

Our PSHE curriculum supports children in learning how to form positive friendships, cooperate with others, resolve conflicts peacefully and show kindness and respect. We encourage children to talk about emotions, celebrate differences and develop a positive sense of self through play, stories and daily interactions. Opportunities for independence are embedded throughout the day, including self-care, healthy eating, tidying resources and managing personal needs. Through both indoor and outdoor learning experiences, including Forest School, children are encouraged to take risks, persevere through challenges and develop confidence in their own abilities, helping to build secure foundations for lifelong learning and well-being.

Personal, Social & Emotional Development	Me & My Relationships Children learn classroom routines, how to build friendships and manage feelings appropriately. They develop independence when selecting resources and completing self-care tasks.	Valuing Differences Children explore respecting differences, kindness and celebrating traditions. They learn how to cooperate, share and resolve small conflicts with support.	Keeping Myself Safe Children learn how to keep themselves safe, make healthy choices and understand risks in play and daily routines.	Rights & Responsibilities Children develop responsibility through caring for plants, animals and classroom resources. They learn empathy and how actions affect others.	Being My Best Children develop resilience, independence and teamwork through collaborative challenges and outdoor learning.	Growing & Changing Children reflect on change, growing up and transition into Year 1. They discuss achievements and aspirations positively.	Self-Regulation ELG: Show an understanding of their own feelings and those of others and begin to regulate behaviour accordingly. Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance. Building Relationships ELG: Work and play cooperatively, form positive relationships and show sensitivity to others’ needs.
	End Point: Build positive relationships and follow classroom expectations independently.	End Point: Work cooperatively and show kindness and respect to others.	End Point: Explain simple safety rules and make safe choices independently.	End Point: Show responsibility in class and outdoor learning.	End Point: Try new challenges confidently and independently.	End Point: Show confidence and emotional readiness for Year 1.	

Physical Development

At our school, we recognise that physical development is vital for children’s overall growth, well-being and readiness to learn. We provide daily opportunities for children to develop both gross and fine motor skills through a balance of indoor and outdoor play, structured PE lessons, Forest School and continuous provision activities. Through games, climbing, balancing, dance, gymnastics, team activities and outdoor exploration, children develop their core strength, stability, coordination, balance, spatial awareness and agility in a fun and engaging way.

Our Forest School sessions provide children with rich opportunities to develop physical confidence, resilience and independence through activities such as climbing, den building, digging, balancing, transporting resources and exploring the natural environment. These experiences also support children’s risk assessment skills, teamwork and emotional well-being.

Physical Development – Fine Motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego	Fine Motor Skills ELG: Hold a pencil effectively using the tripod grip. Use a range of small tools accurately and show care when drawing and creating.
Physical Development – Gross Motor / PE	Ball Skills – throwing, catching, balancing and kicking through games and outdoor play. End Point: Move safely with increasing coordination and control.	Dance – movement to music, copying actions and creating simple sequences. End Point: Perform movement sequences confidently and safely.	Gymnastics – balancing, travelling, rolling and jumping using apparatus safely. End Point: Demonstrate balance, coordination and body control.	Team Games – kicking, aiming and cooperative games developing teamwork and spatial awareness. End Point: Apply movement skills confidently in games.	Athletics – running, jumping and throwing with increasing stamina and control. End Point: Improve stamina, coordination and athletic control.	Games & Challenges – sports activities and team challenges applying learned movement skills. End Point: Use movement skills confidently in games and challenges.	Gross Motor Skills ELG: Negotiate space and obstacles safely. Demonstrate strength, balance and coordination when playing. Move energetically through running, jumping, dancing, hopping, skipping and climbing.

Literacy

At our school, we believe it is crucial for children to develop a life-long love of reading and writing. We immerse children in high-quality stories, non-fiction texts, rhymes, poems and songs from the very beginning of Reception, helping them to develop strong language comprehension skills through discussion, storytelling and play. Adults regularly model rich vocabulary and engage children in meaningful conversations about the world around them and the books we share together.

We teach early reading through the Little Wandle phonics programme, where children learn to decode unfamiliar words and develop fluency and confidence in word reading through daily phonics sessions, guided reading and repeated practice. Alongside this, children develop a love of storytelling and composition through our Drawing Club approach, where they orally rehearse ideas, create imaginative narratives and gradually apply their phonics knowledge to writing. Writing opportunities are carefully matched to the children’s phonics progression, allowing them to develop confidence in transcription, spelling, handwriting and composition in a purposeful and engaging way.							
Literacy – Comprehension	Drawing Club sessions linked to familiar stories and family themes. Children discuss characters, settings and story structure.	Drawing Club linked to celebrations, people who help us and the Nativity. Children predict events and discuss characters.	Drawing Club linked to winter stories and non-fiction texts. Children answer questions and make connections.	Drawing Club linked to African tales and animal stories. Children compare characters and settings.	Drawing Club linked to nature and minibeasts. Children independently retell and sequence stories.	Drawing Club linked to fantasy stories, dragons and castles. Children invent imaginative narratives.	Comprehension ELG: Demonstrate understanding of what has been read by retelling stories using their own words and recently introduced vocabulary.
	End Point: Retell familiar stories with support.	End Point: Talk confidently about stories using new vocabulary.	End Point: Explain ideas from stories and texts.	End Point: Discuss similarities and differences in stories.	End Point: Retell stories using beginning, middle and end.	End Point: Create and retell simple stories independently.	
Literacy – Word Reading	Little Wandle Phase 2 phonics. Introduce pink sound cards and oral blending.	Continue Phase 2 using pink sounds. Read simple CVC words and captions linked to Drawing Club texts.	Introduce blue digraph sound cards within Little Wandle Phase 3. Read simple words and captions using blue sounds.	Consolidate blue phase 3 sounds and tricky words through simple sentences.	Continue Phase 3 and begin Phase 4 oral blending and fluency work.	Consolidation of pink and blue sounds through guided reading and Drawing Club texts.	Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words and simple sentences consistent with phonic knowledge.
	End Point: Recognise some graphemes and begin oral blending.	End Point: Blend and read simple pink phase 2 words and captions.	End Point: Read blue phase 3 words	End Point: Read simple blue phase 3 sentences.	End Point: Apply phonic knowledge automatically in reading.	End Point: Read simple books confidently and independently.	
Literacy – Writing	Drawing Club “codes” begin through mark making, drawing and oral storytelling.	Children write Drawing Club codes using pink phase 2 sounds , labels and captions.	Children write Drawing Club codes using blue phase 3 sounds .	Children write simple Drawing Club codes using blue phase 3 sentences with finger spaces and full stops.	Independent writing opportunities through Drawing Club and investigations. Using Phase 4 phonics .	Children invent fantasy stories and transition books through Drawing Club. Using phase 4 phonics .	Writing ELG: Write recognisable letters correctly, spell words using phonics knowledge and write simple phrases and sentences that can be read by others.
	Drawing Club used as stimulus across the year Texts may change due to children’s interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	End Point: Write recognisable letters and own name.	End Point: Write a simple pink phase 2 sentence.	End Point: Write lists of blue phase 3 words independently.	End Point: Write a simple blue phase 3 sentence independently.	End Point: Write simple sentences independently.	
Mathematics In Reception, we use the Mastering Number programme to develop children’s fluency and confidence with number through practical, engaging and hands-on experiences. We focus on building strong “number sense” by helping children learn to subitise, compare quantities, understand number composition and recognise patterns within number. Maths is embedded throughout our daily routines and continuous provision, with opportunities to practise counting, number recognition and problem solving in meaningful contexts.							
Mathematics	Children explore numbers to 5 through counting, matching and comparing quantities.	Children develop understanding of numbers to 10, shape and pattern.	Children explore number composition, measures and part-whole relationships.	Children practise number bonds and spatial reasoning through practical activities.	Children investigate doubling, sharing and mathematical problem-solving linked to real life.	Children consolidate numbers beyond 10, measure and mathematical fluency.	Number ELG: Have a deep understanding of number to 10 and recall number bonds. Numerical Patterns ELG: Verbally count beyond 20 and explore numerical patterns confidently.
	End Point: Count reliably and recognise numbers to 5.	End Point: Recognise numerals to 10 and create repeating patterns.	End Point: Understand simple number composition.	End Point: Recall simple number facts confidently.	End Point: Solve practical mathematical problems independently.	End Point: Apply mathematical understanding confidently.	
Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.							

Understanding the World	Children explore their bodies, families, homes and communities. They learn about seasonal change in autumn and begin to talk about similarities and differences between themselves and others. They explore their local environment through walks and play. End Point: Describe features of their immediate environment, family life and seasonal changes.	Children learn about people who help us and events from the past such as the Great Fire of London. They compare past and present firefighting, explore simple maps and learn about their local community. End Point: Talk about past events and explain the roles people play in society.	Children observe winter weather, seasonal change and natural processes such as freezing and melting. They investigate ice, water and weather changes through hands-on exploration. End Point: Describe changes in weather, seasons and the natural world.	Children compare Africa and the UK using stories, maps, music, animals and cultural experiences. They learn about similarities and differences between environments, homes and traditions. End Point: Explain similarities and differences between places, cultures and ways of life.	Children investigate lifecycles and minibeads through gardening and outdoor exploration. They learn how living things grow, change and survive. End Point: Explore and describe the natural world confidently using observations and vocabulary.	Children explore dragons, castles and legends from the past through stories, role play and imaginative play. They learn about castles, knights and how people may have lived long ago, comparing past homes and ways of life with today. Children investigate maps, treasures and fantasy worlds through storytelling and exploration. End Point: Talk about past and present through stories, castles and imaginative worlds, describing similarities and differences between life long ago and today.	Past and Present ELG: Talk about the lives of people around them and their roles in society. Know similarities and differences between things in the past and now. Understand the past through books and storytelling. People, Culture and Communities ELG: Describe their immediate environment using knowledge from observation, discussion, stories and maps. Explain similarities and differences between cultures and communities. The Natural World ELG: Explore the natural world around them, making observations and understanding changes in seasons and environments.
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Expressive Arts & Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Expressive Arts & Design	Children create self-portraits, autumn collages and transient art using natural materials. They explore colour, texture, painting and imaginative role play linked to homes and families. End Point: Explore colour, texture and imaginative expression creatively.	Children explore music, dance, junk modelling and role play linked to celebrations, people who help us and the Great Fire of London. They create props, models and performance pieces collaboratively. End Point: Retell stories and experiences through imaginative play, art and performance.	Children experiment with winter printing, colour mixing, music and movement inspired by weather and seasons. They explore rhythm, pattern and artistic techniques. End Point: Use artistic techniques and movement to represent ideas and observations.	Children explore African art, drumming, dance and pattern work inspired by stories and culture. They create artwork using colour, texture and repeated pattern. End Point: Express ideas confidently through art, music and movement.	Children create sculptures, observational drawings and collaborative artwork inspired by plants and minibeads. They experiment with joining, shaping and natural materials creatively. End Point: Create purposeful artwork using a range of materials and techniques.	Children explore storytelling, castle models, dragon art, music and imaginative role play. They invent fantasy narratives and perform stories collaboratively. End Point: Express ideas confidently through storytelling, art, music and imaginative play.	Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations and explain the process used. Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and teachers. Perform songs, rhymes, poems and stories with others and move in time with music.
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Year B							
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Autumn Season / Farming in the Past	Traditional Tales	Dinosaurs	Spring Has Sprung	Recycle, Reuse, Reduce	The Ocean Blue – Under the Sea	Early Learning Goals
Christian Values							
Christian Values	Courage	Hope	Kindness	Justice	Friendship	Peace	-
British Values							
British Values	Mutual respect We are all unique.	Mutual Tolerance	Rule of law	Individual liberty	Democracy We all have the right to be listened to.	Recap all British Values	

	We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.	Early Learning Goals
Communication & Language At our school, we recognise that the development of children’s spoken language underpins all areas of learning and is essential for future success. We provide a language-rich environment where high-quality interactions, conversations and storytelling are at the heart of everyday practice. Adults carefully model language, extend children’s ideas and introduce new vocabulary through play, discussion and meaningful experiences. Through sustained shared thinking and sensitive questioning, children are encouraged to elaborate on their ideas, explain their thinking and become confident communicators. Children are immersed in high-quality stories, non-fiction texts, rhymes, poems and songs throughout the day. We actively engage children in storytelling through our Drawing Club approach, role play, small world play and imaginative experiences, helping them to develop confidence in speaking and listening. New vocabulary is carefully planned and revisited across the curriculum so children can embed and apply language in different contexts. Through continuous opportunities for conversation, exploration and collaborative play, children develop the vocabulary, language structures and communication skills needed to thrive across all areas of learning.							
Communication & Language	Children learn classroom routines, listening skills and vocabulary linked to harvest, farms and seasonal change. They begin to talk confidently about their own experiences and observations. End Point: Listen attentively and respond appropriately during discussion and play.	Children retell traditional tales, ask questions about characters and predict story endings. They develop vocabulary linked to storytelling and celebrations. End Point: Speak confidently about stories and events using new vocabulary.	Children describe dinosaurs, fossils and prehistoric habitats using descriptive vocabulary and questioning. End Point: Explain ideas and observations using full sentences and topic vocabulary.	Children discuss plant growth, weather and life cycles using observations from outdoor learning and investigations. End Point: Speak confidently during discussions and role play.	Children discuss recycling, materials and caring for the environment. They explain ideas and problem-solve collaboratively. End Point: Use new vocabulary independently during discussion and play.	Children reflect on oceans, journeys and transition to Year 1. They share ideas, stories and experiences confidently with adults and peers. End Point: Hold conversations confidently and express ideas clearly.	Listening, Attention and Understanding ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify understanding. Hold conversation when engaged in back-and-forth exchanges. Speaking ELG: Participate in discussions, offer explanations and express ideas using full sentences and recently introduced vocabulary.
Personal, Social & Emotional Development At our school, we recognise that children’s personal, social and emotional development is at the heart of all learning and underpins children’s happiness, confidence and future success. We provide a nurturing, supportive and language-rich environment where strong relationships with adults help children feel safe, valued and ready to learn. Through consistent routines, positive role modelling and carefully planned activities, children learn to understand and manage their feelings, build resilience, develop confidence and become increasingly independent. Our PSHE curriculum supports children in learning how to form positive friendships, cooperate with others, resolve conflicts peacefully and show kindness and respect. We encourage children to talk about emotions, celebrate differences and develop a positive sense of self through play, stories and daily interactions. Opportunities for independence are embedded throughout the day, including self-care, healthy eating, tidying resources and managing personal needs. Through both indoor and outdoor learning experiences, including Forest School, children are encouraged to take risks, persevere through challenges and develop confidence in their own abilities, helping to build secure foundations for lifelong learning and well-being.							
Personal, Social & Emotional Development	Me & My Relationships Children learn classroom routines, develop friendships and explore emotions through play and discussion. They build independence within the classroom environment. End Point: Build positive relationships and follow	Valuing Differences Children learn about respecting differences, celebrating traditions and showing kindness to others. They practise turn taking and cooperative play. End Point: Work cooperatively and show	Keeping Myself Safe Children learn about healthy choices, safe play and understanding risks in everyday situations. End Point: Explain simple safety rules and	Rights & Responsibilities Children develop responsibility through caring for plants, resources and the outdoor environment. They learn how actions affect others and the world around them.	Being My Best Children develop resilience, perseverance and teamwork through collaborative projects and challenges linked to environmental learning. End Point: Try new challenges confidently and independently.	Growing & Changing Children reflect on achievements, changes and transition into Year 1. They discuss aspirations and emotions positively. End Point: Show confidence and	Self-Regulation ELG: Show an understanding of their own feelings and those of others and begin to regulate behaviour accordingly. Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance. Building Relationships ELG: Work and play cooperatively, form positive relationships and show sensitivity to others’ needs.

	classroom expectations independently.	kindness and respect to others.	make safe choices independently.	End Point: Show responsibility in class and outdoor learning.		emotional readiness for Year 1.	
Physical Development At our school, we recognise that physical development is vital for children’s overall growth, well-being and readiness to learn. We provide daily opportunities for children to develop both gross and fine motor skills through a balance of indoor and outdoor play, structured PE lessons, Forest School and continuous provision activities. Through games, climbing, balancing, dance, gymnastics, team activities and outdoor exploration, children develop their core strength, stability, coordination, balance, spatial awareness and agility in a fun and engaging way. Our Forest School sessions provide children with rich opportunities to develop physical confidence, resilience and independence through activities such as climbing, den building, digging, balancing, transporting resources and exploring the natural environment. These experiences also support children’s risk assessment skills, teamwork and emotional well-being.							
Physical Development – Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego	Fine Motor Skills ELG: Hold a pencil effectively using the tripod grip. Use a range of small tools accurately and show care when drawing and creating.
Physical Development – Gross Motor / PE	Ball Skills – throwing, catching, balancing and kicking through games and outdoor play. End Point: Move safely with increasing coordination and control.	Dance – storytelling through movement, rhythm and music. Children copy and create simple sequences. BALLET- The Nutcracker End Point: Perform movement sequences confidently and safely.	Gymnastics – balancing, travelling, rolling and jumping using apparatus safely and confidently. End Point: Demonstrate balance, coordination and body control.	Team Games – aiming, kicking and cooperative games developing teamwork and spatial awareness. End Point: Apply movement skills confidently in games.	Athletics – running, jumping and throwing with increasing stamina and control. End Point: Improve stamina, coordination and athletic control.	Games & Challenges – sports activities and cooperative team challenges applying learned movement skills. End Point: Use movement skills confidently in games and challenges.	Gross Motor Skills ELG: Negotiate space and obstacles safely. Demonstrate strength, balance and coordination when playing. Move energetically through running, jumping, dancing, hopping, skipping and climbing.
Literacy At our school, we believe it is crucial for children to develop a life-long love of reading and writing. We immerse children in high-quality stories, non-fiction texts, rhymes, poems and songs from the very beginning of Reception, helping them to develop strong language comprehension skills through discussion, storytelling and play. Adults regularly model rich vocabulary and engage children in meaningful conversations about the world around them and the books we share together. We teach early reading through the Little Wandle phonics programme, where children learn to decode unfamiliar words and develop fluency and confidence in word reading through daily phonics sessions, guided reading and repeated practice. Alongside this, children develop a love of storytelling and composition through our Drawing Club approach, where they orally rehearse ideas, create imaginative narratives and gradually apply their phonics knowledge to writing. Writing opportunities are carefully matched to the children’s phonics progression, allowing them to develop confidence in transcription, spelling, handwriting and composition in a purposeful and engaging way.							
Literacy – Comprehension	Drawing Club story sessions linked to harvest, farms and seasonal stories. Children discuss characters, settings and story structure. End Point: Retell familiar stories with support.	Drawing Club linked to traditional tales and celebrations. Children predict events, retell stories and discuss characters.	Drawing Club linked to dinosaur stories and information texts. Children answer questions and compare fiction and non-fiction texts.	Drawing Club linked to spring stories and life cycles. Children sequence stories and discuss changes over time. End Point: Retell stories using beginning, middle and end.	Drawing Club linked to environmental stories and recycling themes. Children discuss story messages and retell narratives independently. End Point: Discuss themes and ideas from stories confidently.	Drawing Club linked to ocean adventures and fantasy stories. Children invent imaginative narratives and retell stories independently.	Comprehension ELG: Demonstrate understanding of what has been read by retelling stories using their own words and recently introduced vocabulary.

		End Point: Talk confidently about stories using new vocabulary.	End Point: Explain ideas from stories and texts.			End Point: Create and retell simple stories independently.	
Literacy – Word Reading	Little Wandle Phase 2 phonics. Introduce pink sound cards and oral blending. End Point: Recognise some graphemes and begin oral blending.	Continue Phase 2 using pink sounds. Read simple CVC words and captions linked to Drawing Club texts. End Point: Blend and read simple pink phase 2 words and captions.	Introduce blue digraph sound cards within Little Wandle Phase 3. Read simple words and captions using blue sounds. End Point: Read blue phase 3 words	Consolidate blue phase 3 sounds and tricky words through simple sentences. End Point: Read simple blue phase 3 sentences.	Continue Phase 3 and begin Phase 4 oral blending and fluency work. End Point: Apply phonic knowledge automatically in reading.	Consolidation of pink and blue sounds through guided reading and Drawing Club texts. End Point: Read simple books confidently and independently.	Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words and simple sentences consistent with phonic knowledge.
Literacy – Writing	Drawing Club “codes” begin through mark making, drawing and oral storytelling. End Point: Write recognisable letters and own name.	Children write Drawing Club codes using pink phase 2 sounds , labels and captions. End Point: Write a simple pink phase 2 sentence.	Children write Drawing Club codes using blue phase 3 sounds . End Point: Write lists of blue phase 3 words independently.	Children write simple Drawing Club codes using blue phase 3 sentences with finger spaces and full stops. End Point: Write a simple blue phase 3 sentence independently.	Independent writing opportunities through Drawing Club and investigations. Using Phase 4 phonics . End Point: Write simple sentences independently.	Children invent fantasy stories and transition books through Drawing Club. Using phase 4 phonics . End Point: Write short narratives independently.	Writing ELG: Write recognisable letters correctly, spell words using phonics knowledge and write simple phrases and sentences that can be read by others.
Mathematics In Reception, we use the Mastering Number programme to develop children’s fluency and confidence with number through practical, engaging and hands-on experiences. We focus on building strong “number sense” by helping children learn to subitise, compare quantities, understand number composition and recognise patterns within number. Maths is embedded throughout our daily routines and continuous provision, with opportunities to practise counting, number recognition and problem solving in meaningful contexts.							
Mathematics	Children explore numbers to 5 through counting, matching, sorting and comparing quantities. End Point: Count reliably and recognise numbers to 5.	Children develop understanding of numbers to 10, shape and pattern through practical activities and games. End Point: Recognise numerals to 10 and create repeating patterns.	Children explore composition of number, part-whole models and comparing measures. End Point: Understand simple number composition and part-whole relationships.	Children practise number bonds, spatial reasoning and mathematical problem-solving through practical investigations. End Point: Recall simple number facts confidently.	Children investigate doubling, sharing, grouping and practical mathematical problem-solving linked to recycling themes. End Point: Solve practical mathematical problems independently.	Children consolidate numbers beyond 10, measure and mathematical fluency through games and investigations. End Point: Apply mathematical understanding confidently.	Number ELG: Have a deep understanding of number to 10 and recall number bonds. Numerical Patterns ELG: Verbally count beyond 20 and explore numerical patterns confidently.
Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.							
Understanding the World	Children explore farms, harvest, seasonal change and the natural environment. They compare past and present	Children learn about traditions, celebrations and communities through stories, artefacts and role play. They compare similarities and	Children learn about dinosaurs, fossils and prehistoric life. They compare creatures from the past with animals alive today.	Children observe plant growth, weather and spring changes through outdoor learning and investigations. They explore life cycles and caring for living things.	Children investigate materials, recycling and environmental responsibility. They learn how people can help protect the environment.	Children learn about oceans, sea creatures, habitats and maps. They compare environments around the world and	Past and Present ELG: Talk about the lives of people around them and their roles in society. Know similarities and differences between things in the past and now. Understand the past through books and storytelling. People, Culture

	farming and learn about life on farms. End Point: Describe features of farms, harvest and seasonal change.	differences between families and cultures. End Point: Explain similarities and differences between traditions and communities.	End Point: Understand dinosaurs lived a long time ago and compare past and present.	End Point: Explore and describe the natural world confidently.	End Point: Explain ways to care for the environment and community.	explore life under the sea. End Point: Describe ocean habitats and features of the wider world.	and Communities ELG: Describe their immediate environment using knowledge from observation, discussion, stories and maps. Explain similarities and differences between cultures and communities. The Natural World ELG: Explore the natural world around them, making observations and understanding changes in seasons and environments.
Expressive Arts & Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.							
Expressive Arts & Design	Children explore harvest songs, leaf printing, transient art and natural materials. They experiment with texture, colour and imaginative role play linked to farms and autumn. End Point: Explore colour, texture and imaginative expression creatively.	Children create puppets, props and crafts inspired by traditional tales and celebrations. They retell stories through imaginative play, dance and performance. End Point: Retell stories confidently through art, role play and performance.	Children design dinosaur models, large-scale artwork and imaginative constructions using a range of materials. End Point: Create imaginative models and artwork independently.	Children develop painting and collage techniques inspired by flowers, plants and spring landscapes. They learn how artists represent nature. End Point: Use artistic techniques to represent observations from nature.	Children use recycled materials to create sculptures, junk models and collaborative artwork. They explore shaping, joining and adapting materials creatively. End Point: Create purposeful artwork using a range of materials and techniques.	Children explore ocean-inspired art, music, dance and storytelling. They create underwater scenes, collages and imaginative role play. End Point: Express ideas confidently through storytelling, art, music and imaginative play.	Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations and explain the process used. Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and teachers. Perform songs, rhymes, poems and stories with others and move in time with music.