

St Bede’s Catholic Primary

**EYFS**

**Coverage and Progression Document**

Writing in **bold** is the educational programme, aspect and learning intention/ criteria to be covered.

BLUE is the topic hook/ theme which remains flexible due to the nature of the EYFS.

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**GREEN** addresses how/where this knowledge will be taught discretely.

® are objectives that mainly Reception ages pupils will be focussing on

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| **Communication & Language** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Listening, attention and understanding** | **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.****Daily discussions, story times, talk for writing, Super 6, Book Talk sessions, focussed learning activities, challenge time** |  Listen to others when one to one or in a small group, and start and continue a conversation with a friend.

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| Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. | **Nursery**Assign**Knowledge** Question words include why, what, when and how. |  |  |  |  |  |  |  |  |  |  |  |

Question words include why, what, when and how.Listen to longer stories and demonstrate that they can remember much of what happens. | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & Reflections |
| **Make comments about what they have heard and ask questions to clarify their understanding****Daily discussions, story times, talk for writing, Super 6, Book Talk sessions, focussed learning activities, child initiated play, challenge time** |

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| Data can be numbers, marks or objects.Say what they notice about a set of data. |  |  |  |  |  |  |  |  |  |  |  |  |

Question words include who, why, what, when, where and how. | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldSplash! |
| **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.****Daily discussions, story times, talk for writing, Super 6, Book Talk sessions, focussed learning activities, snack time, PSHE Show and Tell, child initiated play** |

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| Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.Show an understanding of the meanings of new words by using them in discussion and role play situations. |  |  | **1** |  | **1** |  | **1** |  |  | **1** | **1** |  |
|  | **Reception**Assign**Skill** Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. | **6** | **3** | **2** |  | **4** | **1** |  |  | **3** | **5** | **2** | **1** |
|  | **Reception**Assign**Skill** Show an understanding of the meanings of new words by using them in discussion and role play situations |  |  |  |  |  |  |  |  |  |  |  |  |

 | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldPuddles & RainbowsSplash!Big Wide World |
| **Speaking** | **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.****CIP, snack time, small group focussed activities, challenge tom, word aware sessions** | Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. ® | Me and My CommunityExploring AutumnStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldPuddles & RainbowsSplash!Big Wide World |
| **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.****CIP, show and tell, challenge time, focussed activities** | A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldSplash! |
| **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.****Daily discussions, story times, talk for writing, Super 6, Book Talk sessions, focussed learning activities, snack time, PSHE Show and Tell, child initiated play** | Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregularCommunicate their ideas and thoughts with others. | Me and My CommunityExploring AutumnSparkle & ShineWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldPuddles & RainbowsSplash! |

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® are objectives that mainly Reception ages pupils will be focussing on

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| **Expressive Arts & Design** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| Creating with materials | **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function****CIP, Challenge time – Construction area, Outdoor play, small world area, small/loose parts play, forest school activities** |  A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.The primary colours are red, yellow and blue.Paper and fabric can be cut and torn and joined together using glue.Different types of line include bumpy, zigzag, curvy and dotty.Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures. A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth.Different types of art include painting, drawing, collage, textiles, sculpture and printing.Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.Papers and fabrics can be used to create art, including tearing, cutting and sticking.Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D formsA painting of a place is called a landscape. | Me and My CommunityExploring AutumnOnce Upon A TimeSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldPuddles & RainbowsSplash! |
| **Share their creations, explaining the process they have used.****CIP, show and tell sessions, WOW wall, challenge time, small group focussed time** | Different aspects of designing and making can be discussed with others.Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. ®Digital devices can be used to share information about creations with othersRecognise that it is possible to change and alter their designs and ideas as they are making them. | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersPuddles & RainbowsSplash!Big Wide World |
| **Make use of props and materials when role playing characters in narratives and stories.** | Demonstrate awareness of what has been read to them by retelling stories in their play using props.Begin to talk about the main events and principle characters in stories, using props and materials for role play.Begin to remember and repeat key phrases and refrains from well-known stories and narratives.Talk about stories that have been read to them and retell them through role play and small world play. | Me and My CommunityOnce Upon a TimeStarry NightWinter WonderlandShadows and Reflections |
| **Being Imaginative & Expressive** | **Invent, adapt and recount narratives and stories with peers and their teacher.** |

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| Use writing to communicate thoughts, ideas, experiences and events.

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| Begin to use mark making to communicate thoughts. |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Nursery**Assign**Skill** Use mark making to support their play. |  |  |  |  |  |  |  |  |  |  |  |

 | **1** | **1** | **1** | **2** |  | **1** | **2** | **1** | **1** | **2** | **1** | **1** |
|  | **Reception**Assign**Skill** Use writing to support their play. |  |  |  |  |  |  |  |  |  |  |  |

 | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldPuddles & RainbowsSplash!Once Upon A Time |
| **Sing a range of well-known nursery rhymes and songs.** | Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. | Me and My CommunityOnce Upon A TimeSunshine & SunflowersPuddles & Rainbows |
| **Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.** |

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| Remember and sing well known rhymes and songs in a small group.Learn and sing songs and rhymes as part of a larger group. |  | **2** | **1** | **1** |  | **1** |  |  |  | **1** |  | **1** |
|  | **Reception**Assign**Skill** Learn and sing songs and rhymes as part of a larger group. |  |  |  |  |  |  |  |  |  |  |  |

 | Me and My CommunityExploring AutumnStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldPuddles & Rainbows |

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| **Personal, Social & Emotional Development** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Self-Regulation****Managing Self** | **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.**Self-regulation station, daily talk time/ PSHE sessions | People can show their emotions by the way that they look and act. People's faces can show how they are feeling, such as smiling when happy and crying when sad.Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. | Me And My CommunityOnce Upon A TimeSunshine & SunflowersStarry NightShadows & ReflectionsPuddles & Rainbows |
| **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate** | Asking for help when needed supports them to achieve a goal that they have chosen, or one which is suggested to them.Know that some actions and words can hurt others.Know that they can use words as well as actions to help solve problems, and be aware when they need to ask for help.Everybody is an individual and has things that they can do well and things that they need to get better at. Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better.Know who to ask for help when they need it. | Me and My CommunityDangerous DinosaursSplash! |
| **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.** | Washing their hands after going to the toilet and before eating helps people to stay healthy.Home/ lunch/ break time, PE, Helper of the day activities… | Me and My CommunityExploring AutumnOnce Upon A TimeStarry NightDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide World |
| **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** | Asking for help when needed supports them to achieve a goal that they have chosen, or one which is suggested to them.People have different needs, interests and opinions.Everybody is an individual and has things that they can do well and things that they need to get better at.Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. | Me and My CommunitySunshine & SunflowersSplash!Shadows & Reflections |
| **Explain the reasons for rules, know right from wrong and try to behave accordingly.** | It is important to listen to adults and follow simple rules and procedures when using equipment and tools. It is important to listen to adults and follow simple rules to stay safe.Know that some actions and words can hurt others.Other children might want to play the same game or use the same resources. It is important to be friendly and share with others.Know that they can use words as well as actions to help solve problems, and be aware when they need to ask for help.Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food.Rules help to keep us safe in different environments and when using certain equipment.Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried.Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better.It is important to share resources and take turns in order to get on with others.Know who to ask for help when they need it. | Me and My CommunityOnce Upon A TimeSparkle & ShineWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldPuddles & RainbowsSplash! |
|  | **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.** | Some foods are healthy. These include fruits, vegetables, nuts and seeds.Fruit and vegetables are healthy foods and milk and water are healthy drinks.Washing their hands after going to the toilet and before eating helps people to stay healthyWearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.It is important to wash your hands throughout the day, including before eating and after going to the toilet. Teeth brushing twice daily is important to keep teeth clean and healthy.There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs.Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. | Me and My CommunityStarry NightSunshine & SunflowersSplash!Daily upon entry to school and throughput session in line with Covid 19 guidelines. Discussions about health and hygiene. After toileting – reminders. School nurse visit. PSHE scheme of work- focus on looking after our bodies and health as well as our minds. |
| **Building Relationships** | **Work and play cooperatively and take turns with others.**PSHE focus throughout EYFS, jigsaw scheme of work, adult modelling, support and intervention where necessary | Other children might want to play the same game or use the same resources. It is important to be friendly and share with others.It is important to share resources and take turns in order to get on with others. | Me and My CommunityOnce Upon A TimeSparkle & ShineWinter WonderlandDangerous DinosaursBig Wide WorldPuddles & Rainbows |
|  | **Form positive attachments to adults and friendships with peers.** | There are lots of special people in their lives, including family and friends. Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. | Me & My Community |
|  | **Show sensitivity to their own and to others’ needs.**Daily PSHE sessionsAdult modelling and supportBooks relating to PSHE and school values read daily- Super 6Jigsaw PSHE scheme of workGlobal dimension lessons, RE lessons. Citizenship and British values – focusRRS and global goals, assemblies, teaching | Know that some actions and words can hurt others.Know that they can use words as well as actions to help solve problems, and be aware when they need to ask for help.Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better.Know who to ask for help when they need it.People are entitled to food, water, a place to live and to feel safe. | Dangerous Dinosaurs |

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| **The World** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Past & Present** | **Talk about the lives of the people around them and their roles in society.** | Stories, books and pictures give us information about the pastSome people in history are significant because they did important things that changed the world or how we live.Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.Stories, or narratives, can tell us about important things that happened in the past.Stories, books and pictures are used to help people to find out about people and events from the past. | Me and My CommunityStarry NightOnce upon a Time – additional history focus looking at homes and objects in the past and comparing them to today.People who help us focus and community key people visits in Me and My Community topic-police, fire servicePriest visits and charity organisations; Picture News’ sessions, global learning |
| **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.** | The past includes the things that happened yesterday, last week, last year or long ago.Pictures and books can show how life was different in the past.A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations.The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.Words that help us to describe the passage of time include yesterday, last week, before and then.Objects from the past can look different to objects from the present.A significant event is something that is important to them or other people. Photographs and videos are used to record these events. | Once Upon A TimeOnce upon a Time – additional history focus looking at homes and objects in the past and comparing them to today.People who help us focus and community key people visits in Me and My Community topic-police, fire servicePriest visits and charity organisations; Picture News’ sessions, global learningDorman Museum – key objects |
| **Understand the past through settings, characters and events encountered in books read in class and storytelling** |  | Once Upon A TimeStarry NightBig Wide WorldOnce upon a Time – additional history focus looking at homes and objects in the past and comparing them to today.People who help us focus and community key people visits in Me and My Community topic-police, fire servicePriest visits and charity organisations; Picture News’ sessions, global learningDorman Museum – key objects |
| **People, Cultures & Communities** | **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** | Human features of the immediate environment include the school, the playground, streets and houses. Some materials are natural and others are man-made. It is everybody's responsibility to look after the environment.Common physical features include fields, rivers and hills.The world has lots of different places in the world.Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. ®Maps and photographs can be used to show key features of the local environment.Geographical information can be collected by using simple tally charts and pictograms. ®Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.A place can be important because of its location, use buildings or landscape.A map is a picture or drawing of an area of land or sea. | Me & My CommunityDangerous DinosaursSunshine & SunflowersBig Wide WorldMap making sessions – Me and My Community, mapping out school, journey to school,Global learning sessions – RecyclingRE and Laudato Si – Global citizenship – linking to global goalsThen and now landscape pictures – art, Dangerous Dinosaur topicUse of Google Maps and Google Earth across multiple topicsMaths – favourite holidays, work in Me and My Community Topic focussing on book ‘You Choose’Recycling/ Go Green weekPSHE sessions |
| **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.** | Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. | Sparkle and ShineBig Wide World |
| **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.** | Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.Large physical features include rivers, mountains, oceans and the coastline.Globes and maps can show us the location of different places around the world. | Winter WonderlandBig Wide World – contrasting localities, global work, ‘Picture News’/ Picture This’ work, T4W, forest. Beach schools work. |
| **The Natural World** | **Explore the natural world around them, making observations and drawing pictures of animals and plants.** | Animals, including pets, eat different kinds of foods.Food can come from plants or animals.The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet.Living things change and grow.* Sunshine and sunflowers topic and Me & My Community topic: looking at growth and change in plants and animals

Plants and trees are living things.Animals are living things. There are lots of different types of animals. Pets are animals. Plants and trees are living things.Parts of a plant include flower, petal, leaf and stem.Animals have some similar and some different body parts.Animals eat different kinds of food, including other animals, plants or both animals and plants.Food comes from different sources, including from animals, such as meat, fish, eggs and dairy, or from plants, such as fruit and vegetables.The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Different body parts are used for different things, such as the eyes are used to see.Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers.Animals are living things. There are different types of animal. Parent and baby mammals include cow and calf, sheep and lamb, and cat and kitten. Parent and baby birds include duck and duckling, chicken and chick, and goose and gosling.Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. | Once Upon A TimeExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldPuddles & RainbowsOnce upon a Time – growing beans (linking with Jack and the Beanstalk), Sunshine and Sunflowers topic- planting and growing, school garden, forest school sessions, Easter gardenLinked with Me and My Community – healthy eating, Big Wide World- where our food comes from, global learning and children’s rights- *every child shul have the right to clean water and food*Me and My Community topicLink to Spring topic and ‘Growing’ in RE, Sunshine and Sunflowers – plants and animals, growth and changeSeasonal focus – observing changes in the environment. Seasonal walks. |
|  | **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** | Say how two places in the immediate environment are the same or different.Describe a contrasting environment to their own | Big Wide WorldStarry Night |
|  | **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** | Wind and rain can affect the local environment in different ways. The wind can blow trees down and heavy rain can cause flooding.Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons.In the winter, the evenings get darker earlier. In the summer, the evening stays lighter for longer.Ways to describe daily weather include sunny, rainy, warm or cold. Weather is warmer in the summer and colder in the winter.he weather is colder in winter and warmer in summer.All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.Living things change over time. This includes growth and decay.The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter.Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.The weather can change throughout the day, week and month. The weather is different at different times in the year.A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. | Exploring AutumnOnce Upon A TimeWinter WonderlandPuddles & RainbowsSunshine & SunflowersDaily weather song and weather station, picture news, global learningSeasonal walks, maths observations – tally chartsBig wide world topic – holidays, contrasting localitiesExploring Autumn topic (repeated at diff points throughout the year)Seasons and change focus – books, video clips, group discussion |

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| **Physical Development** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Gross Motor****Fine Motor** | **Negotiate space and obstacles safely, with consideration for themselves and others.** | Negotiate space successfully when running, jumping, hopping, skipping and throwing.Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.Throw, catch, pat, aim, bat and kick a large ball.Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music | Exploring AutumnStarry NightDangerous DinosaursBig Wide World**PE PASSPORT!** |
| **Demonstrate strength, balance and coordination when playing.** | Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. | Me and My CommunityDangerous DinosaursShadows & ReflectionsBig Wide World**PE PASSPORT!** |
| **Begin to show accuracy and care when drawing** | A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.Different types of line include bumpy, zigzag, curvy and dotty.Different types of line include bumpy, zigzag, curvy and dotty.A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth.Different types of line include thick, thin, straight, zigzag, curvy and dotty.A painting of a place is called a landscape. ® | Me and My CommunityStarry NightDangerous DinosaursSunshine & SunflowersOnce Upon A Time |
| **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** | **PE PASSPORT!** | Me and My CommunityExploring AutumnSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldPuddles & RainbowsOnce Upon A Time |
| **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.** | Teacher supportDaily modelling and interventionDough Disco/ Squiggle Whilst You Wiggle/ Pencil PartyRhymes as reminders, pencil grips where necessaryFinger Gym | Me and My CommunityExploring AutumnStarry NightSparkle and ShineWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldPuddles & RainbowsSplash!Big Wide World |
| **Use a range of small tools, including scissors, paint brushes and cutlery.** | Paper and fabric can be cut and torn and joined together using glue. | Me and My CommunityExploring AutumnStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldPuddles & RainbowsSplash!Big Wide WorldOnce Upon A TimeSparkle & Shine |

Writing in **bold** is the educational programme, aspect and learning intention/ criteria to be covered.

BLUE is the topic hook/ theme which remains flexible due to the nature of the EYFS.

Statements in **RED** in the knowledge section are those that are not directly covered in the CM curriculum.

**GREEN** addresses how/where this knowledge will be taught.

® are objectives that mainly Reception ages pupils will be focussing on

Many aspects of the EYFS curriculum 2021 are covered through the areas of provision, incidental learning and daily conversations with our pupils as well as through additional daily routines and activities, schemes and practises such as ‘Come & See’, ‘Life to the Full’, White Rose Maths, Talk for Writing, Jigsaw PSHE scheme, PE Passport and the Little Wandl Letters & Sounds programme.

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| **Maths** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| Numerical Patterns | **Verbally count beyond 20, recognising the pattern of the counting system.**  | Numbers have an order that they follow. Each number is one more than the previous number.Numbers have an order and a pattern that they follow. | Me and my CommunityExploring WinterDangerous DinosaursSparkle and ShinePuddles and Rainbows |
| **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.** | More means that there is a larger amount. A lot is a large amount of objects.Adding objects makes the group bigger. Taking away objects makes the group smaller. The same as means that both quantities match. More than is a bigger amount. Less than is a smaller amount. ®Adding means making a group larger and can be represented by the + symbol. Subtraction means making a group smaller and can be represented by the – symbol.Data can be recorded in tables and pictograms. | Me and My CommunityStarry SkiesSunshine and SunflowersShadows and ReflectionsBig Wide WorldWhite Rose Maths Scheme – ReceptionIn Nursery, children develop a love of math’s through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children’s fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.  |
| **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** | Sharing evenly means putting one object at a time into a group, until the groups have the same amount of objects.Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. ®Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. | Me and My CommunityStarry NightSunshine and SunflowersShadows and ReflectionsBig Wide World |
| **Number** | **Have a deep understanding of number to 10, including the composition of each number.** | White Rose Maths Scheme – ReceptionIn Nursery, children develop a love of math’s through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children’s fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.  | Me and My CommunityExploring AutumnOnce Upon A TimePuddles & RainbowsSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldSplash! |
| **Subitise (recognise quantities without counting) up to 5.** | Three objects can be moved around but the total is always three.However, a group of objects is displayed, the total is still the same. (R) | Me & My CommunityWinter WonderlandSunshine & Sunflowers |
| **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.** | Adding objects makes the group bigger. Taking away objects makes the group smaller.A number of objects can be separated in different ways but the total is still the same.Numbers to 10 can be made in different ways, but the total is the same each time.There are different ways of separating numbers into two groups but the total is still the same. | Me and My CommunityOnce Upon A TimePuddles & RainbowsSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersSplash!White Rose Maths Scheme – ReceptionIn Nursery, children develop a love of math’s through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children’s fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.  |
|  | **Have a deep understanding of number to 10, including the composition of each number** | Numbers have an order that they follow. Each number is one more than the previous number.The last number reached when counting tells you how many there are in total.Numbers to five can be made in different ways, but the total is the same each time.Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.Numbers to 10 can be made in different ways but the total is the same each time. | Me and My CommunityExploring AutumnOnce Upon A TimePuddles & RainbowsSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldSplash! |

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| **Literacy** |
| **Aspect** | **Learning‌ ‌Intention‌ ‌** | **Knowledge‌ ‌** | **Coverage‌ ‌ ‌** |
| **Word Reading** | **Say a sound for each letter in the alphabet and at least 10 digraphs. ®** | Recognise words that start with the same initial sound.Recognise and say sounds represented by graphemes.Begin to link the letters of the alphabet with the corresponding phoneme. | Me & My CommunityOnce Upon A TimeStarry NightDangerous DinosaursSunshine & SunflowersSplash!Little Wandl Letters & SoundsPhase 1 Phonics activities |
| **Read words consistent with their phonic knowledge by sound-blending.** | Identify and suggest rhymes and join in with rhyming games.Join in with oral blending activities.Join in with rhyme, rhythm and alliteration activities.Count or clap syllables in a word.Blend sounds to read words. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Use phonic knowledge to blend sounds into words.Use phonic knowledge to decode monosyllabic real and nonsense words. | Big Wide WorldPuddlesWitmer WonderlandMe & My CommunityOnce Upon A TimeStarry NightDangerous DinosaursSunshine & SunflowersSplash!Little Wandl Letters & SoundsPhase 1 Phonics activities |
| **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** | Recognise familiar words and signs, such as their own name and advertising signs.Listen to stories and rhymes in a small groupHave favourite stories that they enjoy listening to.Read some common exception wordsRead simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Be aware of the different punctuation marks in books. | Big Wide WorldPuddles & RainbowsMe & My CommunityOnce Upon A TimeDangerous DinosaursSunshine & SunflowersSplash!Little Wandl Letters & SoundsPhase 1 Phonics activitiesEnabling environments- continuous provisionAdult modellingShared writing sessions |
| **Comprehension** | **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.** | **Talk for Writing Sessions****Book Talk****Talk Boost****Continuous Provision****Story telling Corner****Puppets****Roleplay area****Child Initiated play** | Me and My CommunityExploring AutumnStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldBig Wide WorldOnce Upon A Time |
| **Writing** | **Anticipate – where appropriate – key events in stories.** | Talk about the pictures in story books.Suggest how a story might endTalk about the pictures in story books and use them to discuss how characters might be feeling. Suggest what might happen at different points in a story. | Me and My CommunityBig Wide WorldOnce Upon A TimeShadows & Reflections |
| **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.** | Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.Show an understanding of the meanings of new words by using them in discussion and role play situations. | Me and My CommunityExploring AutumnOnce Upon A TimePuddles & RainbowsStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldSplash! |
| **Write recognisable letters, most of which are correctly formed.** | Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. | Me and My CommunityExploring AutumnPuddles & RainbowsStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersBig Wide WorldSplash!Sparkle & ShineShadows & Reflections |
|  | **Spell words by identifying sounds in them and representing the sounds with a letter or letters.** | Use some of their print and letter knowledge in their early writing.Hear and say the initial sound in words and begin to orally segment the sounds in simple words.Use mark making to represent familiar people and events and write some or all of their name.Join in with oral segmenting activities.Spell words by identifying the sounds and then writing the sounds with letters.Begin to spell some simple common exception words, such as the, to, no, go and I.Use phonic knowledge to spell words. | Me and My CommunityPuddles & RainbowsStarry NightDangerous DinosaursSunshine & SunflowersShadows & ReflectionsLittle Wandl Letters & SoundsPhase 1 Phonics activitiesEnabling environments- continuous provisionAdult modellingShared writing sessionsChild initiated playMark making areaChallenges |
|  | **Write simple phrases and sentences that can be read by others. ®** | Give meaning to the marks they are making as they are drawing, writing or painting.Talk about their pictures and mark making as they create.Begin to use mark making to communicate thoughts.Use mark making to support their play.Begin to use letters and shapes to communicate meaning.Talk about their drawing and mark making with the teacher.Begin to talk about what their mark making represents.hare their mark making with others.Give meaning to the marks they make as they draw, write or paint and share this with others.se talk to support the writing process.Say words, captions and sentences out loud before writing.Use writing to communicate thoughts, ideas, experiences and events.Use writing to support their play.Put words in order to make a simple phrase or sentence.Talk about their writing with the teacher.Begin to read back what they have written to check it makes sense.Share their writing with others, reading it aloud where appropriate.Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Me and My CommunityExploring AutumnOnce Upon A TimePuddles & RainbowsSparkle & ShineStarry NightWinter WonderlandDangerous DinosaursSunshine & SunflowersShadows & ReflectionsBig Wide WorldSplash!Little Wandl Letters & SoundsPhase 1 Phonics activitiesEnabling environments- continuous provisionChallengesAdult modellingShared writing sessionsChild initiated playMark making area |