

EYFS Curriculum Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Texts and Themes</p> <p>Cycle 1</p>	<p><u>About Ourselves</u></p> <p>Topsy and Tim start school – Jean Adamson            Super Duper You – Sophie Henn            What Colour is Love – Linda Strachan            Its ok to be different – Todd Parr            Heads, Shoulders, Knees and Toes – Skye Silver            Only one you – Linda Kranz            Ten little fingers and ten little toes – Mem Fox</p>	<p><u>Let there be light!</u></p> <p>Dipali Diwali – Twinkl            The Fox in the dark – Alison Green            Laura’s Star – Klaus Baumgart            Whatever Next? – Jill Murphy            How to Catch a Star – Oliver Jeffers            Look up – Nathan Byron</p>	<p><u>Superheroes</u></p> <p>Supertato – Sue Hendra            Max the Brave – Ed Vere            Ten Little Superhero’s – Mike Brownlow            Superhero Gran – Timothy Knapman            A Superpower like mine – Dr Ranj Singh            Red Rockets and Rainbow Jelly – Nick Sharratt            Superbat – Matt Carr</p>	<p><u>On the Move</u></p> <p>This Bus is for us – Michael Rosen            The Jolly Postman – Allan Ahlberg            Emma Jane’s Aeroplane – Katie Haworth            Things that go – Amy Pixton            Rosie’s Walk – Pat Hutchins            Big Blue Train – Julia Jarman</p>	<p><u>In the Garden</u></p> <p>Jack and the Beanstalk            Superworm – Julia Donaldson            The Tiny Seed – Eric Carle            Grandpa’s Garden – Stella Fry            Eddie’s Garden- How to make things grow – Sarah Garland            Oliver’s Vegetables – Vivian French            Sunflower House – Eve Bunting</p>	<p><u>Under the Sea</u></p> <p>Sharing a Shell – Julia Donaldson            Commotion in the Ocean – Ciles Andreae            Bright Stanley – Matt Buckingham            The Fish who could Wish – John Bush            Mister Seahorse – Eric Carle            Little Turtle and the Sea – Becky Davies</p>
<p>Key Texts and Themes</p> <p>Cycle 2</p>	<p><u>All About Me</u></p> <p>Harry and the Dinosaurs at School – Ian Whybrow            Don’t hog the hedge – Twinkl story            Funnybones- Janet and Allan Ahlberg            Owl Babies – Martin Waddell            The Worrysaurus – Rachel Bright            Who are you – Smriti Halls and Ali Pye</p>	<p><u>Let’s Celebrate</u></p> <p>Rama and Sita (alongside other Diwali story books)            Kipper’s Birthday – Mick Inkpen            It’s my Birthday – Helen Oxbury            The Scarecrows Wedding – Julia Donaldson            Stick Man – Julia Donaldson            Dragons in the City – Twinkl story</p>	<p><u>Once Upon A Time</u></p> <p>The Gingerbread Man            The Three Little Pigs            Goldilocks and Three Bears            Little Red Riding Hood            The Ugly Duckling            The Elves and the Shoemaker            The Enormous Turnip</p>	<p><u>On the Farm</u></p> <p>The Three Billy Goats            Farmyard            Hullabaloo – Ciles Andreae            A Squash and Squeeze – Julia Donaldson            Noisy Farm – Rod Campbell            What the Ladybird Heard – Julia Donaldson            The Little Red Hen</p>	<p><u>Minibeasts Madness</u></p> <p>The Very Hungry Caterpillar – Eric Carle            Spinderella – Julia Donaldson            Mad About Minibeasts – Giles Andreae            Twist and Hop            Minibeast Bop – Tony Mitton            Slug needs a hug – Jeanne Willis            It’s Hard to Hurry            When You’re a Snail – Dorothy M Stewart</p>	<p><u>At the Zoo</u></p> <p>Supermarket Zoo – Caryl Hart            One night in the Zoo – Judith Kerr            A Tiger who came to tea – Judith Kerr            Class Two at the Zoo – Julia Jarman            Hole in the Zoo – Chloe and Mick Inkpen            Peep inside the zoo – Anna Milbourne            We’re going on a Lion Hunt – David Axtell</p>

					Billy's Beetle – Mick Inkpen	
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Curriculum Subject Overview

PSED

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>• Have confidence to operate independently in the setting, selecting activities and resources, and asking for help from adults when needed</li> <li>• Know that they are a member of the nursery class and part of the wider school</li> <li>• Follow class rules and routines, sometimes with support</li> <li>• Know and talk about their feelings when happy, sad, excited and angry</li> <li>• Develop an awareness of how to cope with disappointment in play situations</li> <li>• Have an early awareness of how others might be feeling during play</li> <li>• Play with others engaged in the same activity as they are</li> <li>• Develop good relationships with adults and some peers in the setting</li> <li>• Have an early understanding of how to solve conflicts arising in play</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Know that they are valuable individuals in the school and wider community</li> <li>• Show confidence to try new activities and share their own feelings, thoughts and ideas</li> <li>• Work and play co-operatively with adults and children, taking other's feelings, thoughts and ideas into consideration</li> <li>• Show perseverance and resilience when working towards a goal and/or facing new challenges</li> <li>• Label and talk about a wide range of emotions</li> <li>• Understand how their actions affect others</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Manage their own basic hygiene, including dressing, going to the toilet, and understanding the importance of healthy food choices</li> <li>• Have developed a positive attitude towards learning, following directions and paying attention to directions given by teachers</li> </ul>

Curriculum design to support the children to achieve the desired outcomes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>I am developing an understanding of the rules and expectations in nursery</p> <p>I am building a relationship with my key person</p> <p>I know and follow the daily routine and session structure</p> <p>I have developed a familiarity of my learning environment</p> <p>I understand who is in my family</p> <p><b>I am developing an awareness of my feelings when happy, sad, excited and angry (self-regulation)</b></p> <p>I am beginning to manage my own personal hygiene in the setting with support, including washing hands when eating and toileting routines</p>	<p>I am developing an understanding of the rules and expectations in nursery</p> <p>I am building a relationship with my key person</p> <p>I can share and take turns with others in nursery</p> <p>I can talk about celebrations in my life</p> <p>I can select and use resources within the setting</p> <p>I am beginning to develop a sense of responsibility when operating in the classroom, including taking part in tidy-up routines</p> <p>I am beginning to understand that I can ask for help in the setting when needed</p> <p><b>I am beginning to manage my feelings of disappointment if something goes wrong in my play, including asking for help (self-regulation)</b></p>	<p>I can follow the rules and expectations in nursery</p> <p>I am building relationships with others in nursery</p> <p>I can share resources and activities with others playing in the same area as me</p> <p>I am beginning to extend and elaborate on play ideas with others engaged in the same activity as me</p> <p>I am developing an awareness of how to make decisions related to my play</p> <p><b>I understand and talk about my feelings when I am happy, sad, excited and angry (self-regulation)</b></p>	<p>I can follow the rules and expectations in nursery</p> <p>I am building relationships with others in nursery</p> <p>I am developing an awareness of other children's feelings when playing with them</p> <p><b>I am developing an understanding of how to manage disappointment when playing with others by seeking support from an adult. (self-regulation)</b></p> <p>I am continuing to develop an understanding of how to extend and elaborate on play ideas with others engaged in the same activity as me</p>	<p>I can follow the rules and expectations in nursery</p> <p>I am building relationships with others in nursery</p> <p>I am continuing to develop an awareness of other children's feelings when playing with them</p> <p><b>I am developing an understanding of how to solve problems in my own play, sometimes with support (self-regulation)</b></p>	<p>I can follow the rules and expectations in nursery</p> <p>I am building relationships with others in nursery</p> <p>I am developing early skills when playing with, taking turns and extending play ideas with others</p> <p><b>I am continuing to develop an understanding of how to solve problems in my play with others, including asking for help (self-regulation)</b></p>
Reception	<p>I know the rules and expectations within the class and school</p> <p>I am building relationships with children and adults in the class</p> <p>I demonstrate friendly behaviour, using manners</p> <p><b>I can discuss my feelings – happy, sad, excited, worried (self-regulation)</b></p> <p>I can discuss similarities and differences in looks, likes and dislikes</p> <p><b>I am developing an understanding of how to react to disappointment when encountering challenges in my child-led play and adult-led tasks, knowing support is available to me (self-regulation)</b></p>	<p>I can explore feelings within friendships, including other' ideas and feeling and strategies to deal with bullying</p> <p>I know the meaning of 'special' in relation to toys, books, events and people</p> <p>I know who cares for me</p> <p>I know the benefits of exercise</p> <p>I take part in and understand the celebration of Advent</p> <p><b>I understand how to react to disappointment when encountering challenges in my child-led play and adult-led tasks knowing support is available to me (self-regulation)</b></p>	<p>I can explore new Year's Resolutions</p> <p>I know hygiene routines, the importance of keeping clean, cleaning teeth, and dressing myself.</p> <p>I can celebrate my own and other's achievements, including out-of-school activities</p> <p>I can listen to visitors from Staff and Outside Agencies</p> <p>I can explore role-play of different jobs</p> <p><b>I am developing an understanding of how to react to disappointment when playing or working with others in the class (self-regulation)</b></p>	<p>I can explore similarities and differences in likes and activities</p> <p>I take part in and understand the celebrations of: Mother's Day and Easter</p> <p>I demonstrate an understanding of my responsibility in the wider world, including caring for the world around us.</p> <p><b>I understand how to react to disappointment when playing or working with others in the class (self-regulation)</b></p>	<p>I am aware of my own safety and the safety of others in a variety of contexts</p> <p>I can explain some similarities and differences about life in this country and other countries.</p> <p>I show sensitivity to cultural difference.</p> <p><b>I am developing an awareness of how my actions affect others and I can explore strategies to help me change my behaviour accordingly (self-regulation)</b></p>	<p>I can talk about their achievements with pride – filling in All About Me books for transition</p> <p>I am developing reliance with changes – moving on to new year group</p> <p>I can talk about a wide range of feelings, understanding my own and others' feelings.</p> <p><b>I am aware of how my actions affect others and can change my behaviour accordingly. (self-regulation)</b></p>

Other opportunities	<p>Celebrating achievements through Star of the Week</p> <p>Sharing extra-curricular achievements</p> <p>Sharing home news and events</p> <p>Celebrating birthdays</p> <p>Developing resilience and perseverance to try again during adult-led tasks and child-initiated activities</p> <p>Taking part in circle times and turn-taking games</p> <p>Understanding keeping safe, including safe use and transportation of resources indoor and outdoor</p> <p>Weekly RE lessons</p>
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#### C&L

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>• Enjoy listening to and talking about the events and characters in stories</li> <li>• Sing a wide variety of songs and rhymes</li> <li>• Use a wide range of vocabulary linked to topics and themes explored</li> <li>• Use longer sentences with at least 4 words, using words such as 'and' or 'because' to connect sentences</li> <li>• Use future and past tenses</li> <li>• Engage in short conversations with others related to a familiar theme or play situation</li> <li>• Understand and follow two-part instructions and questions</li> <li>• Understand and respond to simple 'why' questions when exploring a familiar theme</li> <li>• Understand and respond to 'how' questions when exploring a familiar theme</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Listen and respond in a variety of situations, including class teaching and talk times, child-led play, small group teaching times, and assemblies</li> <li>• Respond to new learning and ask a range of questions to find out more or clarify understanding</li> <li>• Learn and use new vocabulary in a range of contexts: discussions with others, in adult-led activities, in child-initiated learning</li> <li>• Use longer sentences when engaging in conversations with others, including a variety of connectives</li> <li>• Use details when describing an event: personal experiences, relating events from stories</li> <li>• Elaborate on their ideas, thoughts and feelings in a range of contexts: discussions with others, in adult-led activities, in child-initiated learning</li> <li>• Talk about sequences of events in stories</li> <li>• Use language from stories in a range of contexts: discussions with others, in adult-led activities, in child-initiated learning</li> <li>• Follow multi-step instructions</li> <li>• Learn rhymes, poems and songs</li> </ul>

Curriculum design to support the children to achieve the desired outcomes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p>I am developing my listening skills when listening to stories</p> <p>I can join in with some favourite action rhymes and songs</p> <p>I enjoy sharing books with an adult</p> <p>I enjoy exploring the home role-play area, acting out familiar scenarios</p> <p>I am developing my attention and listening skills when taking part in whole-group times</p> <p>I can talk about myself: likes and dislike, bodies and my family</p>	<p>I enjoy listening to stories</p> <p>I can join in with some action rhymes and songs</p> <p>I enjoy sharing books with an adult</p> <p>I enjoy exploring the role-play area, acting out familiar scenarios</p> <p>I am continuing to develop my attention and listening skills when taking part in whole-group times</p> <p>I can talk about familiar celebrations and I am developing an understanding of new celebrations</p> <p>I can follow one-part instructions and I am beginning to follow two part instructions</p>	<p>I enjoy listening to stories</p> <p>I can join in with some action rhymes and songs</p> <p>I enjoy sharing books with an adult</p> <p>I enjoy exploring role-play area, acting out familiar scenarios</p> <p>I am continuing to develop my attention and listening skills when taking part in whole-group times</p> <p>I am developing an understanding of 'why' questions</p> <p>I can talk about everyday life and occupations</p> <p>I am beginning to use longer sentences</p> <p>I am beginning to express my ideas, thoughts and feelings to others</p>	<p>I enjoy listening to stories</p> <p>I can join in with action rhymes and songs</p> <p>I enjoy sharing books with an adult</p> <p>I enjoy exploring the role-play area, acting out familiar scenarios</p> <p>I am continuing to develop my attention and listening skills when taking part in whole-group times</p> <p>I am developing an understanding of 'why' questions</p> <p>I can talk about the weather and changing seasons</p> <p>I can use longer sentences</p>	<p>I enjoy listening to stories</p> <p>I can join in with action rhymes and songs</p> <p>I enjoy sharing books with an adult</p> <p>I enjoy exploring the role-play area, acting out familiar scenarios</p> <p>I am continuing to develop my attention and listening skills when taking part in whole-group times</p> <p>I am developing an understanding of 'how' questions</p> <p>I can use longer sentences</p> <p>I can express my ideas, thoughts and feelings to others</p>	<p>I enjoy listening to stories</p> <p>I can join in with action rhymes and songs</p> <p>I enjoy sharing books with an adult</p> <p>I enjoy exploring the role-play area, acting out familiar scenarios</p> <p>I am continuing to develop my attention and listening skills when taking part in whole-group times</p> <p>I am developing an understanding of 'why' and 'how' questions</p> <p>I can talk to adults about my feelings</p> <p>I can use longer sentences</p> <p>I can express my ideas, thoughts and feelings to others</p>
<b>Reception</b>	<p>I can listen and respond to stories and topics during small group times</p> <p>I can use familiar language to explore a range of familiar scenarios in the home role-play area</p> <p>I can retell the main events in a familiar story</p> <p>I enjoy sharing my home news</p> <p>I can talk about about: my own interests and abilities, friends, family</p>	<p>I can talk about: Special events, my family</p> <p>I can retell the events in a familiar story</p> <p>I can listen and respond to stories and topics during whole-class times</p> <p>I can use familiar language to explore new knowledge and understanding in the role-play areas</p> <p>I can use new vocabulary and language from my learning times within my child-initiated activities and when taking part in adult-led tasks.</p> <p>I enjoy sharing my home news</p> <p>I can follow two-step instructions</p>	<p>I can retell the events in a familiar story</p> <p>I am beginning to use story language in a range of child-led and adult-focused situations</p> <p>I can listen and respond to stories and topics during whole-class times</p> <p>I can use familiar language to explore new knowledge and understanding in the role-play area</p> <p>I am beginning to use longer sentences when engaging in sustained conversations</p> <p>I enjoy sharing my home news</p> <p>I am beginning to follow instructions involving more than two steps</p>	<p>I can discuss my observations about the environment and share my understanding of how to look after the environment – exploration of the farm</p> <p>I can retell the events in a familiar story</p> <p>I can listen and respond to stories and topics during whole-class times</p> <p>I can use familiar language to explore new knowledge and understanding in the role-play area</p> <p>I enjoy sharing my home news</p> <p>I am beginning to follow instructions involving more than two steps</p> <p>I am beginning to use story language in a range of child-led and adult-focused situations</p>	<p>I can express my ideas and feelings in full sentences about places I have been, where I live and where to go.</p> <p>I can ask questions during interactions and to clarify understanding.</p> <p>I can use detail to retell an event or story</p> <p>I can listen and respond to stories and topics during whole-class times</p> <p>I can use familiar language to explore new knowledge and understanding in the role-play area</p> <p>I can follow instructions involving more than two steps</p> <p>I can use story language in a range of child-led and adult-focused situations</p> <p>I enjoy sharing my home news</p>	<p>I can talk about: my own interests and abilities</p> <p>I can talk confidently with new adults about myself and my feelings.</p> <p>I can ask questions during interactions and to clarify understanding.</p> <p>I can use detail to retell an event or story</p> <p>I can listen and respond to stories and topics during whole-class times</p> <p>I can use familiar language to explore new knowledge and understanding in the role-play area</p> <p>I can follow instructions involving more than two steps</p> <p>I can use story language in a range of child-led and adult-focused situations</p> <p>I enjoy sharing my home news</p>

Other opportunities	<p><b>Nursery:</b> Learning a nursery rhyme each week Exploring past and future sessions through news time sessions</p> <p><b>Reception:</b> exploring a poem / song each week Daily talk time sessions Talk for writing sessions Taking part in a variety of role-play scenarios Sharing home news Daily book time sessions Exploring new vocabulary linked to themes each week</p>					

Physical Development:

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>• Demonstrate increasing skills when moving in a range of ways, including running, jumping, hopping, galloping, crawling skipping, rolling</li> <li>• Demonstrate balancing abilities when holding poses and travelling along and using balancing equipment</li> <li>• Demonstrate abilities to use a range of riding equipment</li> <li>• Demonstrate ball skills: throwing and catching, kicking and bouncing a large ball</li> <li>• Use climbing equipment</li> <li>• Begin to show an awareness of negotiating space and obstacles safely</li> <li>• Use gross-motor skills to use a variety of equipment</li> <li>• Take part in team games, including ring-games</li> <li>• Follow rhythmic and musical sequences and patterns of music</li> <li>• Demonstrate an understanding of how to use and transport equipment safely</li> <li>• Demonstrate early skills when using one handed tools and equipment: snipping paper with scissors, using a comfortable grip when holding writing equipment with a dominant hand, using small gardening equipment for digging</li> <li>• Eat independently, beginning to use utensils correctly</li> <li>• Put on coats, including zips, and shoes</li> <li>• Show increasing independence in self-care skills: brushing teeth, using the toilet, washing and drying hands</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand the difference between healthy and unhealthy food choices</li> <li>• Understand how to manage good dental hygiene</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Move with control, grace and co-ordination when moving in a range of ways, including running, jumping, hopping, galloping, crawling skipping, rolling, balancing and climbing, and combine movements with ease and fluency</li> <li>• Negotiate space and obstacles safely when working with and around others indoors and outdoors</li> <li>• Demonstrate core muscle strength so that they have a good posture when sitting at a table or on the floor</li> <li>• Demonstrate ball skills when throwing, catching, kicking, passing, batting and aiming with large and small balls, quoits and hoops</li> <li>• Move rhythmically to music and explore musical sequences and patterns of dance to music</li>   <li>• Hold a pencil effectively</li> <li>• Use a range of small tools with control and co-ordination, including cutting out simple 2D shapes with scissors, small gardening equipment, using paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> <li>• Demonstrate an understanding of healthy self-care practices, including: brushing teeth, toileting, keeping clean, staying hydrated, having a good sleep routine, sensible screen-time, staying safe as a pedestrian, healthy minds, following a varied diet</li> <li>• Understand and talk about how to manage good dental hygiene</li> </ul>

Curriculum design to support the children to achieve the desired outcomes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>I can develop my movement skills: balancing, riding scooters, trikes and bikes.</p> <p>I can use apparatus and equipment.</p> <p>I can use large gross-motor movements</p> <p>I am developing management of own care needs ie; toileting, washing and drying hands, taking off coat, hanging coat up, putting coat on and doing zips up and down.</p> <p>I am beginning to understand healthy food choices</p>	<p>I am aware of how to choose and use a range of resources and equipment correctly.</p> <p>I am developing my scissor snipping skills</p> <p>I can explore moving in a range of ways</p> <p>Development of fine motor skills.</p> <p>I am continuing to manage my own care needs ie; toileting, washing and drying hands, taking off coat, hanging coat up, putting coat on and doing zips up and down.</p>	<p>I am developing my use one handed tools and equipment, including gardening equipment</p> <p>I am developing my ball skills ie; catch a ball, throw a ball, kick a ball.</p> <p>I can take part in group and team games – ring games</p> <p>I can explore patterns and sequences of movement.</p>	<p>I can matching my developing physical skills to tasks and activities in the setting and choosing the correct resources.</p> <p>I am becoming increasingly independent in basic care needs and also using physical ability to handle tools and equipment.</p>	<p>I show a comfortable grip when using mark making equipment.</p> <p>I am beginning to show a preference for a dominant hand.</p> <p>I use fine motor skills to engage in mark making and making marks ie; lines, circles etc.</p> <p>I am continuing to develop throwing and catching skills with a range of resources.</p>	<p>I make healthy choices and display increasing independence.</p> <p>I can demonstrate the ability to use a knife and fork.</p> <p>I can feed myself independently</p> <p>I understand the difference between healthy and unhealthy food choices</p> <p>I am beginning to take part in games as part of a team (Sports Day)</p>
Reception	<p>I understand the importance of healthy practises: healthy food and exercise</p> <p>I am developing cutting skills</p> <p>I engage in mark-making activities</p> <p>I am developing my spatial awareness skills</p>	<p>I can use large apparatus</p> <p>I am developing my co-ordination when balancing and moving in a range of ways</p> <p>I am developing control and fluency when taking part in writing activities</p> <p>I show control and grace when moving to music</p>	<p>I can use equipment to making courses to balance and move in a range of ways</p> <p>I can use one handed tools and equipment - gardening equipment</p> <p>I can work as part of a team</p>	<p>I can use hoops, quoits and balls to throw, catch, pass, kick, bounce and aim</p> <p>I can move rhythmically to simple patterns of music</p>	<p>I can use hoops, quoits and balls to throw, catch, pass, kick, bounce and aim</p> <p>I can move rhythmically to patterns of music</p> <p>I can use a range of small tools effectively, demonstrate control when drawing</p>	<p>I demonstrate an understanding of a range of healthy self-care practises</p> <p>I can take part in team games – link to Sports Fun day</p> <p>I can use hoops, quoits and balls to throw, catch, pass, kick, bounce and aim</p>

						I can use writing equipment with control and fluency I can take part in a range of games as part of a team (Sports Day)
Throughout the year	Continued daily access to outside large gross motor physical activities Name-writing sessions: weekly/ daily Core-muscle exercises  Reception have weekly PE sessions linked to the Complete PE just like the other year groups.					

### Literacy

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>Understand the 5 key concepts of print:           <ol style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>The names of different parts of the book</li> <li>Page sequencing</li> </ol> </li> <li>Identify rhyming words and pairs and suggest a rhyme</li> <li>Talk about sounds and copy percussion sounds</li> <li>Identify the main parts of a story</li> <li>Identify the characters in a story.</li> <li>Use vocabulary from nursery rhymes learnt throughout the year</li> <li>Count/clap syllables in a word</li> <li>Identify initial sounds of words</li> <li>Demonstrate early oral blending and segmenting skills – cvc words</li> <li>Talk about stories they have hear, including simple main events</li> <li>Write their first name</li> <li>Write some letters when engaging in early writing activities</li> </ul>
Reception	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Follow sequences of instructions from a non-fiction text</li> <li>Infer feelings of characters from descriptions in the text</li> </ul> <p><u>Word Reading</u></p>



- 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.
- Write their full name
- 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
- Write for a range of purposes, including: instructions; simple recount of an event; main events in stories;

Curriculum design to support the children to achieve the desired outcomes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>I am developing an understanding that print has meaning.</p> <p>I explore and experiment in a wide range of mark making</p> <p>I join in with signing my favourite rhymes</p> <p>I am developing my listening skills – environmental sounds, story-time session</p>	<p>I understand that print can have different purposes</p> <p>I am developing an understanding that English is read from left to right, top to bottom</p> <p>I am developing an awareness of how stories are structured</p> <p>I join in with singing my favourite rhymes and songs</p> <p>I am developing my skills when listening to and talking about familiar sounds</p> <p>I am beginning to recognise my first name</p>	<p>I understand that English text is read from left to right and from top to bottom.</p> <p>I am developing an understanding of the names of different parts of a book.</p> <p>I listen to stories, building on vocabulary and joining in with repeated refrains.</p> <p>I use talk to discuss stories ie; events, characters, endings.</p> <p>I give meaning to marks made during mark making.</p> <p>I am developing my phonological awareness ie; completing missing words in nursery rhymes, clapping and counting syllables, initial sounds.</p>	<p>I am developing my phonological awareness ie; completing missing words in nursery rhymes, clapping and counting syllables, initial sounds.</p> <p>I am beginning to retell stories using my knowledge of previous stories learnt.</p> <p>I can write some letters in my first name independently</p>	<p>I can engage in conversations about stories ie; the pictures, characters, front cover, events endings etc and develop vocabulary</p> <p>I am developing an awareness of letter sounds</p> <p>my phonological awareness ie; completing missing words in nursery rhymes, clapping and counting syllables, initial sounds.</p>	<p>I recognises my name, key letters,</p> <p>I can write some or nearly all their name.</p> <p>I write some letters in early writing activities</p> <p>I can retell the main simple events of a familiar story</p> <p>I can join in with rhymes and alter familiar nursery rhymes, using my knowledge of rhyming words.</p>
Reception	<p>I am developing my phonological awareness – linking sounds to letters</p> <p>I give meaning to the marks I make</p> <p>I am beginning to use initial sounds in my writing</p>	<p>I am developing my phonological awareness – linking sounds to letters</p> <p>I give meaning to the marks I make</p> <p>I use initial sounds in my writing</p> <p>I can write simple cvc words</p>	<p>I am developing my phonological awareness – linking sounds to letters</p> <p>I can write simple captions</p> <p>I can use new vocabulary</p> <p>I can discuss my thoughts and ideas about what will happen next in a story</p>	<p>I am developing my phonological awareness – linking sounds to letters</p> <p>I can write simple sentences with support</p> <p>I can use new vocabulary</p>	<p>I am developing my phonological awareness – linking sounds to letters</p> <p>I can use new vocabulary</p> <p>I can retell a story in my own words</p>	<p>I am developing my phonological awareness – linking sounds to letters</p> <p>I can write sentences, using my phonic knowledge and tricky word knowledge</p> <p>I can use new vocabulary</p>

	<p>I can orally blend and segment cvc words I can talk about the events in stories I have listened to I can write my first name independently I enjoy listening to poems and rhymes and join in with final rhyming words</p> <p><b>Narrative:</b> Zig-zag stories <b>Non-fiction:</b> Name Writing Labelling e.g favourite toy, pictures of families and self</p>	<p>I can use new vocabulary I can talk about the events in stories I have listened to I can listen to poems and rhymes, identifying rhyming words.</p> <p><b>Narrative:</b> Retell story Story Maps Christmas cards <b>Non-fiction:</b> Christmas lists Letters to Santa</p>	<p>I can continue a rhyming string I can use vocabulary from poems and rhymes I have explored</p> <p><b>Narrative:</b> Story Maps Retell story Character Profiles <b>Non-fiction:</b> Labelling e.g animals Fact sheets Author focus Book reviews</p>	<p>I can discuss my thoughts and ideas about what will happen next in a story I can use vocabulary from poems and rhymes and I can explore changing familiar poems and rhymes</p> <p><b>Narrative:</b> Character profiles- using adjectives Easter cards <b>Non-fiction:</b> Labelling a plant Lifecycles Instructions – planting a seed Letters to visitors Writing instructions</p>	<p>I can write sentences, using my phonic knowledge and tricky word knowledge I can use vocabulary from poems and rhymes I have explored. I can suggest ideas for and finish the lines in a simple poem with support</p> <p><b>Narrative:</b> Story Retell <b>Non-fiction:</b> Writing instructions Writing events in familiar story</p>	<p>I can discuss my thoughts and ideas to change a familiar story I can create a simple poem</p> <p><b>Narrative:</b> Creative writing – alternative endings <b>Non-fiction:</b> Writing sentences All About Me booklets Writing events in familiar story</p>
	<p><b>Nursery:</b> Learning a nursery rhyme each week Daily welcome board – reading sentences Learning a letter sound each week <b>Reception:</b> exploring a poem / song each week Daily talk time sessions Talk for writing sessions Taking part in a variety of role-play scenarios Sharing home news Daily book time sessions Exploring new vocabulary linked to themes each week Writing and reading opportunities throughout enhanced provision indoors and outdoors Daily RWI sessions Weekly focus book Both Nursery and Reception take part in Poetry Recitals every half term</p>					

### Mathematical Development

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>• Recognise numerals to at least 5</li> <li>• Touch-count 10 items</li> <li>• Recite numbers by rote to 10</li> <li>• Understand the principle of number cardinality</li> </ul>
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	<ul style="list-style-type: none"> <li>• Have a fast recognition of up to 3 objects (subitising)</li> <li>• Make marks to demonstrate amounts</li> <li>• Understand 'less than' and 'more than' when comparing quantities</li> <li>• Identify 2D shapes: circles, rectangles, triangles and squares</li> <li>• Talk about 2D shapes using mathematical language – sides, corners, straight, flat, round</li> <li>• Identify 3D shapes: cube, cylinder, cuboid, cone</li> <li>• Identify shapes in their environment</li> <li>• Have an understanding of patterns: spots, stripes and repeating AB patterns</li> <li>• Understand and begin to use prepositional language</li> <li>• Have an awareness of their routine</li> <li>• Use some comparative language when exploring size, length, weight, and capacity</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Verbally count backwards from 20</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> <li>• Identify and name 2D and 3D shapes, using mathematical language to talk about their properties</li> <li>• Solve a range of problems using their understanding of number</li> <li>• Solve problems using understanding of shape and space</li> <li>• Use comparative language to compare height, weight, length, size and capacity</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>I am beginning to count by rote in order to 5, then 10</p> <p>I know the final number reached is the amount (cardinality of numbers)</p> <p>I am beginning to make representations of amounts</p> <p>I can explore numerals and touch-counting items 1-3</p> <p>I am beginning to know the names of 2D shapes:</p>	<p>I am beginning to order items by size</p> <p>I am beginning to use some comparative language to describe:</p> <p>Bigger, smaller, taller, shorter</p> <p>I am beginning to make representations of amounts</p> <p>I can explore numerals and touch-counting items to 6.</p>	<p>I am beginning to subitise 1 – 3</p> <p>I can explore numerals and amounts to 9 touch-counting items to</p> <p>I am beginning to use some comparative language to describe longer, shorter,</p> <p>I can continue a repeating AB pattern</p>	<p>I can count by rote beyond 10</p> <p>I am beginning to use some comparative language to describe full, half full and empty when exploring capacity</p> <p>I can use prepositional language</p> <p>I am practising subitising to 3</p>	<p>I know that a number label signifies the amount of items</p> <p>I can recognise numbers to 10</p> <p>I can touch-count 10 items</p> <p>I understand that an amount changes when something is added</p>	<p>I can use language 'heavier' and 'lighter' when exploring weight</p> <p>I can explore using my understanding of number to solve simple problems</p>

	<p>square, circle, triangle, rectangle</p> <p>I can match items by shape or colour</p>	<p>I am beginning to know the names of 2D shapes rectangle and square.</p> <p>I am beginning to explore the properties of 2D shapes: square, rectangle, triangle and circle</p> <p>I can explore pattern – spots, stripes</p> <p>I can describe my routine in nursery</p>	<p>I am learning the names and properties of 2D shapes</p>	<p>I can choose 2D shapes for tasks</p> <p>I am beginning to recognise some 3D shapes and talk about where I see them in my environment</p>	<p>I understand that an amount changes when something is taken away</p>	
Reception	<p>Busy Ants Maths Overview planning</p>					
Other opportunities	<p><b>Nursery:</b> Daily exploration of number of the week          Daily exploration of days of the week          Daily adding 2 groups as part of counting children          Daily exploration of early taking-away looking at the timetable          Singing counting nursery rhymes          Chances for subitising amounts          Exploring patterns when arising          Using positional language to describe the location of a toy</p> <p><b>Reception:</b> Daily exploration of number of the week – Number Sense          Daily maths lessons          Daily exploration of days, months, year and date          Solving problems using mathematical knowledge</p>					

**UW**

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>• To use their senses to explore materials and discuss how they feel, look, smell, sound and taste.</li> <li>• To explore collections of materials and talk about differences and similarities I notice.</li> <li>• To talk about the changes I notice in materials during an investigation: cooking, melting, floating and sinking, magnetism and light</li> <li>• To develop an understanding of how to care for the natural environment – gardening</li> <li>• To explore the changes of a plant from planting seeds, to growing plants</li> <li>• To explore the life cycle of a garden creature</li> </ul>
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	<ul style="list-style-type: none"> <li>• To identify members of their family</li> <li>• To develop an early understanding of the changes in humans as they grow up</li> <li>• To talk about events in their own life and the lives of their families, including special events</li> <li>• To learn about different occupations – people around them who help them</li> <li>• To explore how mechanical toys work</li> <li>• To develop positive attitudes about the differences between people: appearances, communities, beliefs</li> <li>• To know that there are different countries in the world and talk about differences and similarities</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• To explore how living things (animals and plants) grow and change over time</li> <li>• To use their senses to describe the natural world and natural and man-made materials, including similarities and differences</li> <li>• Understand that animals live in a variety of places and have different seasonal behaviour and sleep cycles</li> <li>• Understand that some materials change because of heat, cold and other elements and some materials have properties that can be used for a purpose: cooking, melting, magnetism, waterproof materials, light</li> <li>• Understand that humans can have impact upon our natural environment; pollution, recycling, gardening</li> <li>• To talk about their family and community</li> <li>• To describe images of familiar situations in the past – homes, transport – and discuss similarities and differences</li> <li>• Explore historical figures:</li> </ul>

Curriculum design to support the children to achieve the desired outcomes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Year 1	<p>I can comment on recent pictures of my own life</p> <p>I know who lives in my home</p> <p>I can explain the simple stages of human life, from baby to child to adult</p> <p>I can explore autumn materials/ objects and changes in the world around me</p>	<p>I can talk about what I see in the environment around me</p> <p>I can explore changes to materials – cooking, melting</p> <p>I can explore different religions – Diwali</p> <p>I am developing positive attitudes – Black history Month</p> <p>I can explore making shadows</p>	<p>I can identify the roles of people who help us: firefighters, police, doctors, nurses, lollipop people</p> <p>I can explore what happens to the world around me in winter, using my senses</p> <p>I can explore different materials and take part in simple investigations</p> <p>I can explore what happens to the world in Winter – using my senses</p>	<p>I can explore the life cycle of a butterfly – simple stages</p> <p>I know how to care for a plant</p> <p>I can explore what happens to the world around me in spring, using my senses</p>	<p>I can explore how mechanical toys work (link to travel)</p> <p>I can explore different ways of travelling.</p> <p>I can explore different types of transport.</p> <p>I can explore different kinds of homes people live in.</p>	<p>I can explore what happens to the world around me in summer, using my senses</p> <p>I understand that some materials float and some sink.</p> <p>I can make observations about the features of sea creatures.</p>
Reception	<p>I can discuss what is happening in autumn</p> <p>I know and can identify ways I have changed as I have grown from baby to young child</p> <p>About members of their immediate family and community.</p>	<p>I can explore light – how shadows change</p> <p>I can explore different religions – Diwali</p> <p>I can explore similarities and differences between religions.</p>	<p>To explore the roles of people who help us, identifying equipment used</p> <p>I can discuss what is happening in winter – changes in the world</p> <p>I can plan, explore and discuss materials investigations and</p>	<p>I know the names of farm animals</p> <p>I know features of farm animals.</p> <p>I can explore similarities and differences between farm animals.</p> <p>I know that people can impact the natural environment and that recycling helps keep animals safe</p>	<p>I can describe the life cycles.</p> <p>I can design and make a junk model, choosing my resources and shapes</p> <p>I can draw and make paintings using techniques from around the world</p>	<p>Names of animals that live under the water.</p> <p>Why animals live under the water</p> <p>What under the sea looks like</p> <p>Features of animals that live under the water</p> <p>What the sea is</p>

	<p>People who are familiar to the them.</p> <p>That environments that are different from the one in which they live.</p> <p>I know and can identify ways I have changed as I have grown from baby to young child</p> <p>About members of their immediate family and community.</p> <p>People who are familiar to the them.</p> <p>That environments that are different from the one in which they live.</p>	<p>Historical figure – Guy Fawkes; exploration of Black history Month figures – Martin Luther King, Rosa Parkes</p> <p>I can explore similarities and differences between religions.</p>	<p>experiments, commencing on changes and giving explanations.</p> <p>I can make a map of my environment</p> <p>I can draw information from a e map</p> <p>I can explore how some environments around the world are similar / different to my own – exploring different kinds of homes; weather,</p>	<p>and our environment clean. (focus on land)</p> <p>I know that some animals are nocturnal and some animals are diurnal (<i>drawing</i>)</p> <p>I know that Spring brings changes to the natural world and can compare these to the changes that occur in Winter and Autumn.</p> <p>I can explore life cycles.</p> <p>I know the names of farm animals</p> <p>I know features of farm animals.</p> <p>I can explore similarities and differences between farm animals.</p> <p>I know that people can impact the natural environment and that recycling helps keep animals safe and our environment clean. (focus on land)</p> <p>animals are diurnal (<i>drawing</i>)</p> <p>I know that Spring brings changes to the natural world and can compare these to the changes that occur in Winter and Autumn.</p> <p>I can explore the differences in farm equipment</p>	<p>About the natural world</p> <p>What a mini beast is</p> <p>The names of different mini beasts</p> <p>How mini beasts live</p> <p>How to compare different environments of mini beasts</p> <p>How mini beasts move and travel</p> <p>Features of mini beasts</p>	<p>How animals live under the water.</p> <p>Names of large / big animals</p> <p>Environments of large / big animals</p> <p>What the environments look like</p> <p>Features of large / big animals</p> <p>What a zoo is.</p> <p>How animals live in a zoo.</p> <p>Similarities and differences in animals.</p>
Other opportunities	<p>Outdoor area natural world opportunities daily</p> <p>Daily discussion of weather</p> <p>Exploring the seasons</p> <p>Science weeks</p> <p>Visitors into school – Road Safety</p> <p>Trips</p> <p>Weekly RE sessions</p>					

## EAD

At St Joseph's Catholic Primary we want the children to:

Nursery	<ul style="list-style-type: none"> <li>To explore acting out a variety of familiar scenarios and use new learning in role-play</li> <li>To develop stories with small world equipment and construction kits</li> <li>To explore creative materials using senses and combining to create new textures</li> <li>To make simple representations of familiar objects, people and emotions</li> <li>To explore what happens when mixing colours</li> <li>To sing a repertoire of songs</li> <li>To explore sounds in music: volume and pitch</li> </ul>
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	<ul style="list-style-type: none"> <li>To know the names of some percussion instruments</li> <li>To describe the sounds of percussion instruments as they play them</li> <li>To create their own songs and tunes</li> </ul>
Reception	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>

Curriculum design to support the children to achieve the desired outcomes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>I engage in role play using objects to represent something and engage in play.</p> <p>I engage in role play to pursue my interests and understanding of new topics</p> <p>I can sing familiar songs.</p>	<p>I can explore different materials and resources to develop ideas and creations.</p> <p>I can pursue own ideas and interests deciding which materials and resources to use to express them.</p> <p>I can explore a range of creativity using different media.</p> <p>I can explore the sounds of different percussion instruments.</p> <p>I can learn new songs.</p>	<p>I can explore a range of mark making drawing lines, circles and shapes.</p> <p>I engage in drawing opportunities exploring different emotions.</p> <p>I engage in model making using 2D and 3D dimensions.</p> <p>I can describe the sounds of different percussion instruments</p> <p>I can sing a range of familiar songs and rhymes</p>	<p>I explore colour and colour mixing.</p> <p>I use drawing and creativity to create representations of still-life natural objects.</p> <p>I can sing a range of songs I have learnt.</p> <p>I can explore using percussion instruments to tap to my songs / music</p>	<p>I can construct and build with a wide range of resources.</p> <p>I develop stories using small world equipment.</p> <p>I make imaginative small worlds using blocks, construction kits and small world figures.</p> <p>I can listen to and keep a simple rhythmic pattern with body percussion sounds and percussion instruments</p>	<p>I enjoy, recite and sing songs and rhymes.</p> <p>I explore pitch, tone and melody of familiar songs.</p> <p>I explore and create songs and play instruments with increasing control.</p> <p>I listen with increased attention to sounds – volume and pitch</p> <p>I respond to what they have heard and express thoughts and feelings.</p>
Reception	<p>I can use a variety of drawing tools</p> <p>I engage in role play and imaginative play based on my own experiences.</p> <p>I can use drawings to tell a story.</p> <p>Use a range of tools to make coloured marks on paper.</p> <p>I can manipulate malleable materials</p>	<p>I can explore new techniques with paint: Firework splatter paintings, printing</p> <p>I can explore colour mixing with hands</p> <p>I can choose colours for a purpose</p> <p>I use drawings to tell a story and communicate understanding/ express ideas.</p> <p>I can learn and sing new songs</p>	<p>I can explore making different shades of paint.</p> <p>I can explore new techniques to create prints: patterns, weather</p> <p>I can explore dancing in different ways</p> <p>I can choose ways to use collage resources</p>	<p>I know the names of different tools that bring colour.</p> <p>I know which colours are mixed to make new colours.</p> <p>I can explore making shades</p> <p>I can explore using resources to connect junk modelling together</p> <p>Spring paintings</p>	<p>I can design and make a junk model, choosing my resources and shapes</p> <p>I can draw and make paintings using techniques from around the world</p> <p>I can explore changing volume, pitch and tone with songs and instruments</p>	<p>I can explore new techniques: wax crayon and paint</p> <p>I can combine paint and other materials: sand, glitter, etc, to create new textures</p> <p>I can use instruments to accompany songs, choosing which instrument to use to make different sounds.</p>

	<p>I can make a self-portrait, identifying features of my face Singing rhymes and dancing in response to music.</p> <p><b>Role Play linked to home life and families</b></p>	<p>I can use percussion instruments to accompany songs. I can explore different textures. I can make simple collages by tearing/cutting.</p> <p>Shape and model Diva clay lamps . Print wrapping paper. Making cards and decorations Christmas nativity songs and dances Using percussion instruments to accompany songs.</p>	<p>Winter paintings Shaving foam/ snow Animal patterns Exploring instruments Chinese dragons Chinese Dragon dancing Valentines cards</p>	<p>Collages Easter cards Easter eggs Mother's Day cards Songs and dances for Mother's Day assembly</p>	<p>Father's Day Cards Junk model and construction kit vehicles. Drawing, collaging, painting maps. Designing clothes for holiday suitcases. Printing.</p>	<p>Under sea painting Mixing colours Exploring textures and seaside objects. Collaging rock pool Combining painting and collage fish/ seaside pictures. Making textured paint Songs about summer.</p>
<p><b>Other Opportunities</b></p>	<p>Outdoor and indoor opportunities Daily singing times Learning a song / nursery rhyme each week Poetry Recitals Reception have weekly Music input for DPA teacher</p>					