

St Chad's Catholic Primary Academy
EYFS Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts and Themes Year 1 Nursery	<u>Ourselves</u> The Colour Monster – Anna Llenas If You're Happy and You know it – Jan Ormerod Heads, Shoulders, Knees and Toes – Skye Silver The Very Helpful Hedgehog – Rosie Wellesley The Enormous Turnip Traditional Tale Autumn: Leaf Man Lois Ehlert Owl babies	<u>Celebrations</u> Diwali story / Gunpowder Plot Kipper's Birthday – Mick Inkpen The Christmas Story One Snowy Night - Nick Butterworth Kipper's Christmas Eve – Mick Inkpen Jolly Christmas postman	<u>People Who Help Us</u> Topsy and Tim meet.... Series Chinese New Year: Lights in the Sky	<u>Minibeast Bop</u> Twist and Hop, Minibeast Bop – Tony Mitton Norman the Slug with the Silly Shell – Sue Hendra The Crunching, Munching Caterpillar – Sherdian Cain The Easter Story	<u>Teddy Bear's Picnic</u> Going on a Bear Hunt – Michael Rosen Bear Snores On: Karma Wilson Goldilocks and the Three Bears Can't You Sleep Little Bear? – Martin Waddell Postman Bear – Julia Donaldson This is the Bear – Sarah Hayes	<u>At the Seaside</u> Sharing a Shell – Julia Donaldson Commotion in the Ocean – Giles Andreae Bright Stanley – Matt Buckingham There's a Shark in the Park – Nick Sharratt
Key Texts and Themes Year 2 Nursery			<u>Food, Glorious Food</u> The Gingerbread Man The Runaway Pancake Kitchen Disco – Clare Foges Each, Peach, Pear, Plum – Janey & Allan Albergh	<u>On the Farm</u> Old Macdonald Had a Farm – Daniel Howarth Farmyard Hullabaloo – Giles Andreae Farmer Duck – Martin Waddell Ten Chirpy Chicks – Debbie Tarbett	<u>Make a Rainbow</u> Elmer – David McKee Giraffes Can't Dance – Giles Andreae Brown Bear, Brown Bear, what do you see? – Bill Martin Jr & Eric Carle What Colour is Love – Linda Strachan	<u>Off We Go</u> Rosie's Walk – Pat Hutchinson The Wheels on the Bus Go Round and Round – Annie Kubler The Magic Train Ride – Annie Kubler Maisie Goes on Holiday – Lucy Cousins
Key Texts and Themes	<u>All About Me</u> Harry and the Dinosaurs at School – Ian Whybrow Funnybones- Janet and Allan Albergh	<u>Light and Dark:</u> Diwali Story / Gunpowder Whatever Next? – Jill Murphy	<u>Superheroes: Materials Theme</u> Supertato – Sue Hendra	<u>Once Upon a Time In the Garden</u> Jack and the Beanstalk	<u>Homes and Habitats</u> The Three Little Pigs The Town Mouse and the Country Mouse	<u>Around the World</u> The Snail and the Whale – Julia Donaldson Handa's Surprise – Eileen Browne



St Chad's
CATHOLIC PRIMARY SCHOOL

Reception	Ruby's Worry – Tom Percival The Little Red Hen Traditional tale Squirrel's Autumn Search – Anita Laughrey	How to Catch a Star – Oliver Jeffers Aliens Love Underpants – Claire Freedman The Christmas Story Stick Man – Julia Donaldson	Superworm – Julia Donaldson Awesome Engines: emergency – Margaret Mayo Chinese New Year: The Magic Paintbrush Recycling	What the Ladybird Heard – Julia Donaldson Oliver's Vegetables – Alison Bartlett The Very Hungry Caterpillar – Eric Carle Oi Frog – Kes Gray The Easter Story	The Gruffalo – Julia Donaldson	Down in the Jungle – Giles Andreae The Rainbow Fish – Marcus Pfister
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At St Chad's Catholic Primary we want the children to:

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

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 am learning 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>I am developing an awareness of my feelings when happy, sad, excited and angry (self-regulation)</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 beginning to share and take turns with others in nursery, often with support</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>I am beginning to manage my feelings of disappointment if something goes wrong in my play, including asking for help</p>	<p>I can follow the rules and expectations in nursery, with support when needed.</p> <p>I can share resources and activities with others playing in the same area as me, sometimes with support</p> <p>I am developing an awareness of how to make decisions related to my play</p> <p>I understand and talk about my feelings when I am happy, sad, excited and angry</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, sometimes with support</p> <p>I can usually manage disappointment when playing with others by seeking support from an adult.</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 know the rules and expectations in nursery</p> <p>I am building relationships with others in nursery – developing friendships</p> <p>I am continuing to develop an awareness of other children's feelings when playing with them</p> <p>I am developing an understanding of how to solve different problems in my own play, sometimes with support</p> <p>I am beginning 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 look for others to play with in nursery</p> <p>I am developing early skills when playing with, taking turns and extending play ideas with others</p> <p>I am continuing to develop an understanding of how to solve problems in my play with others, including asking for help (self-regulation)</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>I can discuss my feelings – happy, sad, excited, worried (self-regulation)</p> <p>I can discuss similarities and differences in looks, likes and dislikes</p>	<p>I can explore feelings within friendships, including other's 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>I understand how to react to disappointment when</p>	<p>I can explore New Year's Resolutions</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>I demonstrate an understanding of my responsibility in the wider world, including caring for the world around us.</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 know hygiene routines, the importance of healthy eating and making healthy choices</p> <p>I demonstrate an understanding of my responsibility in the wider world, including caring for the world around us.</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 differences.</p> <p>I am developing an awareness of how my actions affect others and I can explore strategies to help me change my</p>	<p>I can talk about their achievements with pride – filling in All About Me books for transition</p> <p>I am developing resilience when encountering changes – moving on to a new year group</p> <p>I can talk about a wide range of feelings, understanding my own and others' feelings.</p> <p>I am aware of how my actions affect others and can change my behaviour accordingly. (self-regulation)</p>

	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)	encountering challenges in my child-led play and adult-led tasks knowing support is available to me (self-regulation) I know hygiene routines, the importance of keeping clean, cleaning teeth, and dressing myself.	I am developing an understanding of how to react to disappointment when playing or working with others in the class (self-regulation)	I understand how to react to disappointment when playing or working with others in the class (self-regulation)	behaviour accordingly (self-regulation)	
Throughout the year	Celebrating achievements through Star of the Week Sharing extra-curricular achievements Sharing home news and events Celebrating birthdays Developing resilience and perseverance to try again during adult-led tasks and child-initiated activities Taking part in circle times and turn-taking games Understanding keeping safe, including safe use and transportation of resources indoor and outdoor Weekly RE lessons					

C&L

All children are screened using the Welcomm Speech and Language tool on entry in both Nursery and Reception.

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

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

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 my listening skills when listening to stories</p> <p>I am beginning to join in with some favourite action rhymes and songs</p> <p>I can explore 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 share some information about myself: likes and dislike, bodies and my family, with an adult or peer</p>	<p>I can listen to a short story with pictures</p> <p>I can join in with some action rhymes and songs</p> <p>I am beginning to share books with an adult</p> <p>I am continuing to develop my attention and listening skills when taking part in family group times</p> <p>I can talk about familiar celebrations.</p> <p>I am developing an understanding of new celebrations</p> <p>I can follow one-part instructions</p>	<p>I enjoy listening to stories during whole group time</p> <p>I enjoy exploring role- play area, acting out familiar scenarios</p> <p>I am developing an understanding of 'why' questions</p> <p>I can talk about everyday life and occupations (Year 1)</p> <p>I can talk about food I like and dislike (Year 2)</p> <p>I am beginning to use longer sentences of at least 4 words</p>	<p>I can suggest a favourite rhyme or song to sing</p> <p>I can offer ideas during family-group routines (weather / colour / number)</p> <p>I can talk about the weather</p> <p>I can offer answers to 'why' questions related to my routine /experience</p> <p>I can talk about what I notice about changes to chicks/butterflies (in-class observations)</p>	<p>I enjoy exploring the role-play area, acting out familiar scenarios</p> <p>I am beginning to follow simple 2 part instructions / questions</p> <p>I am developing an understanding of 'how' questions</p> <p>I am beginning to express my ideas, thoughts and feelings to others during my play</p> <p>I can share my favourite toy (Year 1)</p> <p>I can share my favourite colour (Year 2)</p> <p>I can use longer sentences of at least 4 words</p>	<p>I enjoy listening to and responding to stories</p> <p>I can join in with group singing songs and rhymes</p> <p>I enjoy sharing books with an</p> <p>I am continuing to develop my</p> <p>I understand how to respond to 'why' and 'how' questions related to my learning / experiences</p> <p>I can express my ideas, thoughts and feelings to others in play and during small group teaching times.</p>
Reception	<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: my own interests and abilities, friends, family</p>	<p>I can talk about: Special events, my family</p> <p>I can retell the main 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 can follow two-step instructions</p>	<p>I can talk about my understanding of the roles of people who help us</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 am beginning to use story language in a range of child-</p>	<p>I can discuss my observations about the environment and share my understanding of how to look after the environment</p> <p>I can retell the main events in a familiar story with more detail</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 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 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>

			led and adult-focused situations	I am beginning to use story language in a range of child-led and adult-focused situations	I can use story language in a range of child-led and adult-focused situations I enjoy sharing my home news	I can use story language in a range of child-led and adult-focused situations I enjoy sharing my home news
Throughout the year	Nursery: Learning a nursery rhyme each week Exploring past and future sessions through news time sessions Reception: 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					

Physical Development:

All children take part in a weekly PE session using PE Planning scheme of work.

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

Nursery	<ul style="list-style-type: none"> • Demonstrate increasing skills when moving in a range of ways, including running, jumping, hopping, galloping, crawling skipping, rolling • Demonstrate balancing abilities when holding poses and travelling along and using balancing equipment • Demonstrate abilities to use a range of riding equipment • Demonstrate ball skills: throwing and catching, kicking and bouncing a large ball • Use climbing equipment • Begin to show an awareness of negotiating space and obstacles safely • Use gross-motor skills to use a variety of equipment • Take part in team games, including ring-games • Follow rhythmic and musical sequences and patterns of music • Demonstrate an understanding of how to use and transport equipment safely • 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 • Eat independently, beginning to use utensils correctly • Put on coats, including zips, and shoes • Show increasing independence in self-care skills: brushing teeth, using the toilet, washing and drying hands • Understand the difference between healthy and unhealthy food choices • Understand how to manage good dental hygiene
Reception	<ul style="list-style-type: none"> • 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 • Negotiate space and obstacles safely when working with and around others indoors and outdoors • Demonstrate core muscle strength so that they have a good posture when sitting at a table or on the floor • Demonstrate ball skills when throwing, catching, kicking, passing, batting and aiming with large and small balls, quoits and hoops • Move rhythmically to music and explore musical sequences and patterns of dance to music • Hold a pencil effectively • Use a range of small tools with control and co-ordination, including cutting out shapes with scissors, small gardening equipment, using paintbrushes and cutlery • Begin to show accuracy and care when drawing • 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 • Understand and talk about how to manage good dental hygiene

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

	Autumn 1 PE Plan unit: Me and Myself	Autumn 2 PE Plan unit: Movement Development	Spring 1 PE Plan unit: Ball Skills	Spring 2 PE Plan unit: Throwing and Catching	Summer 1 PE Plan unit: Dance	Summer 2 PE Plan unit: Fun and Games:
Nursery	<p>I can develop my movement skills: balancing, riding scooters, trikes and bikes.</p> <p>I can use large gross-motor movements</p> <p>I can find a space in the hall</p> <p>I am beginning to move in different ways</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 match 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 am continuing to develop throwing and catching skills with a range of resources.</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 can explore patterns and sequences of movement.</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 move in different ways with control</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 can use equipment to making courses to balance and move in a range of ways</p> <p>I can throw, catch, kick and bounce a ball with increasing control</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 demonstrate an understanding of the importance of self-care practises</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 demonstrate an understanding of healthy self-care practices: screen-time and sleep</p>	<p>I demonstrate an understanding of healthy self-care practises – healthy minds</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 show control and grace when moving to music</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 writing equipment with control and fluency</p> <p>I can take part in a range of games as part of a team (Sports Day)</p>
Throughout the year	<p>Dough disco sessions</p> <p>Continued daily access to outside large gross motor physical activities</p> <p>Name-writing sessions: weekly/ daily</p> <p>Core-muscle exercises</p>					

Literacy

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

Nursery	<ul style="list-style-type: none"> • Understand: <ol style="list-style-type: none"> 1. Print has meaning 2. We read English text from left to right and from top to bottom 3. The names of different parts of the book – title, beginning, end, blurb 4. How to read books by turning pages in order • Identify rhyming words and pairs and suggest a rhyme • Talk about sounds and copy percussion sounds • Identify the main parts of a story • Identify the characters in a story. • Use vocabulary from nursery rhymes learnt throughout the year • Count/clap syllables in a word • Identify initial sounds of words • Demonstrate early oral blending and segmenting skills – cvc words • Respond to stories they have hear • Identify simple events of familiar stories • Write their first name • Write some letters when engaging in early writing activities
Reception	<p><u>In-line with Early Learning Goals</u></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Retell stories and narratives in their own words, demonstrating understanding of what has been read to them • Learn and use new vocabulary through stories, topic book, rhymes, and poems. • Use their understanding of stories to suggest what might happen. • Follow instructions from a non-fiction text • Discuss how characters in the stories might be feeling, explaining why. • Identify characters and settings of the story. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Write their first and surnames • 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 – finding my name during self-registration.</p> <p>I explore and experiment with mark-making.</p> <p>I am beginning to join in with 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 – my name; signs on family-group board.</p> <p>I am developing an understanding that English is read from left to right, top to bottom – through family group board routine.</p> <p>I enjoy listening to stories with pictures.</p> <p>I join in 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 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 am beginning to 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 understand that English text is read from left to right and from top to bottom – through family group board routines.</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 recall events from familiar stories.</p> <p>I give meaning to the marks I make.</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>I am beginning to orally blend and segment cvc words</p> <p>I am exploring making different types of marks in early writing activities.</p>	<p>I recognise my name and key letters.</p> <p>I can write some or nearly all of my first name.</p> <p>I write some letters or letter-like marks in early writing activities</p> <p>I can retell the main simple events of a familiar story with prompts / visual aids</p> <p>I can join in with rhymes and alter familiar nursery rhymes.</p> <p>I use talk to discuss stories ie; events, characters, endings.</p>
Reception	<p>I know some set 1 sounds.</p> <p>I am beginning to orally blend and segment.</p> <p>I can talk about the events in stories I have listened to</p> <p>I enjoy listening to poems and rhymes and join in with final rhyming words</p> <p>I give meaning to the marks I make</p>	<p>I know all set 1 sounds.</p> <p>I can orally blend and segment.</p> <p>I recognise some tricky words,</p> <p>I am beginning to blend cvc words independently when reading.</p> <p>I give meaning to the marks I make</p>	<p>I know some set 2 sounds.</p> <p>I can blend cvc words.</p> <p>I can segment cvc words.</p> <p>I recognise some tricky words.</p> <p>I can answer questions about a text.</p> <p>I can use vocabulary from poems and rhymes I have explored</p>	<p>I know most set 2 sounds and can blend cvc, cvcc and ccvc words.</p> <p>I recognise most tricky words</p> <p>I can write simple sentences.</p> <p>I can use new vocabulary</p>	<p>I can use set 2 sounds and tricky words to read texts.</p> <p>I can demonstrate comprehension when reading</p> <p>I can use my phonics skills and knowledge of common exception words when writing.</p> <p>I can write simple sentences, sometimes</p>	<p>I can use set 2 sounds and tricky words to read texts and develop fluency.</p> <p>I can demonstrate comprehension when reading</p> <p>I I can write sentences, using my phonic knowledge and tricky word knowledge.</p>

	<p>I am beginning to represent sounds in writing. I can write my first name</p>	<p>I can write 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>I can discuss my ideas about what will happen next in a story.</p>	<p>using adjectives and/or conjunctions. I can retell a story in my own words I can use vocabulary from poems and rhymes I have explored.</p>	<p>I can discuss my thoughts and ideas to change a familiar story. I can write for different purposes.</p>
Throughout the year	<p>Nursery: Learning a nursery rhyme each week Daily welcome board – reading sentences Learning a letter sound each week Reception: 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</p>					

Mathematical Development

At St Chad's Catholic Primary, we use White Rose Maths as a base for our Maths curriculum. Problem solving is woven into all routines and Reception maths focuses

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Baseline activities</p> <p>I can join in with</p> <ul style="list-style-type: none"> Counting rhymes Matching and sorting by colour, shape, size Touch-counting activities Exploring size - bigger/smaller 	<p>I can join in with</p> <ul style="list-style-type: none"> Touch-counting activities Counting out items from a larger group Learning to use more and less vocabulary – sets of items Identifying patterns – spots and stripes Learning 2D shape names Identifying 2D shapes in the environment Showing awareness of daily routines 	<p>I can join in with</p> <ul style="list-style-type: none"> Early exploration of the composition of numbers 1 – 5, using building blocks Learning to identify and use capacity language Learning to identify and use length language Following Positional language clues Learning to subitise to 3 	<p>I can join in with</p> <ul style="list-style-type: none"> Early exploration of the composition of numbers 5-9, using building blocks Learning to identify and use height language Learning 3D shape names Identifying 3D shapes in the environment Finishing and recreating simple patterns 	<p>I can join in with</p> <ul style="list-style-type: none"> Matching numbers to amounts Learning to identify and use weight vocabulary Using positional language Subitising to 3 Describing 2D shapes – names and properties, including 'flat', 'round' 	<p>I can join in with</p> <ul style="list-style-type: none"> Matching numbers to amounts Finishing and recreating repeating patterns Identifying 3D shapes and copying a simple 3D shape structure Exploring adding 1 more and identifying how the amount changes.
Reception	<p><u>Getting to Know You</u></p> <p>Baseline activities</p> <p><u>Just Like Me</u></p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and pattern</p>	<p><u>It's Me 1,2,3</u></p> <p>Representing 1,2 and 3</p> <p>Comparing 1,2,and 3</p> <p>Composition of 1 2 and 3</p> <p>Circles and Triangles</p> <p>Positional Language</p> <p><u>Light and Dark</u></p> <p>Representing numbers to 5</p> <p>One more, one less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p><u>Alive in 5!</u></p> <p>Introducing 0</p> <p>Comparing numbers 4 & 5</p> <p>Composition of 4 & 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p><u>Growing 6,7,8</u></p> <p>6,7,8</p> <p>Combining 2 amounts</p> <p>Making pairs</p> <p>Length</p>	<p><u>Growing 6,7,8</u></p> <p>6,7,8</p> <p>Height</p> <p>Time</p> <p><u>Building 9 and 10</u></p> <p>Counting to 9 and 10</p> <p>Comparing 9 and 10</p> <p>Bonds to 10</p> <p>3D shapes</p> <p>Spatial awareness: Patterns</p>	<p><u>To 20 and Beyond</u></p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning: Match, manipulate, rotate</p> <p><u>First Then Now</u></p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning: Compose and Decompose</p>	<p><u>Find My Pattern</u></p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p>Spatial reasoning: visualise and build</p> <p><u>On the Move</u></p> <p>Deepening Understanding</p> <p>Patterns and Relationships</p> <p>Spatial reasoning: mapping</p>



St Chad's
CATHOLIC PRIMARY SCHOOL

**Throughout
the year**

Nursery: 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

Reception: Daily exploration of number of the week

- Daily maths lessons
- Daily exploration of days, months, year and date
- Solving problems using mathematical knowledge

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

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 explore senses – smelling / tasting/ touching/ seeing / hearing</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 join in with Advent preparations.</p> <p>I can share some ways Christmas is celebrated in my community</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 the life cycle of a butterfly – simple stages</p> <p>I can identify and name some garden minibeasts</p> <p>I know that a plant needs water and sunlight – growing a sunflower.</p> <p>I can explore what happens to the world around me in spring, using my senses</p> <p>I can identify how Easter is celebrated in my community and explore how it is celebrated in other countries.</p>	<p>I can explore how mechanical toys work</p> <p>I comment on how some food feels: making a teddy-bear picnic</p> <p>I can share my favourite toy and share what a family member's favourite toy was.</p> <p>I can join in with Pentecost celebrations</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 – investigation</p> <p>I can make observations about the features of sea creatures.</p> <p>I can share my holiday / trip experiences</p>
Nursery Year 2			<p>I comment on how some food feels: making a fruit salad</p> <p>I can comment on changes to food – melting chocolate; baking cakes</p> <p>I can explore what happens to the world around me in winter, using my senses</p>	<p>I can explore the life cycle of a chick– simple stages</p> <p>I can identify and name farm animals</p> <p>I know that a plant needs water and sunlight – growing cress</p> <p>I can explore what happens to the world around me in spring, using my senses</p> <p>I can identify how Easter is celebrated in my community and explore how it is celebrated in other countries.</p>	<p>I can use my senses to explore a range of materials, learning new vocabulary to identify and describe materials</p> <p>I understand that some materials float and some sink</p> <p>I can identify and name jungle animals</p> <p>I can join in with Pentecost celebrations</p>	<p>I can explore what happens to the world around me in summer, using my senses</p> <p>I can make observations about the features of sea creatures.</p> <p>I can identify the roles of people who help us: firefighters, police, ambulance drivers – link to vehicles</p> <p>I can share my holiday / trip experiences</p>

Reception	<p>I can discuss what is happening in autumn – weather, plants, animals</p> <p>I can identify and name simple body parts, and identify simple bones on a skeleton.</p> <p>I know and can identify ways I have changed as I have grown from baby to young child</p> <p>I can explore the materials I find in the natural world.</p> <p>I know some important figures in the community: vicar, doctors and nurses</p> <p>I know my school environment and my journey to school.</p>	<p>I know that some animals begin to gather food and make habitats ready to hibernate over winter (<i>drawing</i>)</p> <p>I can explore light – how shadows are created and can change.</p> <p>I know that Diwali is a festival that began in the past and continues today.</p> <p>I know that historical figures lived in the past: Historical figures – Guy Fawkes; exploration of Black History Month figures – Martin Luther King, Rosa Parkes</p> <p>I know that I live in England.</p> <p>I know that countries can be found on a map (linked to India – Diwali)</p> <p>I can join in and discuss advent celebrations.</p> <p>I can identify and discuss Christmas celebrations in my community</p>	<p>I can discuss what is happening in winter – changes in weather, plants, animals</p> <p>I can plan, explore and discuss materials investigations and experiments, commenting on changes and giving explanations.</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>I know that Chinese New Year is a celebration that began in the past and continues today.</p> <p>I can identify China on a World Map.</p> <p>I know some important figures in the community: police officer, fire fighters, ambulance drivers</p>	<p>I can describe the life cycle of a butterfly / chick.</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 know that people can impact the natural environment and that recycling helps keep animals safe and our environment clean. (focus on gardening)</p> <p>I know that plants need light, water and nutrients from the soil – growing a bean/ sunflower</p> <p>I know that fruit and vegetables are grown.</p> <p>I can comment on changes to materials – making a fruit smoothie</p> <p>I can identify how Easter is celebrated in my community and around the world</p>	<p>I can make a map of my environment.</p> <p>I can identify places on a simple map;</p> <p>I can create a simple map of my environment.,</p> <p>I can talk about the similarities and differences between town and countryside.</p> <p>I can explore different materials, focusing on what is best to create a sturdy home for a small-world toy (link to Three Little Pigs)</p> <p>I can talk about the similarities and differences in farming past and present.</p> <p>I can discuss Pentecost.</p>	<p>I know that humans can take action to help keep our natural environment clean and safe, including recycling to help our oceans.</p> <p>I can explore differences in historical photos of the seaside</p> <p>I can explore how some environments around the world are similar / different to my own – exploring different kinds of weather, homes</p> <p>I can talk about the similarities and differences in animals which live in the rainforest(<i>drawing</i>)</p> <p>I can identify Africa on a world map.</p>
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St Chad's
CATHOLIC PRIMARY SCHOOL

**Throughout
the year**

Outdoor area natural world opportunities daily
Daily discussion of weather
Exploring the seasons
Weekly RE sessions

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

Nursery	<ul style="list-style-type: none"> • To explore acting out a variety of familiar scenarios and use new learning in role-play • To develop stories with small world equipment and construction kits • To explore creative materials using senses and combining to create new textures • To make simple representations of familiar objects, people and emotions • To explore using colour to express feelings • To explore what happens when mixing colours • To sing a repertoire of songs • To explore sounds in music: volume and pitch • To know the names of some percussion instruments • To describe the sounds of percussion instruments as they play them • To create their own songs and tunes
Reception	<ul style="list-style-type: none"> • Learn how to safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Learn how to use joining techniques when constructing. • Learn which colours are mixed to make new colours, including shades of colour. • Share the process they have used when creating • Create their own stories and narratives, retell stories and narratives and adapt stories and narratives, using props • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and) try to move in time with music • • Learn about notable artists and styles of art and explore recreating the art.

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.</p> <p>I am beginning to act out familiar scenarios in my play</p> <p>I can sing parts of favourite songs during my play</p> <p>I can create a paper-plate self-portrait, identifying the main features of my face.</p> <p>I can create an autumn picture, using autumn materials.</p> <p>I can explore using different materials to create a self portrait – basic features.</p>	<p>I can explore colour mixing – primary colours.</p> <p>I can explore making sounds with different percussion instruments.</p> <p>I can learn Christmas songs.</p> <p>I can learn how to create splatter paintings and marble-rolling to create a firework picture.</p> <p>I can explore making shapes with my body when listening to firework music</p>	<p>I can draw a representation of a person in the community who helps us. (Year 1)</p> <p>I can draw a representation of my favourite food (Year 2)</p> <p>I engage in model making using 2D and 3D shapes: Fire-engine (Year 1) Plate of food (Year 2)</p> <p>I can create a Chinese New Year mask with collage materials Dragon (Year 1) Animal from the race (Year 2)</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 can respond to Chinese New Year music</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 – Minibeast Bop song (Year 1) Farm songs (Year 2)</p> <p>I can use collage materials to create a Mothers' Day card</p> <p>I can name percussion instruments</p>	<p>I can construct and build with a wide range of resources – teddy bear homes (Year 1) A home for rainforest animals (Year 2)</p> <p>I make imaginative small worlds using blocks, construction kits and small world figures, responding to stories explored.</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 and tone of familiar songs.</p> <p>I listen with increased attention to sounds – volume and pitch</p> <p>I respond to what I have heard and express thoughts and feelings through dance – seaside music (year 1) Music from around the world (Year 2)</p> <p>-</p>
Reception	<p>I can create a self-portrait. I can use colours for a purpose – features of face.</p> <p>I can explore using different materials to create a self portrait – detailed features.</p>	<p>I can explore colour mixing. – how to make different colours using primary colours.</p> <p>I can explore colour mixing – how to create light and dark colours.</p>	<p>I can explore mixing materials to make new textures.</p> <p>I can create a winter picture, using my knowledge of creating shades of colour.</p>	<p>Artist: Vincent Van Gogh – sunflowers. I know he painted still life.</p> <p>I can create my own still-life picture, choosing the resources I will use.</p>	<p>I can use 3D junk-modelling to create a house.</p> <p>I can use salt-dough to create a character from The Gruffalo</p>	<p>I can explore African art and use materials of my choice to recreate African art.</p> <p>I can create a shaker instrument.</p> <p>I can listen and respond to African music.</p>

	<p>I can learn about the artist Guiseppe Arcibolodo. I know he used fruit and vegetables to create portraits.</p> <p>I can create an autumn picture, using autumn materials to represent other objects.</p> <p>I can learn new songs about Autumn and Harvest.</p> <p>I can listen and respond to music.</p> <p>I know the names of some instruments.</p>	<p>I can learn about the artist Wassily Kandinsky. I can explore using 2D shape prints to create a Kandinsky-style picture.</p> <p>I can make a Christmas decoration using joining techniques.</p> <p>I know music has a beat. I can explore keeping a simple beat with my body and a percussion instrument.</p> <p>I can respond to firework music.</p> <p>I can learn and sing songs about Diwali.</p> <p>I can learn new songs about Christmas and perform them.</p>	<p>I can design and make a trap for a villain (Evil Pea – Supertato)</p> <p>I know that music can be played in different ways – loud/quiet; fast/slow)</p> <p>I can explore responding to Chinese New Year music.</p> <p>I can learn some Chinese New Year dances.</p>	<p>I can create my own fruit salad and talk about my like / dislikes.</p> <p>I can learn songs about Easter and Spring.</p>	<p>I know instruments can be used to represent something else (animals, feelings)</p> <p>I can explore moving as a character (link to the Gruffalo) to music.</p>	<p>I can learn and sing songs about summer.</p>
Throughout the year	<p>Outdoor and indoor opportunities</p> <p>Daily singing times</p> <p>Learning a song / nursery rhyme each week</p>					