>)          To compare objects by size (<b>bigger than, smaller than</b>)          To talk about what they notice about the objects that have been grouped by an adult          To identify how groups of objects have been sorted by identifying the similarities between the objects          To begin to sort objects based on their own criteria</p> <p>To understand sequencing language during daily timetable (<b>First, then, next, after, before</b>)          To begin to count verbally (not always accurately)          To begin to count objects/people using 1:1 correspondence          To know that the number name assigned to the final object in a group is the total number of objects in that group (cardinality principle)          To talk about and identify patterns in the environment (stripy, spotty, checks, floral)          To recognise and begin to continue an ABAB repeating pattern</p>
<p><b>Literacy</b></p>	<p><b>Reading</b></p>

	<p>To know the names of different parts of a book (<b>page, title, author, illustrator, words</b>)</p> <p>To be able to talk about stories they have heard</p> <p>Listen to and say new vocabulary from stories</p> <p>To retell parts of a familiar story through play using some story vocabulary</p> <p>To recognise my peg and tray label (with a picture)</p> <p>To listen to stories in a group</p> <p>To join in with familiar rhymes, stories and songs</p> <p>Share favourite stories with an adult and talk about book choices</p> <p>Begin to recognise some environmental print</p> <p>To be able to differentiate between different sounds (environmental)</p> <p><b>Writing</b></p> <p>To explore a variety of mark making tools and equipment (paint brush, pencils, chalk, crayons)</p> <p>I can make large marks using a palmar grip (<b>up, down, side to side, wiggle up, wiggle down, wiggle side to side</b>)</p> <p><b>Grammar</b></p> <p>To identify and use pronouns to refer to themselves in the first-person singular 'I'</p> <p><b>Oracy</b></p> <p>To respond to adult prompts</p> <p>To use pronoun in response to an adult</p>
<p><b>Understanding the World</b></p>	<p>To use my senses to explore and observe seasonal changes (<b>fallen leaves, changing colours, seeds, crunchy, dry, damp, Autumn, season, changes</b>)</p> <p>To talk about my own family</p> <p>To show interest in different occupations (<b>firefighters, police officers, doctors, nurses, paramedics, priest, crossing patrol/lollipop person</b>)</p> <p>To explore and talk about different forces they can feel (<b>wind, magnet, pull, push</b>)</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p>To know that we can make new <b>colours</b> by <b>mixing</b> colours together</p> <p>To explore how to make new <b>colours</b></p> <p>To freely explore and create with a range of autumnal materials (<b>leaf, conker, acorn, seeds, twigs, bark</b>)</p> <p>To create our own version of a newly learned song (The Hedgehog is Very Prickly)</p> <p>To begin to express own ideas through role play</p>



	<p>To join in with familiar rhymes and songs To build simple towers and structures To move in time to music</p>
<b>Welly Wednesday Outdoor Learning</b>	<p>To learn forest school routines and expectations To discuss signs of autumn To sort natural materials To listen to sounds in the environment To feel and <b>explore the effects of weather</b> To explore patterns using natural materials To explore senses (<b>hear, see, touch, smell, taste</b>) <i>Plus other activities which will support curriculum teaching</i></p>

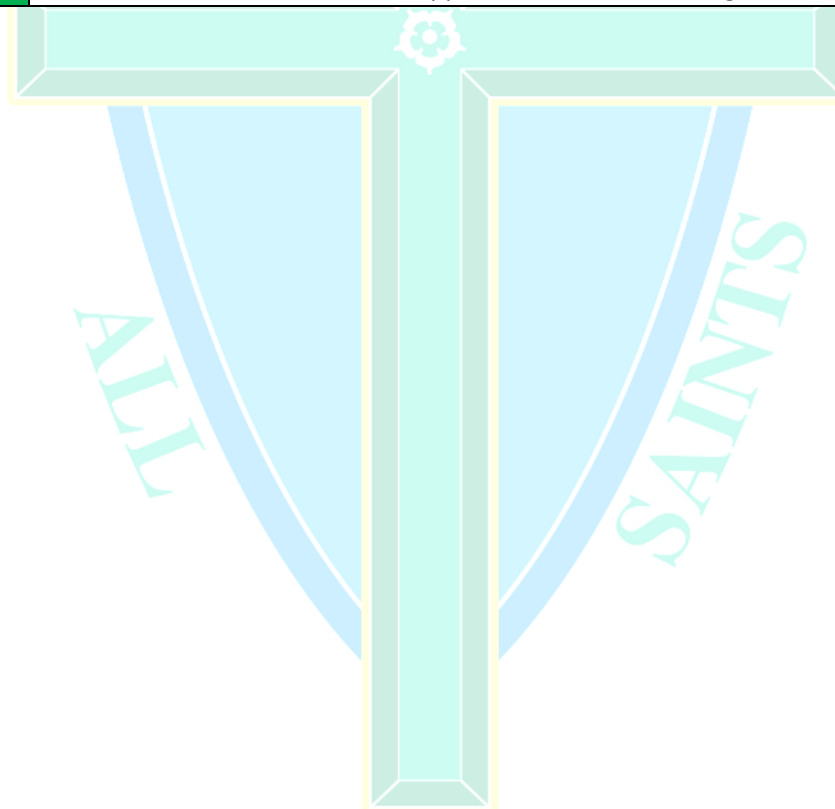


Autumn Two		
English Books	Reading for Pleasure Books	Nursery Rhymes
We're Going on a Leaf Hunt by Steve Metzger Leaf Man by Lois Ehlert Tree by Patricia Hegarty Autumn Is Here by Heidi Poss Gray Can't You Sleep Little Bear by Martin Waddell The Busy Little Squirrel by Nancy Tafuri  Traditional Tale: The Three Little Pigs	Bonfire Night Where Poppies Grow Elephant Needs to Share A Very Noisy Christmas Is it Nearly Christmas? Stick Man Baby Bear's Christmas Kiss	Humpty dumpty Baa, baa black sheep Twinkle, twinkle, little star Row, row, row your boat Rain, rain go away Pat a cake Little Miss Muffet Star light star bright Jack and Jill Polly put the kettle on
<b>Communication &amp; Language</b>	<b>Listening</b> To listen to whole class stories To join in repeated refrains in stories  <b>Speaking</b> To engage in back and forth conversations with a familiar adult or friend and continue it for many turns To respond to what has been read/asked with appropriate comments To begin to expand vocabulary with modelling from an adult (fast car, juicy apple) To use descriptive language (blue car, big apple) To understand simple requests (sit on the carpet)	
<b>Physical Development</b>	<b>Gross Motor</b> To develop core strength To play games that encourage children to cross their bodies mid-line (Twister, Simon says) To balance and climb on and over apparatus using alternate feet To begin to roll, kick and catch a large ball To explore different ways of moving (hopping, jumping, skipping, running, crawling, frog jump etc.) To use large muscle movements to wave flipper flappers (Squiggle Whilst You Wiggle moves 3 -4) (clockwise, anti-clockwise, circle, hands together, left, right, spinning around, hump) To begin to put shoes and coat on with support from an adult To put wellies on with increasing independence To use the toilet with little support	

	<p><b>Fine Motor</b></p> <p>To use scissors to make snips (with loop scissors to begin then progressing to standard scissors)</p> <p>To use a range of tools to make marks, making connections with their movements and the marks they make (using chalk, paint, pencils, forks, cotton buds)</p> <p>To know that I must put a lid on a pen to stop it from drying out</p> <p>To follow instructions to manipulate dough (ball, roll, squeeze, pat, pinch)</p> <p>To practise dressing and undressing with support when needed</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Self-Regulation</b></p> <p>To use classroom areas and resources with increasing confidence (sometimes with modelling from adults)</p> <p>To know what my classroom routines are</p> <p>To know what the rules are at nursery (walk, quiet, sit, listen, line up, bright jacket, home time, lunch time)</p> <p>To talk about feelings (happy, sad, angry, worried)</p> <p>To begin to recognise and talk about feelings with an adult through stories, puppets etc.</p> <p><b>Managing Self</b></p> <p>To know when to wash my hands (before food, after the toilet)</p> <p>To know that when I wash my hands, I wash away germs</p> <p>To know how to wash my hands properly</p> <p><b>Making Relationships</b></p> <p>To separate from my grown up</p> <p>To know my key worker will help me if I need it</p> <p>To play alongside other children who have similar interests</p>
<p><b>RE</b></p>	<p>To know what a birthday is; waiting for a birthday</p> <p>To learn about Advent when people get ready for the birthday of Jesus at Christmas (wreath)</p> <p>To learn about the first Christmas; the birthday of Jesus (Mary, Joseph. manger)</p> <p>To know about the Jewish festival, Hannukah</p> <p>To know about the story of the oil lamp in the Temple (lamp, light)</p>
<p><b>Maths</b></p>	<p>To continue to practice previously learned counting skills</p> <p>To sing a variety of counting songs to explore different mathematical concepts such as one more/one less</p> <p>To represent a quantity using fingers</p>

	<p>To count 1 or 2 objects by touching it and saying one number name for each item</p> <p>To subitise 1 and 2</p> <p>To link and match numeral 1 and 2 to the correct amount</p> <p>To understand the sequence language (<b>First, then, next, after, before</b>)</p> <p>To recognise days of the week (daily calendar)</p>
<p><b>Literacy</b></p>	<p><b>Reading</b></p> <p>To sing some familiar nursery rhymes and songs</p> <p>To act out parts of a familiar story through play using vocabulary from familiar stories</p> <p>To answer questions about a story (<b>Nativity</b>)</p> <p>To orally retell a story through role play</p> <p>To understand that when reading we turn one page at a time in books</p> <p>To understand that print carries meaning</p> <p>To talk about the illustrations in books</p> <p>To recognise and say rhyming words at the end of rhymes</p> <p>To be able to differentiate between different sounds (instrumental)</p> <p><b>Writing</b></p> <p>To make marks, talking about the marks they have made (<b>chalk, paint, pencils, felt tip pens, forks, cotton buds</b>)</p> <p>To recognise own name</p> <p>To begin to copy my <b>name</b> (Christmas cards)</p> <p>I can make large marks using a palmar grip (clockwise, anti-clockwise, circle, hands together, left, right, spinning around, hump)</p> <p><b>Grammar</b></p> <p>To use pronouns to refer to others as he and she replacing nouns</p> <p><b>Oracy</b></p> <p>To understand simple who, what and where questions when looking at the illustration</p> <p>To use simple sentences (with he or she) to share thoughts about what is happening in the illustration</p>
<p><b>Understanding the World</b></p>	<p>To use my senses to explore and observe seasonal changes (<b>fallen leaves, changing colours, seeds, crunchy, dry, damp, Autumn, season, changes, bare branches, cold, frost</b>)</p>

	<p>To talk about my own family  <b>To talk about familiar celebrations (birthdays, Christmas, Halloween, Remembrance Day)</b>          To know we can help others in need (<b>Children in need, charity, help, sponsored</b>)</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p>To learn and sing songs for a purpose (<b>Nativity</b>)          To express own ideas through role play          To retell a story through role play  <b>To explore resources to stick things together (glue stick, PVA, sellotape)</b>          To explore how to use <b>masking tape</b> {Mummies} (<b>rip, tear</b>)</p>
<p><b>Welly Wednesday Outdoor Learning</b></p>	<p>To discuss signs of autumn/winter  <i>Plus other activities which will support curriculum teaching</i></p>



Spring One		
English Books	Reading for Pleasure Books	Nursery Rhymes
Goodnight Moon by Margaret Wise Brown The Gruffalo by Julia Donaldson Hairy Maclary by Lynley Dodd The Tiger Who Came to Tea by Judith Kerr Elmer by Dacid McKee Peace at Last by Jill Murphy  Traditional Tale: Goldilocks and the Three Bears	Cheetah Learns to Play Goldy Luck and the Three Pandas One, Two, Three Do the Dinosaur The Dinosaurs Valentine's Day My First Book of Garden Birds	<u>Action Songs</u> Brush your teeth Head, shoulders, knees and toes If you're happy and you know it Sleeping bunnies Dingle, dangle scarecrow Wind the bobbin up The farmer's in his den
<b>Communication &amp; Language</b>	<p><b>Listening</b>            Continue to practice and embed previous skills with some independence            To listen during whole class or small groups activities for an increasing length of time            To understand and respond to simple instructions and questions            To be able to differentiate between sounds (body percussion)</p> <p><b>Speaking</b>            Continue to practice and embed previous skills with some independence.            To respond appropriately when asked a simple question eg. Where are your gloves?            To develop confidence sharing thoughts and ideas with a larger group/whole class            To use new, topic vocabulary in context (<b>extinct, volcano, fossil,</b>)</p>	
<b>Physical Development</b>	<p><b>Gross Motor</b>            To balance and climb on and over apparatus using alternate feet (climbing frame)            To safely manage stairs and ladders, with support where necessary (climbing frame)            To use large muscle movements to wave flipper flappers (Squiggle Whilst You Wiggle moves 4) (<b>hump, under hump, move the hump</b>)            To be able to put shoes and coat on with increasing independence            To know how to dress appropriately for the weather (<b>hat, gloves, scarf, coat, wellies, ear muffs</b>)            To put on a puddle suit sometimes with support from an adult</p> <p><b>Fine Motor</b>            To use scissors to cut with some control            To know you must put a lid on a pen to stop it from drying out</p>	

	<p>To follow instructions <b>to manipulate dough (ball, roll, squeeze, pat, pinch)</b></p> <p>To practise a pinching movement using appropriate tools (tweezer, pipette)</p> <p>To thread objects onto string</p> <p>To begin to draw recognisable pictures using lines and circles</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Self-Regulation</b></p> <p>To use <b>classroom areas and resources</b> with increasing confidence</p> <p>To know what my classroom <b>routines</b> are</p> <p>To follow the rules at nursery, sometimes when reminded by an adult (<b>walk, quiet, sit, listen, line up, bright jacket, home time, lunch time</b>)</p> <p>To know that rules (and laws) keep us safe</p> <p>To be aware of their own <b>feelings</b> and know what this might look like (<b>cry, lonely, smile, laugh, sad, )</b></p> <p>To participate in a class assembly in front of an audience</p> <p><b>Managing Self</b></p> <p>To know when to wash my hands (before food, after the toilet)</p> <p>To know that when I wash my hands, I wash away <b>germs</b></p> <p>To know how to <b>wash</b> my hands properly and to do so with increasing independence</p> <p><b>Making Relationships</b></p> <p>To confidently <b>separate from my grown up</b></p> <p>To build good relationships with familiar staff (EYFS staff, head teacher, lunchtime supervisors, breakfast/tea club staff if appropriate)</p> <p>To confidently play with one or more of my peers (<b>with a familiar adult nearby if necessary</b>)</p>
<p><b>RE</b></p>	<p>To know what a <b>celebration</b> is and how people celebrate</p> <p>To know what the <b>parish family</b> celebrates (<b>community, Church, priest</b>)</p> <p>To know how the parish family celebrates – the story of the Presentation</p> <p>To know what activities children and family like to do <b>together</b></p> <p>To know that the parish family gather for <b>Mass</b></p> <p>To know the parish family <b>gather to listen</b> to God’s word (<b>blessing, ‘The Lord be with you...’, sing, bread, wine, pray</b>)</p> <p><b>RHE</b></p>

	<p><u>Module 2, Unit 1</u></p> <p>To know that we are <b>part of God's family</b></p> <p>To know that Jesus cared for others and wanted them to live good lives like Him (<b>care, help, role model, good choices, kind</b>)</p> <p>To know that we should <b>love</b> other people in the same way <b>God loves us</b></p>
<p><b>Maths</b></p>	<p>To continue to practice previously learned counting skills</p> <p>To sing a variety of counting songs to explore different mathematical concepts such as one more/one less</p> <p>To represent a quantity using fingers</p> <p>To count and subitise 3 and 4</p> <p>To recognise numeral 3 and 4</p> <p>To begin to learn that numbers can be made from smaller amounts</p> <p>To know how to compose 3 and 4 using smaller numbers</p> <p>To explore and name some 2D shapes (<b>circles, triangle, square, rectangle</b>)</p> <p>To continue AB patterns using movement of their body</p> <p>To explore what happens when they put different objects into <b>balance scales</b>. They hear the words heavier and lighter</p> <p>To investigate <b>heavier</b> and <b>lighter</b></p> <p>Children explore containers that are full or empty, both practically and pictorially (<b>full, empty, nearly full, nearly empty</b>)</p> <p>Children compare the <b>capacity</b> of different containers by directly <b>pouring</b> from one to the other</p>
<p><b>Literacy</b></p>	<p><b>Reading</b></p> <p>To know the names of different parts of a book (<b>page, title, author</b>)</p> <p>To explore books independently, sometimes turning more than one page at a time</p> <p>To sing familiar nursery rhymes and songs in play (song stones)</p> <p>To act out parts of a familiar story through play using story vocabulary</p> <p>To retell a story using visual prompts</p> <p>To listen to increasingly longer stories</p> <p>To anticipate key events in thymes and stories</p> <p>To join in with repeated refrains in new stories</p> <p>To begin to copy how an adult models intonation when reading aloud</p> <p>To be able to differentiate between sounds (body percussion)</p> <p><b>Writing</b></p>



	<p><b>I can make large marks using a palmar grip (hump, under hump, move the hump)</b>          To make marks, talking about the marks made (using <b>chalk, paint, pencils, felt tip pens, forks, cotton buds</b>)          To begin to draw recognisable pictures using lines and circles          To attempt to write name          To assign meaning to marks they make</p> <p><b>Grammar</b>          To orally use action words within a sentence</p> <p><b>Oracy</b>          To use language to share feeling and thoughts about a text          To use the pronoun 'I' to talk about their own thoughts and opinions</p>
<p><b>Understanding the World</b></p>	<p><b>To use my senses to explore and observe seasonal changes (cold, frost, snow, ice, freeze, snowflake, bare trees, frozen)</b>          To talk about celebrations in the past using photographic prompts          To know about celebrations from other cultures (<b>Chinese New Year</b>)  <b>To talk about my own family and people who are special to me</b> (Valentine's Day)          To notice differences in <b>climate</b> between England and other countries (hot, cold, dusty, dry, savannah, arctic, weather, temperature)          To know that different animals live in different <b>climates (lion, savannah, arctic, polar bear, narwhale, killer whale, arctic fox, reindeer)</b>  <b>To observe and identify different types of birds</b>          To know what birds eat</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Sing and join in with actions from songs, stories and rhymes</b>  <b>Explore the sounds of different instruments (tambourine, drum, triangle, shaker, bells)</b>          To follow instructions <b>to make a bird feeder</b></p>
<p><b>Welly Wednesday Outdoor Learning</b></p>	<p><b>To observe seasonal changes (cold, wet, bare trees, possibly snow, ice, frost, frozen, snowflake)</b>          To notice what our climate is like (in preparation for comparing climates)  <b>To observe and identify different types of birds</b>  <b>To make bird feeders</b>  <i>Plus other activities which will support curriculum teaching</i></p>

Spring Two		
English Books	Reading for Pleasure Books	Nursery Rhymes
<p>Once There Were Giants by Martin Waddell</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>The Tiny Seed by Eric Carle</p> <p>Oliver's Vegetables by Vivian French</p> <p>Tad by Benji Davies</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Traditional Tale: Jack and the Beanstalk</p>	<p>Jack and the Beanstalk</p> <p>Bodge Plants a Seed</p> <p>The Very Hungry Caterpillar</p> <p>Croc Needs to Wait</p> <p>Farmer Duck</p> <p>The Easter Story</p>	<p>The grand old Duke of York</p> <p>This little piggy went to market</p> <p>The bear went over the mountain</p> <p>Down in the jungle</p> <p>Incy wincy spider</p> <p>I'm a little teapot</p> <p>The wheels on the bus</p> <p>Old McDonald had a farm</p> <p>Miss Polly had a dolly</p> <p>Mary had a little lamb</p>
<b>Communication &amp; Language</b>	<p><b>Listening</b></p> <p>Continue to practice and embed previous skills with some independence</p> <p>Listen to and engage with stories, making appropriate comments or asking appropriate questions</p> <p>To be able to hear rhymes in speech</p> <p><b>Speaking</b></p> <p>Continue to practice and embed previous skills with some independence.</p> <p>To engage in back and forth conversations with peers and adults, looking at them as they speak and responding appropriately to what they say</p>	
<b>Physical Development</b>	<p><b>Gross Motor</b></p> <p>Begin to roll, catch, throw and kick a large ball</p> <p>To begin to use large muscle movements to wave flipper flappers (Squiggle Whilst You Wiggle moves 5-6)</p> <p>(hook, up, downwards hook, twisted spiral)</p> <p>To be able to put shoes and coat on with increasing independence</p> <p><b>Fine Motor</b></p> <p>To use scissors to cut with some control</p> <p>To explore mark making patterns (swirls, waves, zig zags, straight lines, spots)</p> <p>To begin to put a lid on a pen to stop it from drying out</p> <p>To follow instructions to manipulate dough (ball, roll, squeeze, pat, pinch)</p> <p>To practise a pinching movement using tweezers with increasing control</p>	

<p><b>Personal, Social &amp; Emotional Development</b></p>	<p>To use a comfortable grip when holding writing tools</p> <p><b>Self-Regulation</b>          To use classroom <b>areas</b> and <b>resources</b> with <b>increasing</b> confidence          To know what my classroom <b>routines</b> are          To follow the rules at nursery, sometimes when reminded by an adult (<b>walk, quiet, sit, listen, line up, bright jacket, home time, lunch time</b>)          To be aware of their own <b>feelings</b> and know what this might look like (cry, lonely, smile, laugh)          To participate in a class assembly in front of an audience          To engage in adult directed activities for short periods of time</p> <p><b>Managing Self</b>          To know when to wash my hands (before food, after the toilet)          To know that when I wash my hands, I wash away <b>germs</b>          To know how to <b>wash</b> my hands properly and to do so with increasing independence</p> <p><b>Making Relationships</b>          To form friendships with other children          To talk confidently to my <b>key person</b> and other children          Notice similarities and differences between myself and others</p>
<p><b>RE</b></p>	<p>To know what activities children and family like to do <b>together</b>          To know that the <b>parish family</b> gather for <b>Mass</b>          To know the parish family gather to listen to <b>God's word</b></p> <p>To recognise growth in nature (<b>leaves, grow, seeds, baby animals, spring, buds, daffodils</b>)          To learn about <b>Lent</b>; a time for growing in God's love          To learn about <b>Good Friday</b> and looking forward to <b>Easter (Cross, Easter Sunday)</b></p> <p><b>RHE</b>  <u>Module 2, Unit 2</u>  <u>Session 1</u>          To identify <b>special people</b> (e.g. <b>parents, carers, friends, family, teachers</b>) and what makes them special          To know the importance of the nuclear <b>family</b> and of the wider family</p>

	<p>To know the importance of being close to and <b>trusting</b> 'special people', and telling them when something is troubling them</p> <p><u>Session 2</u></p> <p>To know how their <b>behaviour</b> affects other people and that there is <b>appropriate</b> and <b>inappropriate</b> behaviour (<b>kind, unkind, choices, hurt, good, bad</b>)</p> <p>To know the characteristics of positive and negative relationships</p> <p>To know about different types of teasing and that all bullying is wrong and unacceptable (<b>unkind, bullying, hurt, feelings</b>)</p> <p><u>Session 3</u></p> <p>To recognise when they have been <b>unkind</b> to others and say <b>sorry</b></p> <p>To know that when we are unkind, we hurt God and should say sorry</p> <p>To recognise when people are being unkind to them and others and how to respond</p> <p>To know that we should <b>forgive</b> like Jesus forgives</p>
<b>Maths</b>	<p><b>To continue to practice previously learned counting skills</b></p> <p><b>To sing a variety of counting songs to explore different mathematical concepts such as one more/one less</b></p> <p><b>To represent a quantity using fingers</b></p> <p>To count and subitise 5</p> <p>To recognise numeral 5</p> <p>To begin to learn that numbers can be made from smaller amounts</p> <p>To know how to compose 5 using smaller numbers</p> <p>To introduce children to a <b>5 frame</b></p> <p>Children compare the <b>height</b> of different objects using the word <b>tall</b> or <b>short</b></p> <p>Children compare the <b>length</b> of different objects using the word <b>long</b> or <b>short</b></p>
<b>Literacy</b>	<p><b>Reading</b></p> <p>To name different parts of a book (<b>page, title, author</b>)</p> <p><b>To sing familiar nursery rhymes and songs</b></p> <p>To act out parts of a familiar story through play using story vocabulary</p> <p>To retell a story through role play</p> <p>To be able to hear rhymes in speech</p> <p>To understand that we read from left to write and top to bottom</p> <p>To identify signs and symbols in the environment and recall what they mean</p>

	<p>To begin to suggest new rhyming words</p> <p><b>Writing</b>  I can make large marks using a palmar grip (<b>hook, up, downwards hook, twisted spiral</b>)  I can explore large and small marks using a variety of media (<b>chalk, paint, pencils, crayons</b>)</p> <p><b>Grammar</b>  To orally use the correct regular verb form 'dance' include the present continuous verb from 'dancing'</p> <p><b>Oracy</b>  To sequence pictures to help order a story or an experience  To listen to an adult modelling grammatical accuracy  To give a simple sentence for each of the pictures maintaining grammatical accuracy</p>
<p><b>Understanding the World</b></p>	<p>To use my senses to explore and observe seasonal changes (<b>leaves, grow, seeds, dry, baby animals, dry, spring, buds</b>)  To know that <b>spring</b> is a time where things <b>grow</b>  To notice buds appearing on trees and flowers beginning to grow (<b>flowers, daffodils, buds</b>)  To know that seeds need <b>water</b> to <b>grow</b>  To identify some <b>animals</b> that can be seen in the local countryside (<b>sheep, rabbit, horse, cow, lamb, foal, calf</b>)  To match baby <b>animals</b> to their mothers (<b>lamb, chick, bunny, calf, foal, born, baby</b>)  To observe and comment on the life cycle of a <b>caterpillar</b> (<b>egg, caterpillar, butterfly, change</b>)</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p>To explore a variety of instruments (<b>tambourine, drum, triangle, shaker, bells</b>)  To explore making sounds in different ways with instruments and everyday objects (<b>tap, bang, shake, scrape, loud, quiet, fast, slow</b>)  To engage in imaginative role play based on first hand experiences (home corner/vets/restaurant) (<b>order, waiter/waitress, menu, chef, medicine, vet, operation, injection</b>)</p>
<p><b>Welly Wednesday Outdoor Learning</b></p>	<p>To notice seasonal changes (<b>bud, leaves, grow, flowers, warm, dry</b>)  To explore and identify some minibeasts (<b>worm, spider, centipede, slug, snail, caterpillar, butterfly magnifying glass, bug tub</b>)  To explore making sounds using natural objects (eg. Tapping a stick)  <i>Plus other activities which will support curriculum teaching</i></p>

Summer One		
English Books	Reading for Pleasure Books	Nursery Rhymes
The Very Busy Spider by Eric Carle What the Ladybird Heard by Julia Donaldson Mia Makes a Meadow by Rachel Lawston Polar bear, Polar bear, What Do you Hear? By Eric Carle Puffin Peter by Petr Horacek Jelly Boy by Nicole Goodwin Traditional Tale: The Three Billy Goat's Gruff	There's an Alien in Your Book by Tom Fletcher Giraffe is Left Out by Sue Graves Look up by Nathan Bryon Here Come the Aliens by Colin McNaughton The Solar System for Kids by Dr. Dhoot The Smeds and the Smoos by Julia Donaldson	5 little speckled frogs 5 little ducks 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive Two little dickie birds Three blind mice Five current buns 5 little monkeys jumping on the bed One finger, one thumb
<b>Communication &amp; Language</b>	<b>Listening</b> Continue to practice and embed previous skills with some independence To listen to others effectively to others' ideas in play and respond appropriately To follow simple instructions To be able to hear initial sounds To engage in adult directed activities for short periods of time  <b>Speaking</b> Continue to practice and embed previous skills with some independence. To develop confidence sharing thoughts and ideas with a larger group/whole class To begin to talk in detail about past events To listen to others effectively to others' ideas in play and respond appropriately	
<b>Physical Development</b>	<b>Gross Motor</b> To kick a stationary ball with some aim towards a friend or goal To begin to use large muscle movements to wave flipper flappers (Squiggle Whilst You Wiggle moves 7-8) (wave, left, right, horizontal, cross over, laid down eight, straight eight) To put on coat, shoes, wellies and puddlesuits independently  <b>Fine Motor</b> To begin to copy some letters from their name To show increasing control over one handed tools (jugs, trowels, mark making tools)	
<b>Personal, Social &amp; Emotional Development</b>	<b>Self-Regulation</b>	

	<p>To use classroom <b>areas</b> and <b>resources</b> with increasing confidence</p> <p>To know what my classroom <b>routines</b> are</p> <p>To follow the rules at nursery, sometimes when reminded by an adult (<b>walk, quiet, sit, listen, line up, bright jacket, home time, lunch time</b>)</p> <p>To be aware of their own <b>feelings</b> and know what this might look like (<b>cry, lonely, smile, laugh</b>)</p> <p>To participate in a class assembly in front of an audience</p> <p><b>Managing Self</b></p> <p>To know when to wash my hands (before food, after the toilet)</p> <p>To know that when I wash my hands, I wash away <b>germs</b></p> <p>To know how to <b>wash</b> my hands properly and to do so with increasing independence</p> <p>To use the toilet independently</p> <p>To know that some food is <b>healthy</b> and some is <b>unhealthy</b></p> <p>To know how to have a healthy, <b>balanced diet</b></p> <p><b>Making Relationships</b></p> <p>To know I can ask adults for help</p> <p>To talk to friends as they play and begin to take turns <b>with support from an adult</b></p> <p>To begin to show empathy/concern for special people such as giving a hug when upset</p>
RE	<p>To know that everyone has <b>good news to tell</b></p> <p>To know that during <b>Pentecost</b>, Jesus sends the <b>Holy Spirit (promise, alleluia)</b></p> <p>To know that Pentecost is about the joy and happiness the Good News of Jesus brings</p> <p>To know that we can make <b>friends</b></p> <p>To know that Jesus had friends and we can be friends of Jesus</p> <p>To know what Jesus tells us about being friends (<b>sorry, forgive, kind, love, make up, happy, sad</b>)</p> <p><b>RHE</b></p> <p><u>Module 2, Unit 4</u></p> <p><u>Session 1</u></p> <p>To know about <b>safe</b> and <b>unsafe</b> situations outdoors and indoors</p> <p>To know that they can <b>ask for help</b> from their special people</p>

	<p><u>Session 2</u>          To know that they are entitled to bodily <b>privacy</b>          To know that they can and should be open with '<b>special people</b>' they <b>trust</b> if anything troubles them          To know that there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <p><u>Session 3</u>          To know that <b>medicines</b> should only be taken when a <b>parent</b> or <b>doctor</b> gives them to us          To know that medicines are not sweets          To know that we should always try to look after our <b>bodies</b>, because God created them and gifted them to us</p> <p><u>Session 4</u>          To know that there are lots of people who do <b>jobs to help</b> us          To know that that in an <b>emergency</b>, they (or an adult) should call <b>999</b> and ask for <b>ambulance, police</b> and/or <b>fire brigade</b>          To know that <b>paramedics</b> help us in a medical <b>emergency</b>          To know that <b>First Aid</b> can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>
<p><b>Maths</b></p>	<p>To continue to practice previously learned counting skills          To sing a variety of counting songs to explore different mathematical concepts such as one more/one less          To represent a quantity using fingers          To begin to use the sequence language to describe the nursery day (<b>First, then, next, after, before</b>)          To <b>sequence</b> 3 pictures from a familiar nursery rhyme          To <b>sequence</b> up to 5 pictures from a familiar story          To begin to understand positional language (<b>on, under, in, out, in front, behind</b>)          To compare groups (<b>more than, fewer than</b>)</p>
<p><b>Literacy</b></p>	<p><b>Reading</b>          To remember and talk about stories we have read together          To talk through a story, turning one page at a time          To answer simple questions about a story          To begin to predict what might happen next in a story          To be able to hear initial sounds</p> <p><b>Writing</b></p>



	<p><b>I can make large marks using a palmar grip (wave, left, right, horizontal, cross over, laid down eight, straight eight)</b>          To write own name from memory          To use letter strings which move from left to write and top to bottom          Attempts to 'read' their own writing</p> <p><b>Grammar</b>          To orally use pronouns and verbs correctly within a sentence</p> <p><b>Oracy</b>          To use question words in a sentence          To listen to and copy an adult intonation when asking a question</p>
<p><b>Understanding the World</b></p>	<p><b>To use my senses to explore and observe seasonal changes (warm, hot, sun, sun cream, water, hat, shade, safe, beach, sea)</b>          To explore which materials <b>light</b> shines through  <b>To explore shadows</b>          To know when objects block the light, it creates a <b>shadow</b></p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>To remember and sing along to known songs</b> in play          To begin to create and develop storylines in play (small world and role play)          To be able to talk about things they have created (construction blocks, duplo, play dough, make and do etc.)</p>
<p><b>Welly Wednesday Outdoor Learning</b></p>	<p><b>To use my senses to explore and observe seasonal changes (warm, hot, sun, sun cream, water, hat, shade, safe)</b>  <b>To explore the effects of wind</b> (link to Pentecost topic) (windmills/kites)  <b>To explore shadows</b>          To begin to understand positional language (Teddy Bear's picnic – stay and play)          To understand what makes a balanced diet (Teddy Bear's picnic – stay and play)  <i>Plus other activities which will support curriculum teaching</i></p>

Summer Two		
English Books	Reading for Pleasure Books	Nursery Rhymes
We're Going on a Bear Hunt by Michael Rosen Mr Grumpy's Outing by John Birmingham The Train Ride by June Crebbin and Stephen Lambert Blown Away by Rob Biddulph We all went on Safari by Laurie Krebs and Julia Cairns Whatever Next! By Jill Murphy	10 Little Pirates One Day on Our Blue Planet in the Ocean by Ella Bailey Vegetable Glue by Susan Chandler Rhino Learns to be Polite by Sue Graves Smile Crocodile Smile by An Vrombaut Pirates Don't Go To School	5 little speckled frogs 5 little ducks 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive Two little dickie birds Three blind mice Five current buns 5 little monkeys jumping on the bed One finger, one thumb
<b>Communication &amp; Language</b>	<b>Listening</b> Continue to practice and embed previous skills with some independence To begin to sit <b>still</b> when listening To stop and listen to an adult when attention is gained To develop oral blending and segmenting To engage in adult directed activities for short periods of time  <b>Speaking</b> Continue to practice and embed previous skills with some independence. To develop confidence sharing thoughts and ideas with a larger group/whole class	
<b>Physical Development</b>	<b>Gross Motor</b> To develop movement and balancing using balance bikes, scooters and trikes To know we have to wear a helmet to protect our head when riding a two-wheeled vehicle To begin to show some control when throwing, catching and kicking a large ball To begin to use large muscle movements to wave flipper flappers (Squiggle Whilst You Wiggle moves 8-9) (left, right, horizontal, cross over, laid down eight, straight eight, straight line, up, down) To fasten own clothing and shoes (zip up, velcro, buttons)  <b>Fine Motor</b> To draw recognisable pictures and talk about them such as people or familiar objects To manage zips and buttons To attempt to follow the 'pencil pick up' song to hold a pencil	

<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Self-Regulation</b>          To use classroom <b>areas</b> and <b>resources</b> with increasing confidence          To know what my classroom <b>routines</b> are          To follow the rules at nursery, sometimes when reminded by an adult (<b>walk, quiet, sit, listen, line up, bright jacket, home time, lunch time</b>)          To recognise good and bad choices through stories, puppets and play          To participate in a class assembly in front of an audience</p> <p><b>Managing Self</b>          To know when to wash my hands (before food, after the toilet)          To know that when I wash my hands, I wash away <b>germs</b>          To know how to <b>wash my hands properly</b> and to do so with increasing independence          To use the toilet independently</p> <p><b>Making Relationships</b>          To be familiar with Reception teachers          To confidently play with one or more of my peers</p>
<p><b>RE</b></p>	<p>To explore what we love and <b>wonder</b> about our <b>world</b>          To know that God created the world and said, "Indeed it is very good"          To know how to take <b>care</b> of God's world (<b>wonderful, share, fair, together</b>)</p> <p>To know that a <b>prayer mat</b> is a special object for Muslims</p> <p><b>RHE</b>  <u>Module 3, Unit 1</u>  <u>Session 1</u>          To know that <b>God</b> is love: <b>Father, Son</b> and <b>Holy Spirit</b>          To know that being made in His image means being called to be loved and to <b>love others</b></p> <p><u>Session 2</u>          To know what a <b>community</b> is, and that God calls us to live in community with one another          To know a <b>Scripture</b> illustrating the importance of living in a community          To know that no matter how small our offerings, they are valuable to God and He can use them for His glory</p>

	<p><u>Module 3, Unit 2</u></p> <p>To know that they belong to various communities, such as <b>home, school, parish, the wider local area, nation</b> and the <b>global community</b></p> <p>To know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>To know that we have a duty of <b>care</b> for others and for the world we live in (<b>charity work, recycling, etc.</b>)</p> <p>To know about what <b>harms</b> and what <b>improves</b> the world in which they live</p>
<p><b>Maths</b></p>	<p>To continue to practice previously learned counting skills</p> <p>To sing a variety of counting songs to explore different mathematical concepts such as one more/one less</p> <p>To represent a quantity using fingers</p> <p>To explore and name some <b>3D shapes (cube, cuboid, cylinder, sphere)</b></p> <p>To consolidate previous learning</p>
<p><b>Literacy</b></p>	<p><b>Reading</b></p> <p>To talk about and answer simple questions about events and characters in a story</p> <p>To recall main events from a story</p> <p>To develop oral blending and segmenting skills</p> <p>To share books and discuss vocabulary that has been learned</p> <p><b>Writing</b></p> <p>I can make large marks using a palmar grip ((left, right, horizontal, cross over, laid down eight, straight eight, straight line, up, down)</p> <p>To copy own name using recognisable letters</p> <p>To be able to draw three lines on a whiteboard (in preparation for phonics in Reception)</p> <p>To talk about pictures they have drawn</p> <p>To copy words that they see in the environment around them</p> <p><b>Grammar</b></p> <p>To extend sentences beyond subject and verb maintaining grammatical accuracy</p> <p><b>Oracy</b></p> <p>To use picture prompts or the text to help retell a story</p> <p>To maintain grammatical accuracy</p>

<p><b>Understanding the World</b></p>	<p>To use my senses to explore and observe seasonal changes (<b>warm, hot, sun, sun cream, water, hat, shade, safe, beach, sea</b>)</p> <p>To explore natural marine-life materials (<b>seaweed, rock pool, sand, rocks</b>)</p> <p>To know about sea life and how we can help to protect their environment (<b>litter, pollution</b>)</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p>To remember and sing along to known songs in play</p> <p>To begin to create and develop storylines in play (small world and role play)</p> <p>To be able to talk about things they have created (construction blocks, duplo, play dough, make and do etc.)</p>
<p><b>Welly Wednesday Outdoor Learning</b></p>	<p>To use my senses to explore and observe seasonal changes (<b>warm, hot, sun, sun cream, water, hat, shade, safe</b>)</p> <p>To know that we have a duty of <b>care</b> for others and for the world we live in (litter picking, watering plants etc.)</p> <p><i>Plus other activities which will support curriculum teaching</i></p>

