



Curriculum Progression Document

EYFS

'Grow in the Grace and Knowledge'



EYFS Curriculum

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Intent

It is our aim to ensure that all of our Reception children at Stogursey Primary school are provided with a strong foundation to support every child's future learning and development following the Early Years Foundation Stage Framework.

Our goal is to prepare children for the next stage in their education, equipping them with the skills and confidence they need to succeed.

Implementation

At Stogursey our EYFS curriculum is implemented through offering each child a safe, inclusive, and nurturing environment where they feel valued and supported. We focus on fostering independence, curiosity, and a lifelong love for learning through engaging and stimulating activities.

Through each child's unique learning experience, we recognise and promote positive relationships and social skills, helping each child build friendships and learn to work collaboratively while ensuring that all children have access to high-quality learning experiences.

We ensure that this is implemented using our wider Stogursey curriculum intent of the delivery of a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Stogursey are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond.
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Year A	<u>Where we live</u>	<u>Winter Animals</u>	<u>Dinosaurs and Fossils</u>	<u>Space and Our Planet</u>	<u>Castles and Royalty</u>	<u>Weather</u>
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
Year C	<u>Family</u>	<u>Winter Festivals</u>	<u>Mermories</u>	<u>Jobs</u>	<u>Technology</u>	<u>Seaside</u>

‘Grow in the Grace and Knowledge’

<p>ELG <u>Communication and language</u> <u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • 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. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • 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. 	<p>To understand how to sit and listen carefully.</p> <p>To understand why listening is important.</p> <p>Encourage the use of full sentences.</p> <p>To talk in front of a small group.</p> <p>To talk to adults.</p> <p>To be able to follow directions.</p> <p>To learn new vocabulary and use.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To sequence stories in order of events.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p> <p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To understand what is a question.</p> <p>To ask questions to find out more.</p> <p>To sequence stories in order of events and give reasons why.</p> <p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To engage in non-fiction books.</p> <p>To begin to talk in sentences using conjunctions e.g. and, because.</p>	<p>To retell a story using role play.</p> <p>To follow a story without pictures or props.</p> <p>To share ideas and drama with the class standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p> <p>To link statements and stick to a main theme.</p>	<p>To understand questions such as who, what, where, when, why and how.</p> <p>To engage and understand the difference in non-fiction and fiction books.</p> <p>Discuss their ideas and understanding of what has been read in class.</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Discuss their ideas and understanding of what has been read in class.</p> <p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To talk to different adults around the school.</p> <p>To talk about why things happen using new and past vocabulary.</p> <p>To talk in sentences using a range of tenses.</p>
<p>ELG <u>Personal, Social and Emotional</u> <u>Self-Regulation</u></p> <ul style="list-style-type: none"> • 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. 	<p>To begin to recognise different emotions and understand how people show emotions.</p> <p>To follow one- step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two- step instructions.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To recognise and consider the feelings and needs of others.</p>	<p>To control own emotions using a range of techniques.</p> <p>To set a target and reflect on progress.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p>

<ul style="list-style-type: none"> • 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. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • 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. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • 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. 	<p>To wash hands independently and put coat on independently.</p> <p>To get changed for P.E with support and begin to learn to fold clothes.</p> <p>Clean teeth with support.</p> <p>To explore different areas within the EY provision.</p> <p>To use the toilet independently.</p> <p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults</p>	<p>Adapt behaviour accordingly to situation.</p> <p>To develop class rules and understand the need to have rules.</p> <p>To put P.E kit on independently To have confidence to try new activities.</p> <p>To engage with children who are playing within same area.</p> <p>To take turns with support.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all staff that they work closely with.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zipper and buttons on self and others.</p> <p>To begin to work as a group listening to others ideas with support.</p> <p>To use experience to take turns with others.</p>	<p>To develop independence when dressing and undressing for activities such as P.E and outdoor learning sessions.</p> <p>To have a good go at folding clothes.</p> <p>To begin to listen to the ideas of other children and agree on a solution and compromise.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>Identify what they find a challenge and explore a solution.</p> <p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p> <p>Clean teeth independently.</p> <p>To work as a group considering others.</p> <p>To develop relationships with other adults around the school.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p> <p>To change for activities and do up zippers, buttons with minimal support. Also to help others.</p> <p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p>
<p>ELG</p> <p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. 	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To follow a path and take turns.</p>	<p>To begin to balance, jump and hop.</p> <p>To run and stop.</p> <p>To change direction.</p>	<p>To roll and catch a large ball.</p> <p>To throw and catch a large ball with a partner.</p>	<p>To develop accuracy when throwing to a target.</p> <p>To kick a ball to a target.</p>	<p>To move safely with confidence and imagination, communicating ideas through movement.</p>	<p>To develop accuracy when throwing and hitting a target.</p> <p>To follow instructions and move safely when</p>

<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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 	<p>To work cooperatively with a partner.</p> <p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use large tweezers to transfer objects.</p> <p>To thread large beads and large beads.</p>	<p>To explore different ways to travel using equipment.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To develop a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To begin to copy letters.</p> <p>To hold scissors correctly and make snips in paper.</p>	<p>To dribble a ball using feet.</p> <p>To kick a ball.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To thread small beads and small pegs.</p> <p>To copy taught letters using correct formation.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To begin to hold a knife correctly and use to cut food with support.</p>	<p>To hold scissors correctly and cut along a curved line.</p> <p>To write taught letters using correct formation.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To paint using thinner paintbrushes.</p> <p>To with support use a hammer, saw and screwdriver.</p>	<p>To explore movement using a prop with control and co- ordination.</p> <p>To move with control and coordination, to copy a sequence of actions.</p> <p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation.</p> <p>To use a hammer, saw and screwdriver</p>	<p>playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To copy letters using a lead in and lead out.</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To write letters using the correct letter formation and control the size of letters.</p>
<p>ELG</p> <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary. 	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p>	<p>To recognise taught Phase 2 and 3 sounds and tricky words.</p> <p>To read words with double letters.</p>	<p>To act out stories.</p> <p>To begin to predict what may happen in the story.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be</p>

<ul style="list-style-type: none"> • 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. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • 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. 	<p>To independently look at book, holding them the correct way and turning pages.</p> <p>To recognise their name</p> <p>To recognise taught Phase 2 sounds and tricky words.</p> <p>To segment CVC words.</p> <p>To begin to blend sounds together to read words using the taught sounds.</p> <p>To copy their name</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters</p> <p>To write initial sounds.</p>	<p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To begin read short sentences containing tricky words and digraphs.</p> <p>To begin read books matching their phonics knowledge.</p> <p>To begin to segment and write CVC words using taught sounds.</p> <p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p>	<p>To suggest how a story might end.</p> <p>To recognise taught Phase 2 and 3 sounds and tricky words.</p> <p>To begin to blend phase 4 words and tricky words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing tricky words digraphs.</p> <p>To read books matching their phonics knowledge.</p> <p>To begin to write captions using taught sounds.</p> <p>To form lower- case letters correctly.</p>	<p>To talk about the characters in the books they are reading.</p> <p>To read phase 4 words including those with double letters.</p> <p>To read compound words read words.</p> <p>To chunk words to read longer words.</p> <p>To read sentences containing Tricky Words and digraphs.</p> <p>To read books matching their phonic knowledge.</p> <p>To form lower- case letters correctly and begin to former capital letters.</p> <p>To spell some taught tricky words correctly.</p>	<p>their experiences of books.</p> <p>To use and apply taught phase 4 sounds and tricky words.</p> <p>To read words with short vowels and adjacent consonants.</p> <p>To read words ending in suffixes.</p> <p>To read longer sentences containing Phase 4 words and Tricky words.</p> <p>To read books matching their phonic knowledge.</p> <p>To form lower- case and capital letters correctly.</p> <p>To begin to copy letters using a lead in and lead out.</p> <p>To begin to write longer words which</p>	<p>retrieved from books.</p> <p>To use and apply taught phase 4 sounds and tricky words.</p> <p>To read words with short vowels and adjacent consonants.</p> <p>To read words ending in suffixes.</p> <p>To read longer sentences containing Phase 4 words and Tricky words.</p> <p>To read books matching their phonic knowledge.</p> <p>To form lower- case and capital letters correctly.</p> <p>To begin to copy letters using a lead in and lead out.</p> <p>To begin to write longer words which</p>
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					are spelt phonetically.	
<p><u>ELG</u> <u>Mathematics</u> <u>Number</u></p> <ul style="list-style-type: none"> • Have a deep understanding of numbers 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. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • 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. 	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage
Topic Year A	<u>Where we live</u>	<u>Winter Animals</u>	<u>Dinosaurs and Fossils</u>	<u>Space and Our Planet</u>	<u>Castles and Royalty</u>	<u>Weather</u>
<p><u>ELG</u> <u>Understanding the World</u> <u>Past and Present</u></p> <ul style="list-style-type: none"> • 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. 	To know about my own life-story and where I live.	To talk about and know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Shakleton, Henson and Aston)	To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read	To know about figures from the past (Neil Armstrong) To know about the past through settings, characters and events encountered in books read in class	To know about the past through settings, characters and events encountered in books read in class and story telling. (The Royals and local Lutterall Family)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Weather in the past)

			in class. (Mary Anning)	and storytelling. (Space travel)		
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
<p><u>ELG</u></p> <p><u>Understanding the World</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • 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. 	To know about myself and the important people I have around me.	To talk about and know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Toys over time</i>)	To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Pirates</i>)	<p>To know about figures from the past (<i>Florence Nightengale</i>)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Medicine over time</i>)</p>	N/A	To know about the past through settings, characters and events encountered in books read in class and storytelling. (<i>Our local church</i>)
Year C	<u>Family</u>	<u>Winter Festivals</u>	<u>Memories</u>	<u>Jobs</u>	<u>Technology</u>	<u>Seaside</u>
<p><u>ELG</u></p> <p><u>Understanding the World</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • 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. 	To know about myself and what makes my family.	<p>To know about figures from the past (<i>Guy Fawkes</i>)</p> <p>To talk about and know some similarities and differences between things in the past</p>	<p>To know about figures from the past (<i>Floella Benjamin</i>)</p> <p>To talk about and know the lives of the people around us. To know some similarities and</p>	<p>To know about figures from the past (<i>Samuel Pepys</i>)</p> <p>To know about the past through settings, characters and events encountered in</p>	To know about the past through settings, characters and events encountered in books read in class and storytelling. (<i>Bill Gates/Elon Musk</i>)	To know and talk about the past through settings, characters and events encountered in books read in class and storytelling.

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<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		and now, drawing on experiences and what has been read in class. (<i>Guy Fawkes and Bridgewater Carnival</i>)	differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Wind Rush</i>)	books read in class and storytelling. (<i>Great Fire of London</i>) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Fire brigade</i>)		To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Victorian seaside and West Somerset Railway</i>)
Topic Year A	<u>Where we live</u>	<u>Winter Animals</u>	<u>Dinosaurs and Fossils</u>	<u>Space and Our Planet</u>	<u>Castles and Royalty</u>	<u>Weather</u>
<u>ELG</u> <u>Understanding the World</u> <u>The Natural World</u> <ul style="list-style-type: none"> • 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. 	To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (<i>Seasonal changes/day and night.</i>)	To explore the natural world around them, making observations and drawing pictures of animals. To 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. (<i>Penguins and their characteristics</i>)	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. (<i>Mini beasts and habitats</i>)	To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. To talk about and know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and	To talk about and know some important processes and changes in the natural world around them, including the seasons.	To talk about and 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. To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants.

				what has been read in class. (Space, our solar system and forces)		(Weather around the world and growing plants)
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
<u>ELG</u> <u>Understanding the World</u> The Natural World <ul style="list-style-type: none"> 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. 	To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Seasonal changes/hibernation.)</i>	To talk about and 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. <i>(Forces and wind-up toys)</i>	To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. To talk about and 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. <i>(Absorption and materials for boat building)</i>	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. To talk about and 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. <i>(My human body and other animals)</i>	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. To talk about and 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. <i>(African animals and lions)</i>	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. <i>(Growing plants)</i>
Year C	<u>Family</u>	<u>Winter Festivals</u>	<u>Memories</u>	<u>Jobs</u>	<u>Technology</u>	<u>Seaside</u>
<u>ELG</u> <u>Understanding the World</u> The Natural World	To understand some important processes and changes in the	To talk about and know some important processes	To talk about and know some similarities and	To talk about and explore the natural world around them,	To talk about and explore the natural world around them,	To talk about and explore the natural world around them,

<ul style="list-style-type: none"> 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. 	<p>natural world around them, including the seasons and changing states of matter. <i>(Seasonal changes/trees over the year)</i></p>	<p>and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To talk about and 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. <i>(Materials and their uses)</i></p>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>(Boats, wind and waves)</i></p>	<p>making observations and drawing pictures of animals and plants.</p> <p>To talk about and 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. <i>(British animals and living things)</i></p>	<p>making observations and drawing pictures of animals and plants. <i>(Growing plants from seeds/what conditions)</i></p>	<p>making observations and drawing pictures of animals and plants.</p> <p>To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Habitats of the coast/turtles)</i></p>
<p>Topic Year A</p>	<p><u>Where we live</u></p>	<p><u>Winter Animals</u></p>	<p><u>Dinosaurs and Fossils</u></p>	<p><u>Space and Our Planet</u></p>	<p><u>Castles and Royalty</u></p>	<p><u>Weather</u></p>
<p><u>ELG</u> <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> 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. 	<p>To 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. <i>(Hinduism AMV)</i></p> <p>To describe their immediate</p>	<p>To 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. <i>(Is light a good symbol of celebration? Diwali)</i></p>	<p>To 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. <i>(God's creation variations)</i></p>	<p>To 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. <i>(Should everyone follow Jesus?)</i></p>	<p>To 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. <i>(Do we need shared special places)</i></p>	<p>To 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. <i>(Hinduism AMV)</i></p>

	environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Simple map work of classroom/school and village)</i>	To 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. <i>(Antarctica, weather, where, why)</i>	To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Archelogy, fossils and coastline)</i>		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Dunster castle)</i>	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. <i>(Continents of the world)</i>
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
<p><u>ELG</u></p> <p><u>Understanding the World</u></p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • 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. 	<p>To 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. <i>(Who is God? AMV)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Where do you live on a map)</i></p>	<p>To 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. <i>(Do religious symbols mean the same to everyone?)</i></p>	<p>To 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. <i>(Who should you follow?)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>To 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. <i>(How should the church celebrate Easter?)</i></p>	<p>To 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. <i>(Are some stories more important than others?)</i></p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<p>To 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. <i>(Can stories change people?)</i></p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>

			<i>(Pirate maps/ find the treasure in the school)</i> 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. <i>(Seas of the world)</i>		stories, non-fiction texts and – when appropriate – maps. <i>(Africa and how it is different to the UK)</i>	texts and – when appropriate – maps. <i>(Summer city destinations)</i>
Year C	Family	Winter Festivals	Memories	Jobs	Technology	Seaside
<u>ELG</u> <u>Understanding the World</u> <u>People, Culture and Communities</u> • 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.	To 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. <i>(Is everyone special?)</i> To describe their immediate environment using knowledge from observation, discussion, stories,	To 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. <i>(Should we celebrate harvest or Christmas?)</i>	To 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. <i>(Is it important to celebrate new year?)</i> To explain some similarities and differences between life in this country and life in other	To 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. <i>(Using the environment to show Easter)</i> To describe their immediate environment using knowledge from	To 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. <i>(What can we find out about the Jewish faith?)</i>	To 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. <i>(Jewish Faith)</i> Describe their immediate environment using knowledge from observation, discussion, stories,

	non-fiction texts and maps. <i>(We're going on a bear hunt!)</i>		countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <i>(UK and Trinidad comparison)</i>	observation, discussion, stories, non-fiction texts and maps. <i>(Spring walk following maps)</i>		non-fiction texts and maps. To 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. <i>(Continents and their seas)</i>
<p>ELG <u>Expressive Art and Design</u> <u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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 characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 	<p>To name colours</p> <p>To experiment with simple mixing colours. (Primary colours)</p> <p>To create simple representations of people/ animals and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To use simple construction materials.</p>	<p>To use colours for a particular purpose</p> <p>To share their creations and talk about them.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To use junk modelling to create a structure.</p> <p>Christmas creations and baking.</p>	<p>To draw using sketching techniques.</p> <p>To explore different techniques for joining materials</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions. Whole school singing practice and worships.</p>	<p>To experiment with more complex mixing colours. (Secondary colours)</p> <p>To use more complex construction materials.</p> <p>Stage and role play opportunities always available.</p> <p>To use junk modelling to create a structure.</p> <p>Music and nursery rhymes with actions.</p>	<p>To share their creations and talk about them.</p> <p>To show others how to make their creation.</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions.</p> <p>Whole school singing practice and worships.</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p>

	Stage and role play opportunities always available. Music and nursery rhymes with actions. Whole school singing practice and worships.	Stage and role play opportunities always available. Music and nursery rhymes with actions. Whole school singing practice and worships.		Whole school singing practice and worships.		Stage and role play opportunities always available. Music and nursery rhymes with actions. Whole school singing practice and worships.
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Impact

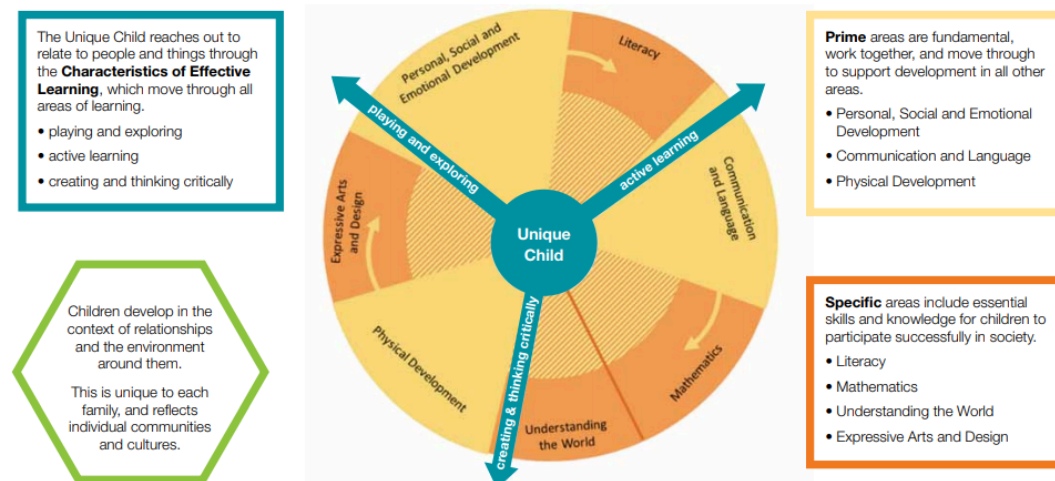
The impact of our carefully designed EYFS programme of study is designed to support the children's learning and development through a combination of direct whole class teaching and play based, child-initiated activities with purposeful and stimulating provision prepared within the classroom.

This blended and holistic approach of play-based and structured activities supports the children's growth and development of personal, social, emotional, physical and cognitive development and gaining the essential skills within early literacy and numeracy.

Our EYFS programme of learning enables the strong foundations for lifelong learning, instilling confidence, independence and a love of learning preparing our children towards their next step to Key Stage 1 and future educational success.

Assessment

Assessment plays a crucial role in understanding and supporting each child's development.



Children are assessed within the first 6 weeks of starting school using the **Reception Baseline Assessment (RBA)** providing a starting point and an early understanding of each child.

'Grow in the Grace and Knowledge'

The assessment process is designed to be holistic, covering all 7 areas of learning and complimented through the identification of learning through the Characteristics of Effective Teaching and Learning.



Children are **continuously observed** through their daily interactions within the classroom and school allowing teachers and TA's to assess and understand the children interests, strengths and areas for development. Regular assessment allows children's learning to be monitored then enabling teachers and TA's to adapt provision to consolidate and provide next steps in learning tailored to their needs and interests.

At the end of reception year a summative assessment is carried out against the **Early Learning Goals (ELGs)** to provide an overview of children's development and readiness for Key Stage 1.