

St Alban & St Stephen's Catholic Primary School & Nursery



Early Years Curriculum Overview 2023 – 2024

Created September 2023 (to be reviewed September 2024)

Our School Curriculum Overview

The curriculum at St Alban & St Stephen Catholic Primary School & Nursery reflects the purposeful journey for the whole child, equipping our pupils with the skills and knowledge necessary to excel in all aspects of life, both inside and outside the classroom. Our curriculum takes our children on a journey which provides opportunities for them to develop skills and knowledge – both academic and personal – which will ensure that success is achievable for all, regardless of circumstance.

At the heart of our curriculum is our vision and ethos of '**Learning And Growing With God By Our Side**'. Our core values of **faith, friendship, determination, respect and unity**, permeate through and are integral to the delivery of curriculum. We want all of our children at St Alban & St Stephen to leave with a range of experiences, the self-belief to excel and a deepened and instilled understanding of God's message of love, respect and unity with nature and humankind.

Our aim is to provide exciting, relevant and inspiring learning activities that are underpinned by rigorous teaching of the knowledge, skills and understanding for each year group. Our curriculum is carefully planned and sequenced so that the children's learning builds and progresses during their time with us from Nursery to Year 6. Learning is brought to life and the curriculum enriched through engaging first-hand experiences, both on and off-site. We have carefully tailored the curriculum to make the most of our location, St Albans – our wonderful city, that is steeped in culture and history, and its close proximity to London. Many elements of local history and geography are incorporated and links are made with local businesses and charities; the children also study famous residents and leaders from St Albans. Our curriculum also reflects the diversity of our local community by exposing children to an inclusive range of books, artists and topics.

Key themes of sustainability and respect for God's creation, promoting equality and courageous advocacy run throughout our curriculum areas, enabling our children to develop not just their academic, social and cultural capital, but also to become knowledgeable and passionate about current affairs and global issues. Our curriculum will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at St Alban & St Stephen Catholic Primary School & Nursery, preparing them for life in 21st Century Britain.

We value the development of the whole child. Our children are not just learners – they are explorers, investigators, enthusiasts, performers, decision makers, contributors, creators, role models, members of society, and ultimately the future of our community and the world beyond.

Our Core Values

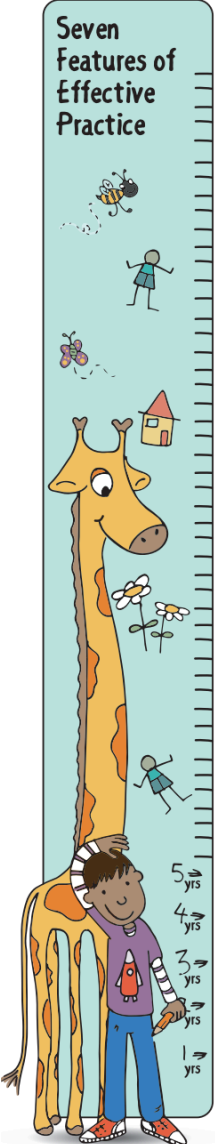
At St. Alban & St Stephen Catholic Primary School & Nursery we strive to demonstrate these values in all that we think, say and do as we grow and learn as a Catholic community with God by our side.

Faith	is seen in our school as we live by God's word and it is faith that brings our Catholic community together. We are a Christ centered school, and value each member's contribution to our own faith journey.
Friendship	is seen in our school shining through in our relationships to help form our ethos. We are all united by loving and respecting one another.
Determination	is seen in our school by the desire of the pupils to succeed and excel, aiming to be the best that they can be. We build resilient learners and help our pupils reach their full potential.
Respect	is seen in our school in the way we treat one another in our school community and our global community. There is an understanding and acceptance of the wonderful diversity and cultures in our world. We learn to respect God's creation of the world and learn how to grow into responsible global citizens.
Unity	is seen in our school through the importance of the role of the home and the parish working together with the school to provide the best support in which our pupils will thrive.

Our Early Years Vision

In the Early Years, we strive to make each child feel safe and secure in 'Learning and Growing with God by our side'. It is our priority to gauge our children's social and emotional needs, in order to appropriately guide them to develop their knowledge, skills and behaviours – offering our support and challenge when we see fit. Therefore, underpinning our curriculum are the seven features of effective practise as presented below:

Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

Illustrations and artwork by juliesad.co.uk © 2020

Characteristics of Effective Teaching and Learning

In planning and guiding our children's activities, we take account of different learning styles and reflect these in our practice. The characteristics of effective teaching and learning are woven throughout our planning, continuous provision, in the moment activities and our daily routine. In our Early Years, the children will be learning to:

Playing and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none">• Make choices, showing curiosity and exploring different resources and materials.• Plan and think ahead about how they will explore or play with objects.• Representing their experiences in play and taking on a role in their play• Guide their own thinking and actions by talking to themselves while playing.• Make independent choices. Do things independently that they have been previously taught.• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.• Respond to new experiences that you bring to their attention	<ul style="list-style-type: none">• Show goal-directed behaviour.• Maintain focus on an activity for a period of time and not easily distracted.• Use a range of strategies to reach a goal they have set themselves.• Enjoy meeting challenges for their own sake rather than for external praise.• Begin to correct their mistakes themselves.• Keep on trying when things are difficult and bouncing back after difficulties.	<ul style="list-style-type: none">• Sort objects and materials.• Review their progress as they try to achieve a goal. Check how well they are doing.• Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective.• Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.• Concentrate on achieving something that's important to them.• They are increasingly able to control their attention and ignore distractions.

Early Years Curriculum Ambitions

At St Alban & St Stephen Catholic Primary School & Nursery, we believe it is imperative for children to have an appropriate balance between focussed learning – to develop their knowledge and understanding – and child-initiated learning (CIL) – to enhance their skills in using and applying what they know, developing their independence, inter-dependence and self-confidence. We recognise that children develop and learn in different ways and every child is a unique child who is constantly learning and growing. We want to provide the children in our setting with opportunities to become resilient, capable, confident and self-assured. We do this through establishing positive relationships and providing a happy, safe and enabling environment for learning, both indoors and outdoors, where as well as learning about their current topics, opportunities for ‘in the moment’ planning are embraced based on the interests of our children.

The combination of acquiring knowledge, enhancing vocabulary, applying knowledge and skills practically through enquiry and first-hand experience, including school trips, will all add to our pupils’ broad ‘cultural capital’, whilst nurturing inquiring minds and a love of learning.

Our Early Years curriculum is designed to facilitate the seven areas of learning and development, as outlined in the 2021 Statutory Framework. All seven areas of learning and development are equally important and all inter-connected.

Prime Areas			
Communication and Language	Personal, Social and Emotional Development		Physical Development
<ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships		<ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<ul style="list-style-type: none">• Comprehension• Word Reading• Writing	<ul style="list-style-type: none">• Number• Numerical Patterns	<ul style="list-style-type: none">• Past and Present• People, Culture and Communities• The Natural World	<ul style="list-style-type: none">• Creating with Materials• Being Imaginative and Expressive

Our school values of **Faith, Friendship, Determination, Respect and Unity**, play an integral part of the life at St Alban & St Stephen Catholic Primary School & Nursery. We have high ambitions and expectations of our children, and our school values underpin and inform our 12 EYFS curriculum ambitions. These ambitions are woven throughout every aspect of our curriculum and help to ensure that our children live out our school values and ethos on a daily basis. For example, our children live out our school value of **Faith** and **Unity** by being a **Compassionate Citizen**. Our children live out our School value of **Friendship** and **Respect** by being a **Confident Communicator** and a **Fantastic Friend**. Our children live out our School value of **Determination** in every ambition by always trying their best, 'having a go' and never giving up. Throughout their Early Years journey, the children will become familiar with our 12 curriculum ambitions and the language associated with them:

<p>To become a Confident Communicator <i>who can listen carefully in different situations, hold a conversation, ask relevant questions and use new vocabulary to explain ideas and feelings.</i></p>	<p>To become an Independent Individual <i>who can set simple goals and persevere to achieve them, select resources, manage their own personal needs, regulate their emotions and know how to stay fit and healthy.</i></p>	<p>To become a Fantastic Friend <i>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</i></p>	<p>To become an Amazing Athlete <i>who can show strength balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</i></p>
<p>To become a Talented Tool User <i>who can hold a pencil effectively, use a range of tools (including scissors, cutlery, paintbrushes, tweezers, hammer, screwdriver, saw, cooking equipment) safely and with confidence.</i></p>	<p>To become a Brilliant Bookworm <i>who has a love for reading, uses new vocabulary to talk about what they have read or has been read to them, can read words and simple sentences.</i></p>	<p>To become a Wow Writer <i>who can write letters that are formed correctly, write words and simple sentences that can be read by others.</i></p>	<p>To become a Master of Maths <i>who is passionate about numbers, has a deep understanding of numbers to 10, recognises patterns, subitise, compares quantities and recalls number bonds to 5.</i></p>
<p>To become an Exceptional Explorer <i>who can show curiosity about our local area and the world around them, understand how to read and draw a simple map, understand some differences between times and places.</i></p>	<p>To become a Compassionate Citizen <i>who can help to look after their community, show respect for themselves, others and the world around them, care for the environment and have an awareness of other people's cultures and beliefs.</i></p>	<p>To become a Proud Performer <i>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</i></p>	<p>To become a Dynamic Designer <i>who can carefully choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</i></p>

Our Early Years Curriculum

RELIGION, FAITH AND BELIEF

As a Catholic school, our focus is on nurturing and developing the whole child. Religious Education underpins our curriculum and the message of God is lived throughout our school. Our curriculum takes into account the religious and educational needs of our children whilst recognising the variety of starting points. We recognise that our children come into the school community from a variety of backgrounds and we take into account the religious and educational needs of all of our children. Religious Education is viewed as a subject for all children – a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination. Through this approach, we aim to help our children to recognise and appreciate the religious and spiritual dimensions of life. We aim to lead our children into a deeper understanding of the Catholic tradition and where appropriate, other religious traditions and the ways in which they seek to express the significance of human life.

Collective Worship:

Both Nursery and Reception classes share in daily acts of worship. In the Early Years, the children are taught the meaning of collective worship, the meaning behind the 'Sign of the Cross' and how to do this accurately and respectfully. Examples of collective worship consist of songs and hymns sung in class and assemblies, reading of psalms and religious passages, class-based reflection on religious stories. Children are encouraged to live out our school value of **Faith** by not only taking part in collective worship, but planning and delivering these themselves. Reception will attend weekly Gospel assemblies, where they will listen to religious stories, prayers and psalms.

Catholic Social Teaching:

Catholic Social Teaching (CST) is an area of Catholic doctrine that deals with human dignity and the common good in society. It is based on Scripture, Tradition and Church teaching, and it offers a set of principles to guide Catholics on how to interact with others and with creation. As a school, we follow the new project called 'Rooted In Love'. In the Early Years, we lay the foundations of Catholic Social Teaching, by exploring themes such as; community and participation, preferential option for the poor, solidarity and peace, dignity of workers, care of creation, and human dignity.

Religious Education:

We use the 'Come and See' programme of Religious Education. This is directly linked to the Religious Education Curriculum Directory which is statutory for all Catholic schools to follow. Our Religious Education lessons follow a four-week cycle where the children will be invited to explore a theme and relate it to their own experiences, link their learning to scripture and respond through an act of worship. Both Reception and Nursery share the same themes and topics, however, the children will be encouraged to develop and deepen their faith and to ask some 'big questions' throughout.

Religious education is taught during focused lessons, as well as throughout our continuous provision. In the Early Years, children will be learning through a range of hands-on activities, such as:

- Creative play, make-believe, role play, dance and drama.
- Dressing up and acting out scenes from stories, celebrations or festivals.
- Making and eating festival food.
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference and feelings.
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books.
- Seeing pictures, books and videos of places of worship and meeting believers in class.
- Listening to religious music.
- Learning religious terminology.
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet.

Both Nursery and Reception children will have the opportunity to take home the class 'Prayer Bear'. Parents and children are encouraged to create their own prayer in the class Prayer Book, which is then shared the following week. In both Nursery and Reception, the children will be learning about a range of Bible stories.

Throughout the year, we explore a variety of religions and their religious festivals as they occur, often dedicating a whole day to learn more and become immersed in the associated traditions. These include Harvest, Diwali, Hannukah, Christmas, Easter, Eid Mubarak, Chinese New Year along with any other personal celebrations. This year, the children will have the opportunity to learn all about Judaism and Hinduism.

Autumn		
<i>Domestic Church</i> MYSELF God knows and loves each one.	<i>Baptism</i> WELCOME A Welcome to God's family.	<i>Advent/Christmas</i> BIRTHDAY Looking forward to Jesus' birthday.

Spring		
<i>Local Church</i> CELEBRATING People celebrate in a Church.	<i>Eucharist</i> GATHERING Parish family gathers to celebrate.	<i>Lent/Easter</i> GROWING Looking forward to Easter

Summer		
<i>Pentecost</i> GOOD NEWS Passing on the Good News of Jesus.	<i>Reconciliation</i> FRIENDS Friends of Jesus.	<i>Universal Church</i> OUR WORLD God's wonderful world.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

At St Alban & St Stephens Catholic Primary School & Nursery, it is our priority that the personal, social and emotional development of every unique child is supported and nurtured. In our Early Years curriculum, we recognise that PSED is one of the building blocks of success in life – as it enables individuals to interact effectively and develop positive attitudes towards themselves and others. In both Nursery and Reception, PSED is continuously being taught, through focused lessons and child-initiated learning. We support PSED on a daily basis by following routines, helping children recognise and talk about their feelings, modelling positive behaviours, talking and listening carefully to each child, modelling play (i.e. turn taking, sharing, taking a risk, having a go) and encouraging independence skills (i.e. toileting, getting dressed, demonstrating good mental and physical health).

In both Nursery and Reception, the core lesson progression has been planned and structured around the mindful, ‘Jigsaw’ units (puzzles), each one focused on one key area: Being me in my World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. In the Summer term, the whole school follows the Diocesan approved RSE scheme called ‘*Life to the Full*’. Through this, the children will learn at an age-appropriate level about changing bodies and develop an understanding of the Common Good and living in the wider world.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

THE ARTS

Expressive Arts and Design play a part in every one of our topics. Our curriculum aims to provide children with every opportunity to express themselves, in order to become **Talented Tool Users**, **Proud Performers** and **Dynamic Designers**.

Music:

On Mondays, our 'Music of the Week' is selected by our Music Specialist and introduced to the children, so that over time, the children are exposed to a wide range of music styles and composers, including those from the past and present. During focused learning and child-initiated learning, children have access to a range of musical instruments, both indoors and outdoors, giving children the opportunity to practise the key skills and elements - **singing, musicianship and performing, improvising and composing, listening to music and appraising performances**. In Reception, the children have weekly music sessions planned and delivered by our Music Specialist. In Nursery, the children have a weekly 'Nursery Rhyme Time' session with our Music Specialist.

In addition to listening to the children's favourite music, topic themed songs and nursery rhymes, which happens all year round, children are also encouraged to listen to a broad range of music in order to gain a deeper understanding of how music is constructed and the impact it can have on the listener.

Autumn 1	Autumn 2
Western Classical up to 20 th Century	Popular Music
Spring 1	Spring 2
Musical Traditions	Western Classical beyond 20 th century
Summer 1	Summer 2
Popular Music	

The Western Classical Tradition up to the 1940s

Title	Composer	Period
O Eucharist	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
1812 Overture	Tchaikovsky	Romantic
Night on a Bare Mountain	Mussorgsky	Romantic
Bolero	Ravel	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
English Folk Song Suite	Vaughan Williams	20th Century
Mars from <i>The Planets</i>	Holst	20th Century

The Western Classical Tradition and Film beyond the 1940s







Title	Composer	Period
This Little Babe from Ceremony of Carols	Britten	20th Century
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21st Century
Connect It	Anna Meredith	21st Century
Night Ferry	Anna Clyne	21st Century



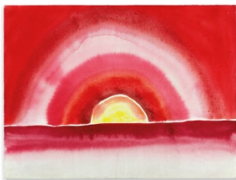
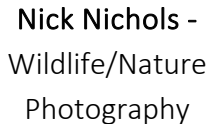


Popular Music

Style	Title	Artist(s)
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
90s RnB	Say My Name	Destiny's Child
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
21st Century	Pupils should also be listening to more recent examples of popular music; this affords an opportunity for pupil engagement in the choice of repertoire.	

Art & DT:

At St Alban & St Stephen Catholic Primary School & Nursery, we encourage our students to see themselves as artists and designers. Our aim is for all pupils to feel confident to express their God-given creative talents and to discover their own unique style. Through exploration of artists and their work, pupils will enrich their imaginations and take inspiration for their own original artwork. During child-initiated learning, children have access to a wide-range of open-ended resources, which we continuously model, adapt and add to, in order to give them the necessary skills they need to create their masterpieces. In Nursery, children will learn the Primary Colours and will explore mixing colours. In Reception, children will learn how to make Secondary Colours, and explore shades and tints.

Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Artist	James Brunt	Jackson Pollock	Sonia Delaunay	Tin Man Lee	Picasso	Van Gogh
Art Focus	Natural Transient Art	Painting Technique <i>Splatter Painting</i>	2D Shape Art	Nature Photography	Collage – Faces	Sunflower Paintings
						

Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Artist	Andy Goldsworthy	Jackson Pollock	Georgia O'Keeffe	Van Gogh	Sarah Western	Hiroshi Fuji
Art Focus	Natural Transient Art	Painting Technique <i>Straw Painting</i>	Watercolours	Observational flower drawing/paintings	Clay Tiles	Mixed Media
						

Design Technology:

In Early Years, Design Technology plays a major part and is interwoven throughout all areas of our curriculum. Our ambition for Design Technology is for the children to ultimately become **Talented Tool Users** and **Dynamic Designers**. Collaborating with others, building confidence and self-esteem as they work, communicating their ideas, problem-solving, positioning, manipulating, exploring the world around them and drawing upon their imagination are but a few of the skills drawn upon and developed as they embark on designing and creating for a purpose.

The majority of Design Technology will be taking place during child-initiated learning, however throughout the year the children also have opportunities to take part in various projects and stem activities. Both in Nursery and Reception, the children will learn from very early on a range of progressive fixing and joining techniques (please refer to our 'DT Skills Progression' document for more information). Our creative and construction areas have open-ended resources, which allow children to produce items which represent others. The children are encouraged to first design their idea, thinking about the materials they will need, before choosing the resources and putting their design into practise. Additionally, our children learn to make things move, to manipulate materials, to fold, cut and decorate, to taste and make and to explore natural phenomena such as shadows, wind effects, magnetism and floating and sinking.

Design Technology allows children to persevere and develop resilience, which reinforces the belief that mistakes allow us to improve and grow. Through experimenting, the children learn cause and effect, trial and error as well as how to manage risks. DT skills and knowledge are continually being developed through our children's child-initiated learning and through the challenges we set. Throughout the year, we will also teach Design Technology through more adult-led learning, to allow the children to apply taught skills and build upon current knowledge.

In Nursery, children will regularly bake along with food tasting, make model fireworks (joining/fixing), make Christmas cards (cutting/folding), make penguin models (using tools), create animal faces and begin making simple structures (i.e. dens).

In Reception, children will make rockets (joining/fixing), make Christmas cards, learn the basics of sewing by making a Christmas decoration, design, build and test sledges, make concertinaed fans for the new Lunar Year, prepare and taste food for a tea party and picnic at the end of the Summer Term and are challenged to use the skills and knowledge they have learnt from the year to build their own St Albans landmark (i.e. Clock Tower).

Both Nursery and Reception will also take part in Design Technology activities during STEM week, where they will have the opportunity to learn from professional volunteers who share their experiences and challenge the children to complete their own DT tasks.

More information for the progression of DT knowledge and skills can be found in our knowledge organisers and skills progression documents.

PHYSICAL DEVELOPMENT

Gross Motor Skills:

In our Early Years, we recognise the importance of providing children with lots of opportunities to develop their gross motor skills, in order to become **Amazing Athletes**. Both in Nursery and Reception, children have access to a vast outdoor area, where a range of apparatus and equipment and in place to develop their strength, upper body strength, stability, balance, spatial awareness, co-ordination and agility. Through observations, focussed activities and games are planned to provide additional provision in order to address the physical needs of our children. Through child-initiated learning and adult-focused learning, we focus on developing the following skills:

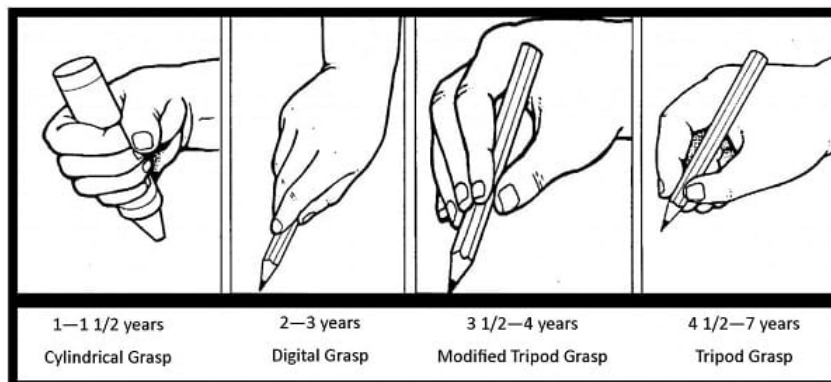
Theme	Locomotion - Traveling	Dance	Fundamental Movement and Team Games	Gymnastics	Ball Skills	Target Games and Relays
Objectives	<ul style="list-style-type: none"> To negotiate space successfully. To understand the need for safety when tackling new challenges. To travel forwards and backwards. To run skilfully. To hop, jump, skip and gallop. To share equipment and take turns. To learn how to dodge. 	<ul style="list-style-type: none"> To move safely in a space. To be creative in our movements and actions. To use different levels in our travelling movements. To remember and perform a basic sequence of movements. To work well in pairs showing good listening. To give feedback. To improve our own performance based on feedback. 	<ul style="list-style-type: none"> To negotiate space successfully. To share equipment and take turns. To show increasing control over an object. To balance. To play games fairly. To jump off an object and land appropriately. To mount climbing equipment using alternate feet. To travel in different ways and directions 	<ul style="list-style-type: none"> To move with control. To keep still when balancing. To create own shapes with body. To confidently move at different levels. To move whilst taking weight on hands. To move safely on apparatus. To jump and land appropriately. To jump in a variety of ways. 	<ul style="list-style-type: none"> To throw and catch a ball. To bounce a ball. To bounce a ball between 2 people. To receive a bounce pass. To dribble a ball with good control. To trap a ball using foot. To understand some principles of attacking and defending. 	<ul style="list-style-type: none"> To throw a ball with some accuracy at a target. Show increasing control over an object in throwing it. To understand a need for safety and manage some risks. To strike a ball with power. To kick a ball with some accuracy. To roll a ball with some accuracy. To work as part of a team and take turns. To show control over an object. To run skilfully.

In Reception, in addition to our outdoor learning provision, the children also take part in two P.E lessons per week, one led by our P.E specialist and the other led by the class teacher. These sessions are planned as follows:

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Locomotion: Walking	Dance: Nursery Rhymes	Gymnastics: High, Low, Over, Under	Locomotion: Jumping	Ball Skills: Hands	Gymnastics: Movement	Ball Skills: Feet	Dance: Class Topic	Ball Skills: Hands	Ourselves	Games for Understanding

Fine Motor Skills:

As with Gross Motor Skills, the development of fine motor skills is invaluable and is integrated throughout our continuous provision, both indoors and outdoors, in order to become **Terrific Tool Users**. In both Nursery and Reception, children will engage in 'Busy Fingers' activities first thing in the morning, as well as throughout the day. The individual needs of the children are identified early on, so additional activities can be planned to support their needs. Staff will refer to the *Fine Motor Skills Progression Map* in order to identify the individual children's needs. In doing this, the activities planned will be appropriate for each child, as we recognise that each child will be at a different stage of their physical development, meaning the bones and muscles in their hands may not be ready for particular activities.



Handwriting

At St Alban & St Stephen Catholic Primary School & Nursery, we follow the Pen Pals Handwriting Scheme from Nursery to Year 6. In the Early Years, we recognise the importance of giving children 'Physical Preparation for Handwriting'.

Nursery		
Developing Gross Motor Skills 1. Whole-body responses to the language of movement 2. Large movements with equipment 3. Large movements with malleable materials 4. Body responses to music	Developing Fine Motor Skills 5. Hand and finger play 6. Making and modelling 7. Messy play 8. Links to art 9. Using one-handed tools and equipment 10. Hand responses to music	Developing Patterns 11. Pattern-making 12. Investigating dots 13. Investigating straight lines and crosses 14. Investigating circles 15. Investigating curves, loops and waves 16. Investigating joined straight lines and angled patterns 17. Investigating eights and spirals

Reception

Autumn Term	Spring Term	Summer Term
1. Dots 2. Straight lines and crosses 3. Circles 4. Waves 5. Loops and bridges 6. Joined straight lines 7. Angled patterns 8. Eights 9. Spirals 10. Left-to-right orientation 11. Mix of patterns 12. Review of patterns	13. Introducing long-legged giraffe letters: l 14. Practising long-legged giraffe letters: l, i 15. Practising long-legged giraffe letters: u, t 16. Practising long-legged giraffe letters: j, y 17. Practising all the long-legged giraffe letters: l, i, t, u, j, y 18. Introducing one-armed robot letters: r 19. Practising one-armed robot letters: b, n 20. Practising one-armed robot letters: h, m 21. Practising one-armed robot letters: k, p 22. Practising all the one-armed robot letters: r, b, n, h, m, k, p 23. Practising all the long-legged giraffe and one-armed robot letters 24. Reviewing all the long-legged giraffe and one-armed robot letters	25. Introducing curly caterpillar letters: c 26. Practising curly caterpillar letters: a, d 27. Practising curly caterpillar letters: o, s 28. Practising curly caterpillar letters: g, q 29. Practising curly caterpillar letters: e, f 30. Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f 31. Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters 32. Introducing zig-zag monster letters: z 33. Practising zig-zag monster letters: v, w, x 34. Practising all the zig-zag monster letters: z, v, w, x 35. Practising all the curly caterpillar and zig-zag monster letters 36. Reviewing all the curly caterpillar and zig-zag monster letters

Lowercase Letters

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Uppercase Letters

A B C D E F G H I J K L M N
P Q R S T U V W X Y Z

COMPUTING (UNDERSTANDING THE WORLD)

Despite computing not being explicitly mentioned within the Early Years Foundation Stage Statutory Framework, we recognise the importance of teaching children computing skills from as early as Nursery, to challenge children to solve problems and produce creative outcomes. Computing is integrated throughout the EYFS during adult-focused learning as well as child-initiated learning. In both Nursery and Reception, past and present technologies will feature in their learning environment, particularly in role-play or investigation areas, which facilitates their understanding of the world and communication and language. Also, children will have access to tablets, to engage in educational games, take photographs and videos, scan QR codes taking them to topic-themed/subject specific games and stories, opportunities to create Music through Garage Band and Chrome Music Lab, and creating animations and algorithms on Bee Bots and Scratch.

As a school, we also follow the Kapow Computing Scheme, which outlines the progression of skills and knowledge starting from Nursery.

Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	How to use our class computer and interactive whiteboard. How to stay safe on the computer and online.	Exploring different types of technology, e.g. torches, remote controlled-toys, CD players.	How to take photographs on a digital camera or iPad.	How to edit photographs.	Sorting in readiness for data-handling.	Using technology to help us, e.g. metal detectors, traffic lights.

Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	Continuous Provision How to stay safe on the computer and online.	Computing Systems and Networks 1: Using a computer.	Programming 1: Instructions.	Computing systems and networks 2: Exploring Hardware	Programming 2: Beebots.	Data Handling: Introduction to data.

PHONICS

Nursery

In Nursery, the children are introduced to their Phonics journey starting at Phase 1. Throughout the year, the children move through aspects 1-6 of *Letters and Sounds*, with aspect 7 running alongside throughout the year. The children have lots of opportunities throughout the year to develop their oral blending and segmenting, in readiness for reading and writing. Alongside this, we use ‘*Super Sonic Phonics*’ activities to supplement the learning and provide fun and engaging activities. Each week, the children will also have a focus letter of the alphabet that they will be learning, in order to have a firm understanding of the letter names before learning them as phonemes in Phase 2. Children will also have access to Phase 1 Little Wandle books to promote early reading. Towards the end of the year, children will be introduced to early Phase 2 phonemes/graphemes in order to start early blending to read and segmenting to spell.


























Aspect	Strand		
1. Environmental Sounds	<ul style="list-style-type: none"> Identify sounds they hear inside/outside. Make noises on different surfaces with hands or drumsticks. Sing at different volumes. Be able to recreate a simple sequence of sounds. Identify some sounds they prefer from a choice. Add appropriate sound effects to stories with support. 	2. Instrumental Sounds	<ul style="list-style-type: none"> Identify an instrument being played behind a screen. Play an instrument louder or quieter. Stop and start playing an instrument at a signal. Play instruments in front of others, alone or as part of a group. Choose instruments to complement animal sounds.
3. Body Percussion	<ul style="list-style-type: none"> Copy a body sound such as a clap. Join in with action songs. Identify a body sound. Suggest times to be noisy or quiet. Move their body in response to music/ sounds. 	4. Rhythm and Rhyme	<ul style="list-style-type: none"> Join in with repetitive story/song refrains. Move in time with a beat. Play rhyming bingo. Match rhyming items. Complete a familiar rhyme
5. Alliteration	<ul style="list-style-type: none"> Match 2 items that have the same initial sound. Copy exaggerated sounds such as sssssss. Suggest a person/object when given an initial sound. Suggest non-words beginning with a selected initial sound. Can make correct mouth movements for simple sounds 	6. Voice Sounds	<ul style="list-style-type: none"> Explore mouth movements such as blowing, sucking, wiggling their tongue. Make voice sounds such as weeeee. Experiment with their voice sounds such as shouting, whispering and squeaking. Experiment with different animal sounds. Describe a sound such as high, low, short, quiet. Can copy sound talk e.g. p-i-n.
7. Oral Blending and Segmenting	<ul style="list-style-type: none"> Identify items by oral blending e.g. t-a-p...tap! Speak in sound talk e.g. d-o-g. Count or clap out phonemes in CVC words. 	This aspect is taught alongside all other aspects throughout the year.	






Reception













In Reception, our children are taught Phase 2, 3 and 4 of the *Little Wandle* phonics scheme. Aspects of Phase 1 are revised and revisited throughout the year. The use of bespoke mnemonics and picture cards are used to support the learning of each phoneme. Our children apply and consolidate their phonic knowledge in adult-focused learning as well as child-initiated learning. In our continuous provision, opportunities to revise the learning is forever changing and adapting to provide additional support and challenge. The children will take home three books on a weekly basis; an individual reading book (fully decodable for their level), a Little Wandle reading practise book (to consolidate their weekly learning) and a library book (to promote the love of reading). Assessments are done on a regular basis to keep track of their progress and planned 'keep-up' sessions are put into place to support those who need it. Children will also engage in group reading practise sessions regularly throughout the week.

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

We're teaching every child to read with
Little Wandle Letters and Sounds Revised
A complete SSP validated by
the Department for Education



Reception Little Wandle Phonics Programme Progression

Autumn 1 – Phase 2 Graphemes	New Tricky Words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 – Phase 2 Graphemes	New Tricky Words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be * The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.
Spring 1 – Phase 3 Graphemes	New Tricky Words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure
Spring 2 – Phase 3 Graphemes	New Tricky Words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far
Summer 1 – Phase 4	New Tricky Words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today
Summer 2 – Phase 4 Graphemes	New Tricky Words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

MATHS

Nursery

Our Early Years curriculum focuses on giving children hand-on and engaging experiences to learn new and challenging mathematical concepts. Maths is everywhere in our continuous provision and is consistently drawing upon the learning taking place during focused learning. By the end of Nursery, our children will recognise simple number patterns and be able to count reliably to 10, understand that numbers can be regrouped in different ways and use a range of Mathematical vocabulary to describe concepts and make comparisons. Our children will be exploring comparisons, classification, pattern, subitising and counting.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> To count aloud to 5 with prompting. To point and count objects in a row to 3. To count out 1 or 2 objects from a group. To count up to 3 actions they are performing, e.g. 3 jumps, 3 claps To point to a given number 1-3. To match numeral and quantity- 1, 2, 3 with support. To order numbers 1-3. To point and count different arrangements of objects to 3. To count the total number in a group of up to 3 objects and know that the total remains the same if no objects have been added or taken away To show numbers using fingers to 3. To understand simple positional language- next to, on top of, under to place an object with support. To identify first and last with support. To represent, compare and compose quantities of up to 3 with support. To say which group of objects has the most or the least. I can sort shapes into squares, circles, triangles and rectangles with support. To notice a pattern in the environment, e.g. who is wearing something spotty/stripy? To continue a repeating pattern of 2 colours with support. 	<ul style="list-style-type: none"> To count aloud to 5 independently. To count out up to 5 objects from a group, knowing when to stop. To count more than 3 actions they are performing, e.g. 5 jumps, 6 claps. To recognise numerals 1 to 5. To match numeral and quantity – 1-3 independently. To order numbers 1-5. To point and count different arrangements of objects to 5 with support. To count the total number in a group of up to 5 objects and know that the total remains the same if no objects have been added or taken away To show numbers using fingers to 5. To use simple language- next to, on top of, under to describe the position of an object. To identify first and last independently. To represent, compare and compose quantities of up to 3 independently. To use language of most/more/ a lot when comparing quantities. To name all basic 2d shapes- square, rectangle, circle and triangle. To name a pattern in the environment, e.g. spotty, stripy To continue a repeating pattern of 2 colours independently. 	<ul style="list-style-type: none"> To count aloud to 10. To point and count different arrangements of objects to 5 accurately and independently. To count out more than 5 objects from a group, knowing when to stop. To begin to use own marks, symbols and numerals to record a number of actions when playing a game. To recognise numbers beyond 5. To match numeral and quantity 1-5 independently. To order numbers up to 10. To count the total number in a group of more than 5 objects and know that the total remains the same if no objects have been added or taken away To show different ways of making numbers to 5 on their fingers. To solve real- life problems with numbers to 5. To use simple language- next to, on top of, under, behind, in front of to describe the position of an object. To describe a sequence of events with support using words first, then, next, etc. To represent, compare and compose quantities of up to 5. To use the language of ‘less’ and ‘fewer’ when comparing quantities with support. To begin to name some 3D shapes- sphere, cube, cuboid and describe using words such as flat, curved, pointy. To select appropriate shapes when making pictures and models. To notice and correct an error in a repeating pattern.

** This is based on the ‘expected’ level of learning and development. More information is provided in our ‘Mathematics Skills Progression’ for those who are emerging or exceeding.*

Reception

Much like Nursery, in Reception the children will continue to experience maths all around them, in practical and meaningful contexts. In Reception, we begin to follow the '*Herts For Learning Essential Maths*' learning sequence, which is followed all the way up to Year 6. Alongside this, our children will explore mathematics in a range of contexts, such as cooking, shape and number hunts, sorting and matching games etc. By the end of Reception, children will be confident in working mathematically with numbers, subitising, counting (stable order), measuring, pattern recognition, classification, counting (cardinality), using counting to compare, spatial thinking, magnitude – ordering and estimating, regrouping, ten and some more, doubling and halving, odd and even numbers, counting beyond 20.

Sequence	Title	Focus
RLS1	Subitising (including equivalence, more and less)	Subitising numbers up to 5; recognising the amount without counting
RLS2	Counting Skills (stable order and one to one correspondence)	Counting reliably, using number names in order and one to one correspondence
RLS3	Comparison – Measures	Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them
RLS4	Pattern Recognition	Noticing, describing and extending patterns, including thinking about what part is the repeating unit
RLS5	Classification	Classifying (grouping) objects using given criteria and their own ideas and thinking about the groups after classification
RLS6	Counting the Sort (including cardinality)	Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets
RLS7	Using Counting to Compare	Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts
RLS8	Spatial Thinking	Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols
RLS9	Magnitude – Ordering and Estimating	Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10
RLS10	Regrouping the Whole	Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds
RLS11	Regrouping parts to find the total (the whole)	Combining parts to make a whole and using the part, whole model to develop an understanding of addition
RLS12	Finding the whole and missing parts	Exploring what to do when something is missing in a part, whole model; making links to subtraction and finding the difference
RLS13	Ten and Some More	Counting confidently to 20, focusing on the numbers 10 – 20, and finding one more and one less than a number
RLS14	Doubling and Halving	Exploring doubling and halving, including solving problems involving doubling and halving
RLS15	Odd and Even	Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups
RLS16	Counting Beyond 20	Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers

UNDERSTANDING THE WORLD

In our Early Years, Understanding the World is interwoven throughout the curriculum, as we recognise its importance in guiding children to make sense of their physical world and their community. We strive to provide children with personal experiences that will increase their knowledge and sense of the world around them – such as learning about and visiting our local area and meeting important members of society (such as police officers, nurses and firefighters). In both Nursery and Reception, children will be exposed to a range of opportunities that celebrate our culturally, socially, technologically and ecologically diverse world – to ultimately support them in becoming **Exceptional Explorers** and **Compassionate Citizens**.

Nursery						
Term	Autumn 1 OURSELVES	Autumn 2 LET'S CELEBRATE!	Spring 1 POLES APART!	Spring 2 AMAZING ANIMALS	Summer 1 INTO THE WOODS	Summer 2 LET'S SET SAIL
Science	Exploring the parts of the body (external). Identify and explore our senses. Autumn - Natural Materials	Light and Dark Finding out how light can be created and changed. Seasonal Changes	Hands on experiences with a variety of materials, making observations and describing what they can see.	Learn about animals from their own experiences and which can be kept as pets. Farm animals and the life cycle of a chicken. Seasonal Changes	Understand the key features of the life cycle of a plant. Investigate mini-beasts and learn about animals that hatch from eggs (i.e. butterflies, chicks).	To observe the changes of the new season and continue to observe the plants and flowers growing outdoors (link to Art). Investigate materials and forces to make a boat.
History/Geography	To make discoveries about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	To appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated.	To learn where the North and South Poles are and some of the animals that live there. Make simple comparisons between their own environment and the arctic regions.	To develop geographical awareness by exploring maps of our school and local areas (i.e. Clarence Park).. Create their own simple maps (based on imagination or a real place i.e. school).	To further develop geographical map work skills by exploring journeys made by fairy-tale characters. Earth Day Important issues we face in our world today.	To explore the seaside and share places they have visited in the past. Learn the features of the seaside and what they might find there. Create simple treasure maps.

Reception						
Term	Autumn 1 OURSELVES	Autumn 2 LET'S CELEBRATE!	Spring 1 POLES APART!	Spring 2 AMAZING ANIMALS	Summer 1 INTO THE WOODS	Summer 2 LET'S SET SAIL
Science	<p>Exploring the parts of the body (internal and external)</p> <p>Describe the use of our sense.</p> <p>Autumn – Seasons and Natural materials.</p>	<p>Light and Dark</p> <p>Discovering sources of light and how night and day come about.</p> <p>Introduction to Space (i.e. Sun, Moon, Stars and Planets).</p> <p>Seasonal Changes</p>	<p>Observe and describe changes in materials and state, such as ice melting to water.</p> <p>The life-cycle of an emperor penguin and the start to a penguin chick's life.</p>	<p>To learn about wild animals around the world and the dangers that some of them are currently facing.</p> <p>Become aware of the impact on our current way of living and how people can show respect and responsibility in order to protect these animals.</p> <p>Seasonal Changes</p>	<p>To further understand life cycles as they grow their own seeds and beans, and learn about the best conditions for growing plants and flowers.</p> <p>Learn about the important role plants, trees and insects play in our environment.</p> <p>Further explore life-cycles and mini-beasts and their habitats.</p>	<p>To learn about life under the sea and the creatures that inhabit it.</p> <p>Further observe the changes of the new season and continue to observe the plants and flowers growing outdoors – comparing deciduous and evergreen trees.</p> <p>Experiment with materials to learn about floating and sinking.</p>
History/ Geography	<p>Use their knowledge of their personal history and understanding of themselves to make further comparisons.</p>	<p>Develop a deeper knowledge of events from around the world and the reasons why they take place or are celebrated.</p>	<p>Make comparisons between hot and cold locations and discover how animals adapt to these climates.</p>	<p>To develop geographical awareness by exploring maps of our school and local areas (i.e. streets, town, buildings).</p> <p>To learn about landmarks, draw routes on a map and draw their own to show a journey.</p>	<p>To further develop geographical map work skills by exploring journeys made by fairy-tale characters and recreate their own in our local environment.</p> <p>Earth Day Recycling – The effect humans are having on our planet.</p>	<p>To learn about the impact of pollution on the environment with a focus on the ocean.</p> <p>To learn about the positive impact of recycling in Reception (link to Art).</p> <p>To create treasure maps with directional language and learn about famous pirates in the past.</p>

LITERACY & COMMUNICATION AND LANGUAGE

In our Early Years, we want to promote a love of reading. This is why we read in both Nursery and Reception for pleasure! It is a key priority in Nursery and Reception to support our children in developing their language. To become **Confident Communicators**, **Brilliant Bookworms** and **Wow Writers**, our curriculum aims to immerse children in a language-rich environment through speaking and listening, reading a wide range of fiction, non-fiction, poetry and rhymes, and encouraging them to share ideas through conversation, story-telling and role play. In both Nursery and Reception, we use 'core texts' to create a sequence of learning as well as engage, inspire and motivate them, based on different themes and current world issues. To further promote a love of reading throughout the year, we also read a wide range of additional texts to complement our topics, to cater to the children's interests.

Nursery						
Term	Autumn 1 OURSELVES	Autumn 2 LET'S CELEBRATE!	Spring 1 POLES APART!	Spring 2 AMAZING ANIMALS	Summer 1 INTO THE WOODS	Summer 2 LET'S SET SAIL
Core Texts	Focus Text 1: You Choose <i>Pippa Goodhart & Nick Sharratt</i> Focus Text 2: Elmer <i>David McKee</i> Focus Text 3: All Are Welcome <i>Alexandra Penfold</i> <i>Additional texts about transition, starting school, body parts and senses.</i>	Focus Text 1: Can't You Sleep Little Bear? <i>Martin Waddell</i> Focus Text 2: Owl Babies <i>Martin Waddell</i> Focus Text 3: This Is The Bear and the Scary Night <i>Sarah Hayes</i> Focus Text 4: The Christmas Promise <i>Alison Mitchell</i>	Focus Text 1: We're Going On A Bear Hunt <i>Michael Rosen</i> Focus Text 2: Hot and Cold <i>Eric Carle</i> Focus Text 3: Time To Move South For Winter <i>Clare Helen Welsh & Jenny Lovlie</i> <i>Additional fiction and non-fiction texts about polar animals and seasonal changes.</i>	Focus Text 1: Dear Zoo <i>Rod Campbell</i> Focus Text 2: Brown Bear, Brown Bear, What Do You See? <i>Eric Carle</i> Focus Text 3: What The Ladybird Heard <i>Julia Donaldson</i> Focus Text 4: We're Going On An Egg Hunt <i>Martha Mumford & Laura Hughes</i>	Focus Text 1: The Very Hungry Caterpillar <i>Eric Carle</i> Focus Text 2: The Gruffalo <i>Julia Donaldson</i> Focus 3 – Fairy Tales: The Gingerbread Man <i>Chapatti Moon & Pippa Goodhart</i> Goldilocks and the Three Bears / Goldy Locks and the Three Pandas <i>Natasha Lim</i> Three Billy Goats Gruff <i>Additional traditional tales and non-fiction texts about minibeasts.</i>	Focus Text 1: The Rainbow Fish <i>Marcus Pfister</i> Focus Text 2: Sharing A Shell <i>Julia Donaldson</i> Focus Text 3: Hooray For Fish! <i>Lucy Cousins</i> <i>Additional fiction and non-fiction texts about seaside, pollution and pirates.</i>
	Plus additional topic-based texts, both fiction and non-fiction.					

Reception						
Term	Autumn 1 OURSELVES	Autumn 2 LET'S CELEBRATE!	Spring 1 POLES APART!	Spring 2 AMAZING ANIMALS	Summer 1 INTO THE WOODS	Summer 2 LET'S SET SAIL
Genres	Lists, labels and speech bubbles.	Simple sentences, lists, letter writing.	Simple sentences, Information Sentences.	Instruction writing, poetry, lists, narrative, descriptive writing.	Narrative, letter writing, non-fictions.	Messages, notes, maps, emails, postcards, diary.
Core Texts	<p>Focus Text 1: Here We Are <i>Oliver Jeffers</i></p> <p>Focus Text 2: Once There Were Giants <i>Martin Waddell</i></p> <p>Focus Text 3: Me & My Amazing Body <i>Joan Sweeney</i></p> <p><i>Additional non-fiction texts about body parts and senses.</i></p>	<p>Focus Text 1: Peace At Last <i>Jill Murphy</i></p> <p>Focus Text 2: Astro-Girl <i>Ken Wilson-Max</i></p> <p>Focus Text 3: The King Who Banned The Dark <i>Emily Haworth-Booth</i></p> <p>Focus Text 4: Stick Man <i>Julia Donaldson</i></p>	<p>Focus Text 1: Where the Wild Things Are <i>Maurice Sendak</i></p> <p>Focus Text 2: Poles Apart <i>Jeanne Willis</i></p> <p>Focus Text 3: The Emperor's Egg <i>Martin Jenkins</i></p> <p><i>Additional fiction and non-fiction texts about polar animals and seasonal changes.</i></p>	<p>Focus Text 1: Giraffes Can't Dance <i>Giles Andrae</i></p> <p>Focus Text 2: The Lion Inside <i>Rachel Bright</i></p> <p>Focus Text 3: One Day On Our Blue Planet: In The Savannah <i>Ella Bailey</i></p> <p><i>Additional poems about animals.</i></p>	<p>Focus Text 1: The Little Red Hen / The Little Red Fort <i>Brenda Maier</i></p> <p>Focus Text 2: Once Upon a World Cinderella <i>Chloe Perkins</i></p> <p>Focus Text 3: Superworm <i>Julia Donaldson</i></p> <p><i>Additional traditional tales and non-fiction texts about minibeasts.</i></p>	<p>Focus Text 1: Clean Up! <i>Nathan Bryon</i></p> <p>Focus Text 2: Commotion in the Ocean <i>Giles Andrae</i></p> <p>Focus Text 3: One Day On Our Blue Planet: In the Ocean <i>Ella Bailey</i></p> <p><i>Additional fiction and non-fiction texts about seaside, pollution and pirates.</i></p>
	Plus additional topic-based texts, both fiction and non-fiction.					

Additional Topic Based Books

Term	Autumn 1 OURSELVES	Autumn 2 LET'S CELEBRATE!	Spring 1 POLES APART!	Spring 2 AMAZING ANIMALS	Summer 1 INTO THE WOODS	Summer 2 LET'S SET SAIL
Fiction Books <i>Non-Fiction</i>	Transition: <ul style="list-style-type: none"> When A Dragon Goes To School Hugless Dougless Goes To Little School The Sunday Blues Starting School The Colour Monster Goes To School 	Festivals and Celebrations: <ul style="list-style-type: none"> To Carnivall: A Celebration in St Lucia Lunar New Year Around The World I Love Chinese New Year Mog's Birthday Rama and Sita: The Story of Diwali The Most Exciting Eid A Christmas Story <i>Hanukkah – Lisa J. Amstutz</i> <i>Diwali – Anita Nahta Amin</i> <i>A Year Full of Celebrations and Festivals – Claire Grace & Christopher Corr</i> 	Seasons: <ul style="list-style-type: none"> The Snowflake Robin's Winter Song <i>I Love The Seasons: Winter – Lizzie Scott & Stephanie Fizer Coleman</i> Polar Regions: <ul style="list-style-type: none"> Polar Animals Hello World! Arctic Animals The Journey Home The Penguin Who Wanted To Find Out One Day On Our Blue Planet: In Antarctic 	Animals: <ul style="list-style-type: none"> Rumble In The Jungle Farmyard Hullabaloo We're Going On A Lion Hunt <i>Big Book Of Animals – Hazel Maskell</i> <i>Animal Homes – Libby Walden</i> <i>Creature Features – Natasha Durley</i> Easter: <ul style="list-style-type: none"> The Rhyming Rabbit Paddington's Easter Egg Hunt The Very First Easter – The Beginner's Bible The Odd Egg 	Minibeasts: <ul style="list-style-type: none"> Aaaarrgghh, Spider! Rex the Rhinoceros Beetle Spyder Firefly Home My Butterfly Bouquet Superworm <i>The Big Book Of Bugs</i> <i>Do You Love Bugs?</i> <i>Mucky Minibeasts: Ants</i> <i>The Bee Book</i> Life Cycles: <ul style="list-style-type: none"> Pip & Egg The Wholly Bear Caterpillar The Tiny Seed <i>Growing and Changing: All About Life Cycles</i> <i>The Egg Book</i> 	Under The Sea: <ul style="list-style-type: none"> Tiddler The Secret Of Black Rock The Storm Whale <i>The Big Book Of Blue – Yuval Zommer</i> <i>Creature Feature Ocean</i> At The Seaside: <ul style="list-style-type: none"> The Lighthouse Keeper's Lunch What The Ladybird Heard At The Seaside Tiny Crab Is A Tidy Crab Pirates: <ul style="list-style-type: none"> The Pirate Mums The Pirates Next Door Pirates Love Underpants Ten Little Pirates Pirates Don't Go To School The Troll

Nursery - Pie Corbett's Reading Spine

<ul style="list-style-type: none"> Where's Spot? Dear Zoo You Choose We're Going On A Bear Hunt Jasper's Beanstalk The Very Hungry Caterpillar 	<ul style="list-style-type: none"> Hairy Maclary from Donaldson's Dairy Each Peach Pear Plum Hug The Train Ride Come on, Daisy!
--	--

Reception - Pie Corbett's Reading Spine

A	B
<ul style="list-style-type: none"> Owl Babies The Gruffalo Handa's Surprise Mr Grumpy's Outing Rosie's Walk Six Dinner Sid 	<ul style="list-style-type: none"> Billy and the Beast Clean Up You Choose Fairy Tales Rainbows Oi Frog! Take Off Your Brave (Poems Just For You)

To read throughout the year to support communication & language and reading fluency.