EYFS Curriculum 2026-2027

Overarching Curriculum Intent

"***Whatever you do, work at it with all your heart***", Colossians 3:23

At John Fletcher of Madeley, we ensure the individual pupil is at the heart of everything we do, taking into account background, SEND, ability, based on our key Christian Values:

Hope and Aspiration ***"We believe we can"***
To inspire our learners and the community to see learning as a joy: a gateway to a successful future.

- To develop flourishing learners - with children recognising and building their new knowledge.
- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.

Resilience and Perseverance ***"We know we can"***

- To allow children to learn about themselves as learners: to have a positive mindset and be able to have the self-belief to work through something when it is difficult.
- To develop pupils that are able to learn for themselves and respond positively to challenges.

Compassion and Forgiveness ***"Together we can"***

- Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.

This will be achieved by providing longer periods of time to learn in depth and allow for spaced repetition for overlearning and first hand experiences to enhance the context by which children access and consolidate knowledge where possible.

Our EYFS Curriculum Yearly Overview

Topic / Provocations	Autumn 1 Marvellous me! **8 weeks**	Autumn 2 Celebrations and Festivals **7 weeks**	Spring 1 **Journeys** **6 weeks**	Spring 2 Down on the Farm **5 weeks**	Summer 1 Under the Sea **7 weeks**	Summer 2 Growing **7 weeks**
Talk for Writing Texts	Dear Zoo We're Going on a Bear Hunt **Toolkit:** *Description* *Action*	Gingerbread Man The Nativity **Toolkit:** *Action*	Whatever Next! Nursery Rhyme **Toolkit:** *Setting* *Description*	Nursery Rhyme The Little Red Hen **Toolkit:** Action *Opening and endings*	Recount of Trip to Sea Centre **Toolkit:** *Recount*	The Very Hungry Caterpillar (Innovation) **Toolkit:** *Characterisation*

High quality texts

These are a key feature of the EYFS curriculum. The books outlined at the beginning of this curriculum document not only support all seven areas of the Early Years Foundation Stage, but they also provide daily discussions through story time. The children will take part in daily book talk where, in addition to features of texts, author and illustrator, the children will be asked to anticipate and retell events, discuss key characters and setting, discuss familiar and well-loved stories, and develop vocabulary through these key texts and poems. The children will also have a daily story read which will also enable these skills, as well as a high reading focus during child-initiated learning where all children will have access to books across the continuous provision. Vocabulary is developed through thorough vocabulary identification.

Wonderful words

Each week, we carefully select and highlight vocabulary from our topic and texts we are exploring that will need in-depth explanation. These words will be modelled frequently by all staff and displayed in the reading area so that all staff can recap and reinforce new vocabulary.

Reading and Stories

Each child has access to 1:1 Reading as soon as they begin with us in reception- they will have a picture book to take home and discuss. Once they can blend some sounds, they take home the sound blending books on the RWI. Scheme. Children are heard reading every day in their phonics groups. They take home their book bag book, an e-book and a story for pleasure book each week.

Communication and Language

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

Autumn 1 **Marvellous me!**	**Autumn 2** **Celebrations and Festivals**	**Spring 1** **Journeys**	**Spring 2** **Down on the Farm**	**Summer 1** **Under the sea**	**Summer 2** Growing
Listening and Attention (Foundation Skills)	Speaking and Vocabulary Development	Understanding and Questioning	Prediction and Reasoning	Confident Communication and Explanation	Independence and Transition Skills
• To know expectations for listening during carpet time and group activities. • To listen attentively to stories and key texts. • To retell familiar key texts using support. • To follow simple instructions with one step.	• To use role play to recreate familiar experiences and stories. • To explain understanding using simple sentences. • To extend vocabulary through adult modelling and learning provocations. • To begin to use new vocabulary in context.	• To ask simple questions to find out more about journeys, transport and the world. • To follow instructions containing more than one step, including directions and routes. • To answer "how" and "why" questions linked to travel, transport and experiences. • To use increasingly specific vocabulary linked to journeys, transport and direction.	• To confidently follow instructions during transitions and daily routines. • To use listening and attention skills independently across the school day. • To participate in conversations with peers and adults using full sentences. • To demonstrate secure understanding of listening expectations across all contexts.	• To confidently answer how and why questions with fuller explanations. • To use new vocabulary across different areas of learning. • To retell stories and events with increasing detail and structure. • To listen and respond appropriately in group discussions.	• To confidently follow instructions during transitions and daily routines. • To use listening and attention skills independently across the school day. • To participate in conversations with peers and adults using full sentences. • To demonstrate secure understanding of listening expectations across all contexts.

Assessment at the end of the year is against the Early Learning Goals. Communication and Language can be found in the Communication and Language statements which are:

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.
• Make comments about what they have heard and ask questions to clarify their understanding.
• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
• 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

Personal, Social and Emotional Development

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

Autumn 1 **Marvellous me!**	**Autumn 2** **Celebrations and Festivals**	**Spring 1** **Journeys**	**Spring 2** **Down on the Farm**	**Summer 1** **Under the sea**	**Summer 2** **Growing**
Making Relationships/ Managing feelings and behaviour	*Self-confidence and self-awareness*	*Making Relationships/ Managing feelings and behaviour*	*Self-confidence and self-awareness*	*Making Relationships/ Managing feelings and behaviour*	*Self-confidence and self-awareness*
JIGSAW: Being Me in My World Piece 1 – Who…Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	JIGSAW: Celebrating Differences Piece 1 – What I am good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 and 3 – Make Friends, Never Ever Break Friends! Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration
Additional focus: Awareness of self and rules • To follow simple rules and routines in the classroom. • To recognise my feelings and begin to express them. • To play alongside others and begin to take turns.	Additional focus: Self-awareness and valuing others • To talk about what makes me special and what I am good at. • To recognise that others are different and begin to respect those differences. To begin to make choices and understand that my actions affect others.	Additional focus Independence and resilience • To try new activities and keep going when things are difficult. • To begin to set simple goals and talk about how to achieve them. • To work with others to solve simple problems and take turns.	Additional focus Self-care and awareness of wellbeing • To make simple choices to keep their body healthy (e.g. food, hygiene, sleep). • To talk about ways to stay safe, including in unfamiliar situations. • To recognise how actions affect their body and feelings.	Additional focus Social skills and emotional regulation • To form positive relationships and play cooperatively with others. • To manage simple conflicts by talking and finding solutions. • To recognise the feelings of others and respond with kindness.	Additional focus Reflection and transition • To talk about how they have changed and what they have learned. • To identify their strengths and areas for development. • To begin to manage their feelings about change and new experiences.
Whole school behaviour curriculum	Whole school behaviour curriculum	Whole school behaviour curriculum	Whole school behaviour curriculum	Whole school behaviour curriculum	Whole school behaviour curriculum

Assessment at the end of the year is against the Early Learning Goals. Personal, Social and Emotional Development can be found in the Personal, Social and Emotional Development statements which are:

Self-Regulation

• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• 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

Managing Self

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

• Work and play cooperatively and take turns with others.
• Form positive attachments to adults and friendships with peers.
• Show sensitivity to their own and to others' needs.

Physical Development

At John Fletcher of Madeley school we want the children in Reception to know and remember by the end of the year:

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping
  - running
  - hopping
  - skipping
  - climbing

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Autumn 1 Marvellous me!	Autumn 2 Celebrations and Festivals	Spring 1 Journeys	Spring 2 Down on the Farm	Summer 1 Under the sea	Summer 2 Growing
Developing Awareness and Early Control **Gross Motor Skills** • To move safely within the classroom and outdoor environment. • To follow simple movement instructions in games and routines. • To explore different ways of moving, including crawling, climbing, jumping and hopping. • To develop core strength through obstacle courses and large movements. • To use equipment safely with adult support. • To develop independence by attempting to zip up own coat. **Fine Motor Skills** • To explore large mark-making movements using lines and circles. • To begin to hold mark-making tools using a comfortable grip. • To develop hand and arm strength through gross motor mark making.	**Developing Coordination and Control** **Gross Motor Skills** • To throw and catch a large ball with increasing coordination. • To balance on different surfaces with increasing confidence. • To use outdoor construction equipment safely, including crates and planks. • To move rhythmically in response to music. • To follow safety rules when using apparatus and equipment. • To take turns in simple group games. **Fine Motor Skills** • To begin to show a preference for a dominant hand. • To apply pressure with control when mark making and printing. • To develop control when using paintbrushes and creative tools. • To develop increased control when holding pencils and brushes.	**Increasing Strength, Balance and Independence** **Gross Motor Skills** • To travel confidently under, over, through and around equipment. • To mount and dismount apparatus safely, landing with control. • To balance with increasing stability during movement activities. • To move in time to music with growing coordination. • To develop core muscle strength to support good posture for table activities and writing. **Fine Motor Skills** • To use tools, construction materials and malleable resources with increasing control. • To explore using scissors safely. • To make snips in paper using scissors. • To use a tripod grip with growing consistency. • To add simple shapes and details to drawings.	**Refining Coordination and Spatial Awareness** **Gross Motor Skills** • To negotiate space safely by adjusting speed and direction. • To show increasing control when throwing, catching, kicking and aiming objects. • To move confidently around obstacles with awareness of others. • To develop coordination in games involving passing, batting and target skills. **Fine Motor Skills** • To hold a pencil effectively for letter formation. • To form recognisable letters and numbers, many correctly formed. • To cut along straight lines with support and increasing control. • To draw recognisable representations with increasing accuracy.	**Applying Skills with Increasing Precision** **Gross Motor Skills** • To apply strength, balance and coordination across a range of physical activities. • To develop hand-eye coordination using bats, rackets and other games equipment. • To participate cooperatively in simple team games. • To use equipment independently and safely. **Fine Motor Skills** • To form letters with increasing accuracy and consistency. • To draw with greater precision and attention to detail. • To cut along lines with increasing accuracy. • To use an effective pencil grip consistently across activities.	**Demonstrating Confidence and Fluency** **Gross Motor Skills** • To demonstrate strength, balance and coordination during play and physical activities. • To move energetically and confidently when running, jumping, hopping, skipping, climbing and dancing. • To participate confidently in team games and whole-school events such as Sports Day. • To combine movements with increasing fluency, control and coordination. **Fine Motor Skills** • To hold a pencil effectively in preparation for fluent writing. • To use a range of small tools, including scissors, paintbrushes and cutlery, with accuracy and control. • To cut along curved and more complex lines with control. • To show care and precision when drawing and creating.

• To use cutlery with increasing independence.	• To create lines and circles with increasing control. • To hold pencils with increasing control for drawing and writing.				• To demonstrate readiness for Year 1 fine motor expectations.

Assessment at the end of the year is against the Early Learning Goals. Gross motor skills and fine motor skills can be found in the Physical Development Statements which are:

Gross Motor Skills

• Negotiate space and obstacles safely, with consideration for themselves and others.
• Demonstrate strength, balance and coordination when playing.
• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
• Use a range of small tools, including scissors, paint brushes and cutlery.
• Begin to show accuracy and care when drawing.

Literacy

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Autumn 1 Marvellous me!	Autumn 2 Celebrations and Festivals	Spring 1 Journeys	Spring 2 Down on the Farm	Summer 1 Under the sea	Summer 2 Growing
Reception Baseline data collected. **Word Reading** • Read first 16 Set 1 sounds • Learn to blend: Word Time 1.1 to 1.3 • Spell using Fred Fingers	**Word Reading** • Read 25 Set 1 single letter sounds speedily • Blend independently using Phonics Green Word cards • Word Time 1.1 to 1.5 • Spell using Fred Fingers	**Word Reading** • Read Set 1 Special Friends • Read Word Time 1.6 words (words with Special Friends) • Review Word Time 1.1 to 1.5 • Read 3-sound nonsense words • Spell using Fred Fingers.	**Word Reading** • Review Set 1 sounds speedily • Read Word Time 1.7 words (words with double consonants • and 4- and 5-sound words) • Review Word Time 1.1 to 1.6 • Read 3 and 4 sound nonsense words • Spell using Fred Fingers	**Word Reading** • Read Set 2 sounds and matching Phonics Green Words including longer words • Review Set 1 Phonics Green Words • Read nonsense words Spell using Fred Fingers	**Word Reading** • Read Set 2 sounds and matching Phonics Green Words • including longer words • Review Set 1 Phonics Green Words • Read nonsense words • Spell using Fred Fingers
Developing Early Understanding of Text **Comprehension** • Join in with repeated phrases in familiar stories and rhymes • Identify main events in stories read aloud • Say what might happen next in a familiar story • Use pictures to talk about characters and simple feelings • Answer simple questions about texts • Make links between stories and own experiences	**Developing Understanding and Response** **Comprehension** • Sequence a familiar story (beginning, middle, end) • Join in confidently with familiar texts • Understand that sentences carry meaning • Ask and answer simple questions about texts • Make simple predictions during reading • Begin to explain the meaning of new vocabulary	**Building Fluency and Understanding** **Comprehension** • Sequence stories with several key events • Retell stories using some key vocabulary • Reread to check meaning when it breaks down • Ask and answer questions with more detail • Use picture and text clues to discuss characters' feelings • Make links between texts and learning	**Deepening Comprehension Skills** **Comprehension** • Retell stories confidently using story language • Monitor reading and self-correct when needed • Explain characters' actions using simple clues • Make connections between different stories • Use vocabulary from texts in discussion • Recall key information from non-fiction texts	**Applying Comprehension Skills Independently** **Comprehension** • Sequence and discuss stories with increasing independence • Use decoding and rereading to maintain understanding • Make simple inferences about characters and events • Retrieve facts from non-fiction texts independently • Ask questions about what has been read • Make and explain simple predictions using clues	**Demonstrating Secure Understanding** **Comprehension** • Retell stories confidently using appropriate vocabulary • Read and recognise when meaning has broken down • Self-correct independently using rereading/decoding • Explain characters' feelings and actions using evidence • Compare elements across texts (characters, events, themes)

					• Retrieve information and justify predictions using the text
Developing Early Writing Skills **Writing** • To write own name with increasing independence. • To orally compose simple sentences using sentence stems. • To identify and write initial sounds in words. • To give meaning to marks and drawings. • To begin to hear and record sounds in VC, CVC words. • To develop confidence when mark making for a purpose.	**Developing Early Word Writing** **Writing** • To use phonics to attempt to spell simple CVC and VC words.single-syllable words using magnetic boards and practical resources. • To write lists and labels using known sounds. • To collaboratively create story maps. • To orally sequence the main events in a story. • To begin to rehearse sentences orally before writing.	**Building Sentence Writing** **Writing** • To use phonics to write CVC, VC and single-syllable words independently. • To write captions and labels using known sounds. • To spell some tricky words. • To write simple lists with increasing independence. • To begin to leave finger spaces between words. • To orally compose and rehearse simple sentences before writing.	**Developing Independent Sentence Writing** **Writing** • To use simple sentence stems within writing. • To independently write captions and simple sentences. • To write phrases and short sentences that can be read by others. • To use finger spaces between words with increasing consistency. • To begin to reread writing to check meaning. • To begin to use full stops in simple sentences	**Applying Writing Skills Across Contexts** **Writing** • To independently write captions and sentences. • To spell some multisyllabic words phonetically. • To use phonics knowledge to write words and simple sentences independently. • To begin to use capital letters for names and at the start of sentences. • To reread writing aloud to check it makes sense.	**Demonstrating Confidence and Fluency in** **Writing** • To write simple sentences using phonetically plausible spellings. • To apply known phonics and tricky words accurately in independent writing. • To read back own writing to check for meaning and accuracy. • To use capital letters at the beginning of sentences and for names. • To begin to use full stops to demarcate sentences.
Handwriting to be explicitly taught daily in addition to phonics lessons.					

Assessment at the end of the year is against the Early Learning Goals. Word reading, comprehensions and writing can be found in the Literacy Statements which are:

Comprehension

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories.

• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

• Say a sound for each letter in the alphabet and at least 10 digraphs.

• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

• Write recognisable letters, most of which are correctly formed.
• 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.

Maths

At John Fletcher of Madeley School we want the children in Reception to know and remember the following by the end of the year:

Autumn 1 Marvellous me!	Autumn 2 Celebrations and Festivals	Spring 1 Journeys	Spring 2 Down on the Farm	Summer 1 Under the sea	Summer 2 Growing
Reception Baseline data collected. **Mastering Number** • Subitising 1 to 3 • Counting, cardinality and ordinality – how many? • Composition – 2,3 and 4 • Subitising – objects and sounds • Comparison – more than/ fewer **Shape, space and measure** • Compare mass • Copy, continue and create simple patterns	**Mastering Number** • Deepening understanding of 5 • Comparing amounts – matching and sharing • Composition – 'wholes' and 'parts' • Composition 3, 4 and 5 • Counting skills and matching numerals • Subitising within 5 **Shape , space and measure** • Circles and triangles • Shapes in the environment • Describing positions • Shapes with 4 sides	**Mastering Number** • Counting, ordinality and cardinality • Composition – 5, 6, and 7 • Composition – equal and unequal • Order and position of number • Comparison – numbers to 8 **Shape , space and measure** • Compare mass • Explore and compare capacity • Explore and compare length and height	**Mastering Number** • Composition – 7 • Subitising – doubling quantities to 10 • Composition – odd and even numbers • Cardinality, ordinality and counting – counting strategies • Subitising – to 6 including unstructured arrangements **Shape , space and measure** • Talk about time • Sequencing • Recognise and name 3D shapes • Find 2D shapes within 3D shapes	**Mastering Number** • Composition – 5 and a bit • Composition – numbers to 10 • Comparison – ordinality • Subitising **Review for assessment** • Recall of number bonds to 5 • Composition of numbers to 10 **Shape , space and measure** • Explore mapping • Represent maps with models • Create own maps from familiar places and stories	**Review for assessment** • Comparison • Number patterns • Counting • Composition – bar model and number sentences • Building numbers to 20

Here at John Fletcher we teach the Mastering Number programme alongside the White Rose Scheme of learning to teach shape, space and measure. The Mastering Number programme teaches a deep understanding of quantity and of numbers to 10. It supports assessment of the Early Learning Goals for Number and Numerical Patterns.

Assessment at the end of the year is against the Early Learning Goals. Maths can be found in the Maths Statements which are:

Number

- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- 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.

Understanding the World

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

History

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Science

- Living things (animals and plants) grow and change over time
- Seasons change and each season differs
- Animals live in a variety of places and have different seasonal behaviour and sleep cycles
- Some materials change because of heat; cold and other elements and some materials have properties that can be used for a purpose
- Humans can have impact upon our natural environment

Geography

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

Curriculum design to support the children to achieve the desired outcomes:
(All supported by high quality texts)

Autumn 1 Marvellous me!	Autumn 2 Celebrations and Festivals	Spring 1 Journeys	Spring 2 Down on the Farm	Summer 1 Under the sea	Summer 2 Growing
History **Past and Present**					
My Life and Change (Self and immediate experience) • To notice and describe how I have changed over time from a baby to now. • To notice and describe simple differences between past and present in my own life. • To talk about what is the same and different between now and the past.	**Celebrations and People in the Past (Cultural events and historical figures)** • To describe how celebrations happened in the past and today (Diwali, Guy Fawkes, The Nativity, Hannukah). • To notice similarities and differences between past and present events. • To begin to compare how people celebrated in the past and now.	**Transport and Journeys (Past and Present) (Change, exploration and continuity)** • To compare transport from the past and present. • To explain simple differences between how people travelled in the past and now. • To explain how transport has changed over time.	**Farming and Work Over Time (Change in living memory and beyond)** • To compare farming in the past and present. • To explain how people's jobs and work have changed over time. • To explain differences between past and present ways of living.	**Pirates, Exploration and the Wider World (Historical imagination and interpretation)** • To compare how explorers travelled in the past and how we travel today. • To explain why journeys were different in the past. • To describe similarities and differences between ways people lived and travelled.	**Change Over Time and End Point Understanding (Consolidation and EYFS end point)** • To describe patterns and changes over time across different areas of life. • To explain how things have changed from past to present. • To use vocabulary such as before, now, past and present confidently.
Science **The Natural World**					
My Body and Materials (Exploration and senses) • To notice and describe materials using my senses.	**Autumn Changes and Living Things (Seasonal change and simple animal behaviour)** • To describe changes in Autumn. • To notice and describe changes in	**Materials and Winter Changes (States of matter and seasonal comparison)** • To compare materials and how they behave. • To explain what happens when	**Growth, Animals and Spring Changes (Observation and living things)** • To compare animals and how they live. • To explain changes in Spring.	**Living in Different Environments (Habitats and environmental awareness)** • To compare different habitats.	**Growth, Change and Lifecycles (Consolidation and scientific understanding)** • To describe patterns and changes over time (e.g. lifecycles, seasons).

• To describe what I can see, feel and hear. • To notice simple features of objects and the natural world.	weather and environment. • To talk about what is happening in the natural world.	materials change (e.g. ice melting). • To explain changes in Winter compared to Autumn.	• To describe differences in how animals behave.	• To explain why animals live in certain environments. • To describe similarities and differences between environments..	• To explain how living things grow and change. • To describe changes across the natural world.
Geography **People, Culture and Communities**					
My Local Area and School Environment (Immediate environment, familiar places and basic mapping) • To notice and describe places in my local environment. • To notice and describe features of familiar places. • To begin to recognise simple maps.	**The Wider World (Countries and Cultures) (Global awareness and locational knowledge)** • To describe simple differences between places around the world. • To notice similarities and differences between countries. • To describe features of different locations.	**Journeys, Maps and the Wider World (Place knowledge and simple navigation)** • To compare different journeys and ways of travelling. • To explain how maps help us follow routes. • To explain how people travel to different places.	**Farms and Fieldwork (Local vs Rural) (Fieldwork and place comparison)** • To compare a farm to my local area. • To explain differences between rural and urban environments. • To describe how places are similar and different.	**Maps and Navigation (Application of skills)** • To explain how maps are used to plan journeys. • To compare routes and journeys. • To create maps with increasing independence.	**My Place in the World (Consolidation) (Human and physical geography comparison)** • To describe patterns and differences between places. • To explain how environments are similar and different. • To describe changes and differences across the world.

Assessment at the end of the year is against the Early Learning Goals. Past and Present, People, Culture and Communities and The Natural World can be found in the Understanding the World Statements which are:

Past and Present

• Talk about the lives of the people around them and their roles in society.
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand the past through settings, characters and events encountered in books read in class and storytelling.

People Culture and Communities

• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
• 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.
• 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.

The Natural World

• Explore the natural world around them, making observations and drawing pictures of animals and plants.
• 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.
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Religious Education

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

- To understand that people from different cultural communities and religious beliefs celebrate different events across the year.
- To understand that festivals that take place across the year have similarities and differences to the festivals and celebrations they take part in.
- To know that different places, including in the local area of Madeley, are special to people in the community and beyond.

Autumn 1 Marvellous me!	Autumn 2 Celebrations and Festivals	Spring 1 Journeys	Spring 2 Down on the Farm	Summer 1 Under the sea	Summer 2 Growing
Religious Education					
Myself and Harvest / Belonging (Identity, Harvest and introduction to faith) • To know who I am and talk about what makes me unique. • To know that people belong to different religions and communities. • To know that Harvest is a time when Christians in the church community give thanks for food and support others. • To know that the church community in Madeley supports the local community during Harvest.	**Diwali and Christmas (Autumn/Winter festivals)** • To know that Diwali is a festival celebrated by people are who Hindu and Sikh and describe how it is celebrated. • To know that Diwali includes lights, food, prayer and celebration in homes and temples. • To know that Christmas is a Christian festival celebrating the birth of Jesus. • To know why Christians perform Nativity plays and retell the Christmas story.	**Chinese New Year (Winter/Spring transition festival)** • To know that Chinese New Year is a festival celebrated by some people in China and around the world. • To know that people may visit temples and take part in celebrations during Chinese New Year. • To know that Chinese New Year includes food, family celebrations and traditions. • To know that people around the world celebrate different festivals at different times of year.	**Easter (Understanding Christianity F3) (Christian Spring festival)** • To know that Christians celebrate Easter because they believe Jesus died and rose again. • To know why Christians put a cross in an Easter garden and what it represents. • To know that Easter is a very important Christian festival in the springtime. • To know that festivals often help people remember important stories and beliefs. • To know that different religions	**Eid and Other Celebrations (Summer festivals and comparison)** • To know that Eid is celebrated by Muslim people and describe how it is celebrated. • To know that Eid includes prayer, sharing food and giving to others. • To know that different festivals such as Eid, Easter, Christmas and Diwali can be similar and different. • To know that festivals often include special foods, clothes and gatherings. • To know that worship is a way people show	**Special Times and Reflection (Personal and community celebrations)** • To know that people celebrate special events in their lives such as birthdays, weddings and christenings. • To know that different people celebrate different special times in different ways. • To know that celebrations can bring families and communities together. • To know that we can compare our own celebrations with religious festivals we have learned about.

• To know that the church is a special place where Christians go to talk to God. • To know where St Michael's Church is in Madeley and recognise it as a place of worship. • To know that the vicar helps people talk and think about God.	• To know that festivals can be similar and different across religions. • To know that festivals are special times that bring families and communities together.	• To know that places of worship include temples and churches.	celebrate important events in different ways.	their beliefs and values.	• To know that all festivals and special times have meaning to the people who celebrate them.

Assessment at the end of the year is against the Early Learning Goals. R.E can be found in the Understanding the World Statements which are:

• 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.
• 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.

Expressive Arts and Design

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

Art

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Design and Technology

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Music

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Autumn 1 Marvellous me!	Autumn 2 Celebrations and Festivals	Spring 1 Fantasy	Spring 2 Down on the Farm	Summer 1 Under the sea	Summer 2 Growing
My Body, Colour and Sound (Exploration and early control) **Art** • To make marks and begin to give meaning to them • To draw simple self-portraits using lines and shapes • To explore drawing tools (pencils, crayons, paint) • To look closely at faces and familiar objects **Design & Technology** • To explore joining materials (glue, tape, slotting) • To build simple structures using construction resources • To experiment with assembling and taking apart • To create simple models (homes, figures) **Music & Performance** • To join in with nursery rhymes and familiar songs • To engage in simple role play (home, family)	**Festivals, Colour and Celebration (Developing technique and control)** **Art** • To name and explore colours • To experiment with mixing colours • To create patterns using printing and collage • To begin to choose colours with intention **Design & Technology** • To use tools to cut, stick and assemble • To create simple decorations and models • To explore pattern through making • To begin to adapt models with support **Music & Performance** • To sing familiar songs with actions • To explore rhythm using instruments • To participate in simple performances • To move in time with music	**Journeys and (Creating and developing ideas)** **Art** • To use marks to represent tracks, routes and movement • To explore a range of mark-making tools • To begin to control lines and patterns • To create simple maps and pathways **Design & Technology** • To build vehicles and simple structures • To explore how things move (rolling, sliding) • To join materials with increasing control • To solve simple problems in construction **Music & Performance** • To act out journeys through role play • To retell familiar stories (e.g. Whatever Next!) • To use small world play to develop narratives • To explore movement (fast, slow, bumpy)	**Nature, Growth and Observation (Observation and refinement)** **Art** • To combine materials to create collages • To create images based on stories and experiences • To develop imaginative ideas in artwork • To select materials with increasing independence **Design & Technology** • To construct farm buildings and enclosures • To use a range of materials to build models • To begin to plan what to build before starting • To adapt and improve models during play **Music & Performance** • To take on roles (farmer, animals) • To retell and adapt familiar stories • To sing themed songs • To develop simple storylines in play	**Oceans, Materials and Evaluation (Refining and evaluating ideas)** **Art** • To use whole-body movement to create marks • To create large-scale expressive artwork • To vary marks to show movement (waves, swirls) • To explore fluid and sensory materials **Design & Technology** • To build boats, sea creatures and underwater scenes • To combine materials independently • To explore balance and structure • To modify models to improve stability **Music & Performance** • To move like sea creatures • To dance to music and sounds • To create simple sound effects (e.g. splash, swish) • To engage in imaginative underwater play	**Stories, Performance and Independence (Creating, refining and performing independently)** **Art** • To select and combine materials independently • To create detailed artwork with intention • To use colour, texture and form expressively • To reflect on and adapt artwork **Design & Technology** • To design and build purposeful models (habitats, gardens) • To join materials confidently and effectively • To create stable and more complex structures • To talk about what they have made and how it works **Music & Performance** • To create stories using models and props • To use puppets and small world play • To perform simple narratives • To collaborate in sustained imaginative play

• To act out everyday routines • To explore facial expression and movement					

Assessment at the end of the year is against the Early Learning Goals. Art can be found in the Expressive, Arts and Design statements which are:

Art

• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
• Share their creations, explaining the process they have used.

Design

• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
• Share their creations, explaining the process they have used.
• Make use of props and materials when role-playing character in narratives and stories.

Music

• Sing a range of well-known nursery rhymes and songs.
• Perform songs and rhymes. with others, and (when appropriate) try to move in time with music.

Computing

At John Fletcher of Madeley school we want the children in Reception to know and remember the following by the end of the year:

At John Fletcher we deliver online safety sessions every half term. We also support the curriculum areas through computing and technology activities and experiences. We offer regular access to technology as part of our continuous provision to support our maths, literacy and other areas of the curriculum. Below details the more specific, planned opportunities.

Autumn 1 **Marvellous me!**	**Autumn 2** **Celebrations and Festivals**	**Spring 1** **Journeys**	**Spring 2** **Down on the Farm**	**Summer 1** **Under the sea**	**Summer 2** **Growing**
E-safety: Half-term online safety session; revisit safe handling and instructions.					
Barefoot computing – computational thinking:					
Exploring and creating	Patterns and grouping	Instructions and sequencing	Logic and debugging	Collaboration and problem-solving	Applying and explaining
Technology in My World & Early Exploration (Exploring and understanding technology) • To know that technology is used in everyday life at home and school. • To explore how simple digital devices can be used for different purposes. • To use simple actions on a device (tap, swipe, click) with increasing control. • To explore how simple mechanical toys and everyday objects work.	**Creating and Recording with Technology (Exploration and early digital creation)** • To select and use simple digital tools to create patterns, drawings or designs with support. • To take photographs using a digital device with support. • To know that technology can be used to record ideas and experiences. • To talk about similarities and differences between	**Programming and Sequencing (Understanding instructions and simple algorithms)** • To understand that devices follow a sequence of instructions. • To give simple instructions to make something happen. • To program a Bee-Bot to move along a simple route. • To begin to plan a sequence of steps before trying them. • To begin to identify when instructions	**Technology in the Real World (Using technology to explore and communicate)** • To use technology to explore familiar places and environments. • To use a digital device to take photographs independently. • To talk about what they have created or recorded using simple vocabulary. • To know that technology can be used to capture real-life experiences.	**Programming, Mapping and Problem Solving (Applying sequencing skills)** • To create a simple program to follow a route on a map. • To use directional language accurately when programming a Bee-Bot. • To plan and test a sequence of instructions. • To identify and correct simple errors when things do not work as expected. • To begin to predict what will happen	**Multimedia Creation and Digital Independence (Creating and presenting)** • To create simple digital content such as animations or pictures. • To record a short video of a performance or activity. • To use technology to share ideas with others. • To combine different digital tools to create a simple outcome. • To use technology more independently and confidently.

• To know that devices follow instructions to make things happen. • To begin to use technology safely with adult support.	different types of technology. To develop confidence using basic digital equipment.	need changing (simple debugging). • To use directional language (forward, backward, left, right).	• To explore how technology is used in different jobs and environments. • To begin to use digital tools for a purpose in play.	when instructions are given. • To apply programming skills in play-based challenges (e.g. treasure maps).	To talk about what they have made and how they made it.