



St John's Meads EYFS Curriculum skills and progression document 2025 – 2026

We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Our EYFS Curriculum Intent at St John's Meads CE Primary School

At St John's Meads School, we provide our children with a curriculum that is flexible, engaging, and exciting, embracing each child's unique needs, passions, and interests. Rooted in our Christian ethos and school values—Love, Independence, Generosity, Honesty, and Teamwork—our EYFS provision lays the foundation for confident, compassionate, and curious learners.

Love

We cultivate a nurturing environment where children feel safe, valued, and loved. Through stories, play, and shared experiences, children learn to care for themselves and others, developing empathy and emotional literacy.

Independence

Our curriculum empowers children to explore, question, and take ownership of their learning. We encourage risk-taking, resilience, and a 'Growth Mindset'—celebrating mistakes as stepping stones to success.

Generosity

Children learn the joy of giving and sharing through collaborative play and community engagement. We model and celebrate kindness and compassion, helping children build strong interpersonal skills and a sense of belonging.

Honesty

We foster an environment of trust and integrity, where children are encouraged to express their thoughts, feelings, and opinions with confidence. Our strong focus on communication and language ensures every child has a voice.

Teamwork

Learning is a shared journey. From their first day, children are welcomed into the St John's family, forming bonds with peers, staff, and their Year 6 'buddies'. We work closely with families to ensure a seamless transition and lasting partnerships.

Our Curriculum in Action

Developing a love of stories and a passion for reading, embedding literacy across all areas of learning.

Build upon children's prior experiences from home and community, offering first-hand learning opportunities that spark curiosity and creativity.

Respect diversity and respect differences, ensuring every child feels valued.

Equip children with skills, knowledge, and values that equip children for future success in an ever-changing world.

At St John's Meads, we inspire our children to become confident, happy individuals, with a love of learning and ready to reach their full God-given potential.

The Characteristics of Effective Learning

Playing and Exploring

Children investigate and experience things, and 'have a go'


- Try new activities with enthusiasm
- Show curiosity about objects, events, and people
- Use senses to explore the world around them
- Take risks and learn through trial and error

 "I wonder what happens if..."

Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements


- Stay focused on tasks they enjoy
- Show persistence when challenges arise
- Celebrate success and feel proud of their accomplishments
- Bounce back from mistakes with resilience

 "I can do it if I keep trying!"

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Think creatively and solve problems
- Make connections between experiences
- Plan, test, and adapt their ideas
- Reflect on what works and what doesn't







 "What if I try it this way?"



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Main theme/topic (These themes may be adapted to allow for children's interests to enhance the provision.)	Term 1 All about me 	Term 2 Journeys 	Term 3 Once upon a time 	Term 4 New Life 	Term 5 Bugs and Buds 	Term 6 The Seaside 
Enhancements	<ul style="list-style-type: none"> • Harvest Festival at St John's church • Making bread • Autumn walk on school field 	<ul style="list-style-type: none"> • Nativity play • Walk to the postbox to post christmas letters home • Christmas service at St John's Church • Whole school pantomime at St. Andrews 	<ul style="list-style-type: none"> • Balance-ability • Making Gingerbread characters • Visit to the beach in (winter) 	<ul style="list-style-type: none"> • Living Eggs – Hatching chicks • Visit to the woods – Cherrywood adventures • Easter service at St John's church 	<ul style="list-style-type: none"> • Caterpillar -Butterfly hatching • Nature walks in the local environment (Helen Gardens?) 	<ul style="list-style-type: none"> • Visit to the beach (summer) • Blackberry farm trip • Transition to Year 1 events
Quality Texts	The Little Red Hen The Colour Monster Mixed The Dot Freddie and the falling leaves The leaf thief Tidy	We are going on a Bear Hunt What the Lady bird Heard The Nativity Jesus' Christmas Party The Christmas Pine	The Gingerbread Man The 3 Little Pigs The 3 Little Wolves Mr Wolf's Pancakes The 3 Billy Goats Gruff If I had a Dinosaur Cave Baby	The Bog Baby Lifecycles – chicks NF Heaven's Big Secret Easter story Teeny Weeny Tadpole Tadpole's promise	Bud Yucky Worms Mad about Minibeasts Tadpole's promise Tad The King of Tiny things The Hungry Caterpillar	Clean Up! Somebody swallowed Stanley Magic Beach Pirate texts What the Ladybird Heard at the Seaside
Assessment Points	Statutory Baseline Assessments Pre writing shapes and pencil grip Self- portrait initial assessment Mid-term single sounds and oral blending check LW Autumn 1 assessment	Blending Segmenting LW Autumn 2 assessment	Self-portrait mid-year progress check LW Spring 1 assessment Pre writing shapes and pencil grip reassessment	LW Spring 2 assessment	EYFS Statutory profile judgements LW Summer 1 assessment	Self-portrait end of year progress check LW Summer 2 assessment



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Communication and Language

Communication and Language	Focus: Foundations of Talk and Listening	Focus: Building Understanding and Oral Language	Focus: Narrative Development and Connected Speech	Focus: Language for Thinking, Explanation and Non-Fiction.	Focus: Questioning, Reasoning and Explanatory Talk	Focus: Year 1 ready: confident, articulate communicators
	<p>Listening, Attention & Understanding Understand how to listen carefully and why it matters (turn-taking, eye contact, facing the speaker). Build early listening stamina through short, engaging listening opportunities. Engage in daily storytime, joining in with predictable phrases. Follow 1-step instructions (e.g., "Put your coat on"). Begin listening to adults in small groups with fewer reminders.</p> <p>Speaking Learn and repeat familiar rhymes, poems and songs with growing confidence. Use new vocabulary modelled by adults during routines, play and group times. Begin to describe actions or objects using simple adjectives. Talk about themselves and their interests in short, clear phrases. Begin to answer simple questions about stories read aloud.</p>	<p>Listening, Attention & Understanding Listen to and talk about stories to build familiarity and understanding. Follow 2-step instructions with verbal scaffolding. Listen in longer carpet sessions with minimal redirection. Understand simple "why" and "how" questions when supported by pictures or objects.</p> <p>Speaking Begin to describe events in some detail. Start to articulate ideas in short, well-formed sentences using sentence stems modelled by adults. Increase vocabulary use in play (narrating actions, naming characters, describing tools or roles). Use language to express preferences, ideas or needs more clearly.</p>	<p>Listening, Attention & Understanding Listen to longer stories without needing prompts. Maintain attention in whole-class teaching for sustained periods. Respond appropriately to instructions and group discussion. Begin to infer meaning from tone, expression and illustrations.</p> <p>Speaking Retell familiar stories, first in simple sequencing, then with increasing detail. Use simple connectives such as and, then, but to link ideas. Start adapting talk depending on the listener (talking differently to friends vs adults). Use vocabulary from texts accurately in role-play and storytelling.</p>	<p>Listening, Attention & Understanding Engage in a wide range of non-fiction books, responding to vocabulary and facts. Follow multi-step instructions across daily routines. Ask questions to clarify meaning ("What does...mean?" "Why did...?"). Understand concept-rich language around life cycles, materials, growth, change, cultures, etc.</p> <p>Speaking Use new vocabulary in different contexts, transferring words from books into play. Use talk to solve problems, make predictions, negotiate roles and plan activities. Explain how things work or why things happen using early causal language. Use longer, more complex sentences containing causal connectives (because, so, if, when).</p>	<p>Listening, Attention & Understanding Listen to selected non-fiction texts to develop deep familiarity with new knowledge. Demonstrate understanding by responding appropriately to what they hear. Ask increasingly purposeful questions to find out more and confirm understanding. Identify key information from oral explanations or stories read.</p> <p>Speaking Use talk to explain thinking, describe processes and justify choices. Connect ideas using a wider range of connectives (first, next, after that, also, because, so that). Use more precise, domain-specific vocabulary (plants, minibests, habitats, materials...). Retell stories or factual sequences with clear beginning, middle and end.</p>	<p>Listening, Attention & Understanding Listen attentively and respond with relevant questions, comments and actions in group discussion. Demonstrate deep comprehension of stories and non-fiction through discussion. Follow extended instructions and manage listening demands independently. Make comments about what they have heard and ask questions to clarify their understanding. Engage thoughtfully in whole-class and small-group interactions.</p> <p>Speaking Speak in well-formed, grammatically accurate sentences with confidence. Use rich vocabulary from across the curriculum in fluent, spontaneous talk. Explain ideas, reasoning and solutions clearly and coherently.</p>



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						<p>Retell stories using repetition, story language and their own phrasing. Use talk to organise, plan and reflect on their learning (“First we... next we...”). Ask thoughtful, relevant questions and participate in dialogue rather than just responding.</p>
<p>End of Reception Checkpoint: Ready for Year 1: Listening, attention and Understanding.</p>	<p>By the end of Reception, children should listen with sustained attention, respond appropriately, and understand increasingly complex language in whole-class and small-group contexts. They should speak in clear, well-formed sentences, use a wide and ambitious vocabulary across learning, ask questions to deepen understanding, and retell stories and explanations with detail and coherence. They use talk to problem-solve, reason, plan and reflect, demonstrating mastery of the ELG: Listening, Attention & Understanding and ELG: Speaking. These strong foundations ensure children begin Year 1 as confident, articulate communicators who can fully access reading, writing, mathematics and the wider curriculum.</p>					
<p>ELG: Listening, Attention and Understanding</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>ELG: Speaking</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. 						
Personal Social and Emotional Wellbeing						
<p>How our values are embedded throughout our PSHE curriculum</p>	<p>Through our Personal, Social and Emotional Wellbeing curriculum, children experience daily opportunities to live out our values of Love, Independence, Generosity, Honesty and Teamwork. We build a nurturing environment where children feel safe, cared for and valued, helping them develop empathy, emotional literacy and strong relationships. Carefully planned routines and continuous provision promote independence, perseverance and resilience, encouraging children to take risks in their learning and celebrate mistakes as part of growth. Collaborative play, turn-taking and shared responsibilities allow children to practise generosity, kindness and compassion. Circle times, storytelling and high-quality interactions support honesty, enabling children to express their thoughts and feelings with confidence and develop a strong sense of self. Teamwork is woven throughout the day as children learn to cooperate, negotiate and problem-solve with peers, forming bonds within the class community and wider school family. Together, these experiences ensure children develop the secure foundations, character strengths and social skills they need to thrive.</p>					



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Zones of Regulation	Recognise and name different emotions in myself and others	Recognise and name different emotions in myself and others	Describe what an emotion feels like in my body or looks like in other's	Describe what an emotion feels like in my body or looks like in other's	Use simple strategies to begin to self-regulate my emotions	Use simple strategies to begin to self-regulate my emotions
	<p>Focus: Settling, Belonging & Kindness</p> <p>Building Relationships To understand that everyone has rights and we should all be allowed to learn and play. To understand how it feels to belong and recognise ways we are similar and different. To understand that we are all unique. To work together and consider other people's feelings. To understand why it is good to be kind and use gentle hands. Begin to take turns with adult support and begin forming positive relationships with familiar adults.</p> <p>Self-Regulation To start to recognise and name my feelings (Zones of Regulation). To begin listening for short periods and respond when my name is called. To follow 1-step instructions with support. Begin to understand simple class rules and link them to feelings of safety. Begin to manage impulses with adult modelling (stop–think–do).</p> <p>Managing Self To start learning what being responsible means</p>	<p>Focus: Self-Worth, Assertiveness & Difference</p> <p>Building Relationships To understand that being different makes us special. To know we are all different but the same in some ways. To describe how to be a kind friend. Build friendships and practise taking turns with more independence. Safety: Understand unkind behaviour/bullying and know to tell a trusted adult.</p> <p>Self-Regulation To know which words to use to stand up for myself when someone is unkind. To recognise when I feel hurt, worried or upset and ask for help. To follow 2-step instructions with visuals. Practise waiting and beginning to manage impulses. Safety: Know that some things online can be upsetting and to tell an adult.</p>	<p>Focus: Perseverance, Goals & Problem-Solving</p> <p>Building Relationships To use kind words to encourage other people. To talk about friendship challenges and how we can solve them. To collaborate and work in a team. Take turns in small groups with increasing independence.</p> <p>Self-Regulation To understand that if I persevere, I can tackle challenges. To talk about a time I didn't give up. To say how I feel when I achieve a goal and recognise feeling proud. To use known calming strategies (breathing, counting). To follow 2–3-step instructions with support. To sustain attention during activities and respond appropriately when the teacher speaks.</p> <p>Managing Self</p>	<p>Focus: Healthy Bodies, Routines & Safety</p> <p>Building Relationships To share activities and achievements from inside and outside school. To recognise that everyone can take part in sports and activities (inclusion). Play fairly and begin to manage winning and losing.</p> <p>Self-Regulation To recognise when my body feels tired, hungry or energetic. To use strategies that help me get ready for sleep (calming routines). To continue following multi-step instructions in PE and classroom activities. Safety: Know how to respond if a stranger approaches (say no, move away, tell an adult).</p> <p>Managing Self To understand that exercise keeps us healthy. To know that some foods are healthier than others.</p>	<p>Focus: Friendships, Responsibility & Calm Problem-Solving</p> <p>Building Relationships To know how to make friends to stop feeling lonely. To know how to be a good friend. To understand the impact of unkind words. To develop teamwork skills. Start resolving small disputes with minimal adult help.</p> <p>Self-Regulation To use Calm Me time and strategies to manage my feelings. To think of ways to solve problems and stay friends. To use 'fix-it' steps (stop–talk–listen–agree). To listen and respond to the teacher even when engaged in activity. Delay impulses more consistently (wait to speak, hands up).</p> <p>Managing Self To identify jobs/roles I do at home and feel a sense of belonging. To take responsibility for classroom routines (tidying, choosing resources).</p>	<p>Focus: Health, Growth & Transition to Year 1</p> <p>Building Relationships To talk about my memories of Reception. To make new friendships in preparation for Year 1. To include others in larger playground games.</p> <p>Self-Regulation To talk about my worries and things I am looking forward to about Year 1. To express how I feel about transition. To follow multi-step instructions linked to Year 1 routines (finish–tidy–bag–carpet). To sustain and shift attention when the teacher speaks. To control immediate impulses more reliably.</p> <p>Managing Self To name parts of the body. To know ways to be healthy (food, movement, hygiene). To understand that we grow and change from babies to adults.</p>



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	<p>To begin simple self-care routines (toileting, snack, coat) with support. Begin to understand the reason for classroom rules. Start to show independence in looking after belongings.</p> <p>Vocabulary: same, different, unique, feelings (happy, sad, angry, excited), belong, share, kind, gentle, rights, responsible</p> <p>Suggested Texts: Dogger – Shirley Hughes Hands Are Not for Hitting – Martine Agassi No Hitting, Henry! – Lisa Regan</p>	<p>Managing Self To identify something I am good at and know others are good at different things. To say why my home is special to me. Increase independence with coats, zips and lunchtime routines. Begin to explain why we have rules.</p> <p>Key Vocabulary: same, different, special, unique, favourite, group, sort, friend, kind/unkind, include/exclude, private, trusted adult</p> <p>Suggested Texts: Naked Trevor – Rebecca Elliott Barry the Fish with Fingers – Sue Hendra It's OK to Be Different – Todd Parr The Family Book – Todd Parr The Hueys in the New Jumper – Oliver Jeffers The Dog and the Dolphin – James Dworkin</p>	<p>To set a goal and work towards it. To understand the link between learning now and future jobs. To become more independent in self-care routines. Begin to manage simple risks outdoors and choose safe spaces.</p> <p>Key Vocabulary: challenge, problem, goal, plan, encourage, persevere, patient, proud, achieve, celebrate, feelings, future, turn</p> <p>Suggested Texts: Love Monster – Rachel Bright Don't Worry, Hugless Douglas – David Melling The Hare and the Tortoise – Aesop The Jungle Run – Tony Mitton</p>	<p>To understand sleep is important for health. To understand when and how to wash hands properly. To dress/undress for PE with increasing independence. Begin to articulate rules of a game and why we follow them.</p> <p>Key Vocabulary: exercise, sport, healthy, sometimes foods, healthy choices, routine, sleep, germs, handwashing, heartbeat, stranger, safe/unsafe, private</p> <p>Suggested Texts: Not Everyone Is Nice (Let's Talk) – Ann Tedesco Never Talk to Strangers – Irma Joyce</p>	<p>To understand right and wrong more consistently and try to behave accordingly. Use independence skills reliably across the day.</p> <p>Key Vocabulary : Job, role, responsible, belong, lonely, teamwork, friend, relationship, argument, unkind, apologise, forgive, calm, fix-it plan</p> <p>Suggested Texts: Mabel and Me – Sarah Warburton George and Martha: The Complete Stories of Two Best Friends – James Marshall</p>	<p>To begin using new routines (lining up, organising belongings).</p> <p>Key Vocabulary: body, healthy/unhealthy, choice, treat, grow, change, transition, ready, excited, nervous, scared, proud, memories</p> <p>Suggested Texts: Look Inside Your Body – Louie Stowell Tell Me What It's Like To Be Big – Joyce Dunbar I Wonder Why Kangaroos Have Pouches – Jenny Wood The Huge Bag of Worries – Virginia Ironside The Very Hungry Caterpillar – Eric Carle</p>
<p>End of Reception Checkpoint: Ready for Year 1: Personal, Social and Emotional Wellbeing</p>	<p>By the end of the year, pupils will be able to recognise and name a wide range of feelings and use familiar strategies to manage their emotions, wait their turn and control impulses with growing consistency. They can follow multi-step instructions, stay focused during activities and shift attention when needed. Children show growing independence in managing their own self-care, including toileting, handwashing, dressing and organising belongings, and they understand the importance of healthy choices such as sleep, exercise and food. They can explain simple rules, know right from wrong and behave accordingly, taking responsibility for classroom routines and asking trusted adults for help when needed. In their relationships, children form positive attachments, play cooperatively, take turns and share fairly. They show kindness, empathy and sensitivity to others, use simple strategies to solve small disagreements and are able to describe what makes themselves and others unique. They understand how to be a good friend, include others in play and show confidence approaching new experiences and the transition to Year 1</p>					



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ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

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

ELG: Building Relationships

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

Physical Development

Gross Motor Skills	Overarching Focus: Core Strength, Balance and Body Awareness	Focus: Coordination and Control	Focus: Bilateral Movement and Crossing the Midline Children will:	Focus: Strength, Endurance and Movement Precision Children will:	Focus: Spatial Awareness and Motor Planning Children will:	Focus: Refinement, Confidence and Readiness for Year 1 Children will:
<p>Move confidently using large whole-body actions (running, climbing, crawling)</p> <p>Begin to develop core stability through floor work (rolling, stretching, tummy time activities)</p> <p>Balance on different body parts for short periods</p> <p>Explore spatial awareness through movement (<i>near, far, over, under</i>)</p> <p>Writing foundations: Building postural strength for sitting at a table</p> <p>Awareness of own body position and control</p>	<p>Move confidently using large whole-body actions (running, climbing, crawling)</p> <p>Begin to develop core stability through floor work (rolling, stretching, tummy time activities)</p> <p>Balance on different body parts for short periods</p> <p>Explore spatial awareness through movement (<i>near, far, over, under</i>)</p> <p>Writing foundations: Building postural strength for sitting at a table</p> <p>Awareness of own body position and control</p>	<p>Jump, hop and land with increasing control</p> <p>Climb and travel using alternating feet and hands</p> <p>Begin to coordinate upper and lower body movements together</p> <p>Navigate space safely, adjusting speed and direction</p> <p>Writing foundations supported:</p> <p>Improved shoulder stability</p> <p>Increased ability to sit upright for short periods without fatigue</p>	<p>Use both sides of the body effectively (throwing, catching, sweeping, ribbon play)</p> <p>Cross the midline during movement (e.g. reaching across body)</p> <p>Develop rhythm and control in repeated actions</p> <p>Show increasing control when changing direction</p> <p>Writing foundations supported:</p> <p>Two-handed coordination (one hand stabilising, one working)</p> <p>Smooth left-to-right movement patterns needed for writing</p>	<p>Sustain physical activity for longer periods</p> <p>Show control when using equipment (balls, bats, pedals)</p> <p>Refine balance through dynamic activities (balance trails, obstacle courses)</p> <p>Demonstrate increasing precision in movement</p> <p>Writing foundations supported:</p> <p>Writing stamina (maintaining posture over time)</p> <p>Reduced fatigue during seated tasks</p>	<p>Confidently judge space when moving around others and objects</p> <p>Plan and sequence movements independently</p> <p>Adjust force and speed appropriately</p> <p>Show control and coordination in PE routines and games</p> <p>Writing foundations supported:</p> <p>Body awareness for table positioning and paper alignment</p> <p>Ability to remain seated and focused during longer writing sessions</p>	<p>Move with confidence, control and fluency</p> <p>Combine movements smoothly and effectively</p> <p>Maintain balance and posture during sustained activity</p> <p>Demonstrate independence and resilience in physical challenges</p> <p>Writing foundations supported:</p> <p>Strong upright sitting posture</p> <p>Stable shoulders and core enabling controlled writing movements</p> <p>Readiness to meet Year 1 handwriting expectations</p>



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ELG: Gross Motor Skills

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

<p>Fine Motor Skills</p>	<p>Focus: Dominant Hand, Pre-Writing Movements, Early Tool Handling</p> <p>Fine Motor Skills Use a dominant hand consistently during mark-making and fine-motor tasks. Mark-make using different shapes, exploring straight lines, curves, zigzags and enclosed shapes. Begin to use a tripod grip when using mark-making tools (transition from whole-hand grasp). Hold scissors correctly and make simple snips into paper. Use a paintbrush effectively with whole-arm movements before refining wrist action.</p>	<p>Focus: Tripod Grip Strengthening, Directional Control, Straight-Line Cutting</p> <p>Fine Motor Skills Use a tripod grip more consistently during writing and drawing tasks. Begin to use anticlockwise movements and retrace vertical lines, preparing for early letter families (c, o, a, d). Hold scissors correctly and cut along a straight</p>	<p>Focus: Controlled Letter Formation, Zigzag Cutting, Fine Manipulation</p> <p>Fine Motor Skills Use a tripod grip securely and naturally in almost all mark-making. Hold scissors correctly and cut along a straight and zigzag line. Thread small beads with precision, supporting pincer strength. Use small pegs, tweezers and other dexterity tools with control.</p>	<p>Focus: Letter Size Control, Cutting Out Large Shapes, Drawing Accuracy</p> <p>Fine Motor Skills Hold scissors correctly and cut out large shapes, following curves with intention. Write letters using correct formation with increased control and accuracy. Maintain consistent letter size for most letters. Keep letters on the line, developing spatial awareness.</p>	<p>Focus: Fine Control, Precision Cutting, Consistent Letter Sizing</p> <p>Fine Motor Skills Hold scissors correctly and cut out small shapes, demonstrating refined dexterity. Write letters accurately using correct formation, with more consistent height, shape and spacing. Make marks with precision, controlling pressure, direction and neatness. Demonstrate improved in-hand manipulation for turning, gripping and rotating small tools.</p>	<p>Focus: Cutting Variety of Materials, Detailed Drawing, Efficient Handwriting Style</p> <p>Fine Motor Skills Hold scissors correctly and cut various materials (card, thin craft foam, fabric pieces) with accuracy. Create drawings with detail, control and confidence, showing awareness of shape, proportion and texture. Develop the foundations of a handwriting style that is fast, accurate and</p>
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	<p>Develop shoulder, elbow and wrist stability through vertical-surface mark-making and core-strength play.</p> <p>Handwriting & Writing Links</p> <p>Children begin to give meaning to the marks they make.</p>	<p>line with improved control.</p> <p>Use a knife and fork, developing bilateral coordination and motor planning.</p> <p>Accurately draw lines, circles and simple shapes, showing early control.</p> <p>Increase hand strength through squeezing, threading, pinching and kneading.</p> <p>Handwriting & Writing Links</p> <p>Begin to write initial sounds with correct directionality.</p> <p>Introduce correct formation of taught letters (caterpillar + straight-line families).</p>	<p>Use a paintbrush effectively, now moving from whole-arm to refined wrist and finger control.</p> <p>Handwriting & Writing Links</p> <p>Write taught letters using correct formation with improving accuracy.</p>	<p>Improve drawing control by adding more detail, proportion and purposeful lines.</p> <p>Handwriting & Writing Links</p> <p>Finger spaces used increasingly independently.</p>	<p>Handwriting & Writing Links</p> <p>Write multiple sentences with clear finger spaces and increasing independence.</p> <p>Use capital letters and full stops with developing consistency.</p>	<p>efficient, embedding letter fluency and smooth movement patterns.</p> <p>Handwriting & Writing Links</p> <p>Handwriting is legible, fluent and consistent, preparing them for increased writing volume in Year 1.</p>
<p>End of Reception Checkpoint: Ready for Year 1: Fine Motor Skills</p>	<p>By the end of Reception, children show secure fine-motor control, confidently using a dominant hand, an effective tripod grip, and a wide range of tools — scissors, paintbrushes, pencils, cutlery — with accuracy and independence. They form lower-case and capital letters correctly and consistently, keep letters on the line, control letter size, and draw with increasing precision and attention to detail. They can cut along straight, curved and zigzag lines, manipulate small objects with ease, and demonstrate the automaticity and control needed for fluent handwriting. These secure fine-motor behaviours ensure that children have mastered the essential physical skills required for Year 1 transcription, handwriting fluency and extended writing tasks.</p>					
<p>ELG: 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>Literacy</p>						
<p>Comprehension</p> <p>VIPERS in Reception are simplified to build oral comprehension foundations:</p>	<p>Focus: Understanding Stories & Building Vocabulary</p> <p>Skills:</p> <p>Join in with repeated refrains and predictable texts. (S / V)</p>	<p>Focus: Understanding Character, Setting & Simple Retrieval</p> <p>Skills:</p> <p>Retell simple stories using key vocabulary. (S)</p>	<p>Focus: Inference from Pictures & Early Explanation</p> <p>Skills:</p>	<p>Focus: Developing Understanding Across Fiction & Non-Fiction</p> <p>Skills:</p>	<p>Focus: Deepening Inference, Prediction & Explanation</p> <p>Skills:</p> <p>Predict events using story language and prior knowledge. (P)</p>	<p>Fluent Retelling, Inference & Year 1 Readiness</p> <p>Skills:</p> <p>Retell full stories with beginning, middle, end. (S)</p>



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<p>V – Vocabulary, I – Inference (from pictures/emotion), P – Prediction, E – Explanation (talk about likes/opinions), R – Retrieval, S – Sequencing (retell simple stories).</p>	<p>Develop story language (“Once upon a time...”) (V) Answer simple who/what questions about pictures. (R) Discuss characters’ feelings using illustrations. (I) Sequence very familiar events (beginning/end). (S)</p>	<p>Identify and name familiar settings (home, forest, school). (R/V) Predict what might happen next based on pictures. (P) Explain favourite parts of a story. (E) Identify words that are new and talk about their meaning. (V)</p>	<p>Make simple inferences (“He is sad because...”). (I) Discuss characters’ motives and emotions. (I/E) Begin sequencing main events in order (first/next/then). (S) Retrieve key facts from non-fiction read aloud. (R) Explore new vocabulary and link to real experiences. (V)</p>	<p>Answer “why” and “how” questions about stories. (E/I) Explain character actions using evidence from illustrations/text. (I) Retrieve specific information from non-fiction (animals, history, places). (R) Talk about similarities and differences between texts. (E) Sequence events using vocabulary (first/next/after/finally). (S)</p>	<p>Make deeper inferences about characters and settings. (I) Explain opinions with detail (“I think... because...”). (E) Retrieve information from labelled diagrams and simple charts. (R) Use story vocabulary across play and discussion. (V)</p>	<p>Use inference confidently in picture books and simple texts. (I) Retrieve information quickly and accurately from fiction/non-fiction. (R) Use ambitious vocabulary drawn from shared texts. (V) Compare and contrast characters, events and settings. (E) Predict plausible endings or next steps. (P)</p>
<p>End of Reception Checkpoint: Ready for Year 1: COMPREHENSION</p>	<p>By the end of Reception, children should understand and discuss a wide range of stories, non-fiction texts and poems, drawing on Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing (VIPERS adapted for EYFS). They should use new vocabulary in talk, retell familiar stories with a beginning, middle and end, and sequence key events using story language. Children should answer questions about characters, settings and events, make simple inferences from illustrations and text, predict what might happen next, and explain their ideas clearly using “because...” reasoning. They should retrieve key facts from non-fiction read aloud, compare and contrast texts, and talk confidently about their preferences. These skills ensure children enter Year 1 ready for guided reading, more formal comprehension teaching, and the National Curriculum focus on understanding, discussing and responding to texts.</p>					
<p>Word Reading</p>	<p>Focus: Early Decoding</p> <p>Little Wandle Focus: Introduce Phase 2 sounds and early blending/segmenting.</p> <p>Word Reading Skills: Begin to orally blend VC and CVC words in whole-class and small-group sessions. Recognise taught graphemes from Phase 2 (s, a, t, p, i, n... gradually introduced). Say pure sounds accurately Begin reading simple decodable words in blending practice.</p>	<p>Focus: Early Decoding with Growing Accuracy</p> <p>Little Wandle Focus: Secure Phase 2; introduce more GPCs; blending routine</p> <p>Word Reading Skills: Recognise all Phase 2 GPCs securely and blend to read VC/CVC words. Read simple captions using taught GPCs. Automatic recognition of first set of tricky words (“the”, “I”, “to”).</p>	<p>Focus: Moving into Phase 3 GPCs & Reading Longer Words</p> <p>Little Wandle Focus: Full Phase 3; digraphs and trigraphs</p> <p>Word Reading Skills: Learn and apply digraphs/trigraphs (ch, sh, th, ng, ai, ee, igh, oa, oo...). Blend to read CVCC and CCVC words. Read decodable phrases and simple sentences fluently.</p>	<p>Focus: Fluency and Accuracy Across Wider Texts</p> <p>Little Wandle Focus: Phase 3 review</p> <p>Word Reading Skills: Read longer sentences and short decodable texts with developing prosody. Blend words with adjacent consonants securely (CVCC/CCVC/CCVCC). Read tricky words from both Phase 2 & 3 without hesitation.</p>	<p>Focus: Consolidation, Speed & Beginning Phase 4 Mastery</p> <p>Little Wandle Focus: Strengthening Phase 4; fluency development</p> <p>Word Reading Skills: Read words with two-syllables (e.g., helper, robin). Read longer decodable books with fluency and expression. Apply decoding strategies across unfamiliar words with independence. Rapid recognition of tricky words and automatic blending.</p>	<p>Focus: Fluency, Stamina & Year 1 Transition Readiness</p> <p>Little Wandle Focus: Phase 4 secure; prepare for Year 1 Phase 5</p> <p>Word Reading Skills: Read extended decodable books with confidence and smooth blending. Maintain fluency over several pages with appropriate intonation. Use decoding as the first strategy; self-correct independently.</p>



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		Daily blending practice using Little Wandle routines.	Recognise and read an increasing bank of tricky words. Begin to self-correct when reading.	Increase reading stamina in group reading sessions.		Confidently read tricky words taught across the year.
End of Reception Checkpoint – Ready for Year 1 WORD READING	By the end of Reception, children should securely recognise and read all Phase 2 and Phase 3 GPCs taught through Little Wandle, blend confidently to read CVC, CCVC, CVCC and two-syllable words, and automatically read all Reception tricky words. They should use decoding as their first and most reliable strategy, read short decodable books with growing fluency, accuracy and prosody, and self-correct when meaning breaks down. Children should also blend at speed, apply phonics knowledge in independent reading and writing, and demonstrate reading stamina over several pages. This strong foundation means they enter Year 1 fully prepared for Phase 5, the Year 1 Phonics Screening Check expectations, and the National Curriculum requirement to read unfamiliar words by blending taught GPCs.					

- ELG: Comprehension:**
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 - Anticipate – where appropriate – key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ELG: Word Reading**
- Say a sound for each letter in the alphabet and at least 10 digraphs.
 - Read words consistent with their phonic knowledge by sound-blending.
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

<p>Focus Early Foundations: Mark-Making, Oral Segmenting & Meaning</p> <p>Handwriting Focus Develop strong fine-motor skills through threading, squeezing, weaving, dough work and finger control games. Learn the correct tripod grip, pencil hold, posture, paper position and left-to-right directionality. Explore large-scale mark-making movements (straight lines, curves,</p>	<p>Focus: Early Phonics Application & Letter Formation (Phase 2)</p> <p>Handwriting Focus Learn to form lower-case letters correctly following taught formation families and phrases. Practise placing letters on the line (emerging accuracy). Develop consistent shape and movement patterns within letter families.</p> <p>Writing Skills</p>	<p>Focus: Growing Independence: Simple Sentences & Checking Writing (Phase 3)</p> <p>Handwriting Focus Secure the correct formation of lower-case letters; begin introducing capital letter formation. Improve ascender and descender placement (tall letters tall, tail letters below the line). Practise writing digraphs accurately (ensuring both</p>	<p>Focus: Fluency, Consistency & Controlled Sentence Writing</p> <p>Handwriting Focus Demonstrate smoother, more fluent letter formation with fewer reversals. Form capital letters with increasing accuracy for names and sentence starts. Demonstrate increasingly consistent size and shape across lower-case letters in words.</p> <p>Writing Skills Begin to write longer, more confident sentences using Phase 3 phonics.</p>	<p>Focus: Independence, Stamina & Punctuation Control</p> <p>Handwriting Focus Maintain letter size consistency, with clear ascenders and descenders. Write across multiple lines neatly. Develop writing stamina — attempting to write 1–2 connected sentences.</p> <p>Writing Skills Write sentences (either dictated or self composed) independently using known phonics. Use finger spaces reliably in most independent writing. Spell words by segmenting and writing each sound they can hear with greater automaticity.</p>
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	<p>circles, zig-zags) to prepare for later letter formation.</p> <p>Writing Skills Segment orally: hear initial sounds in words, blend orally in playful contexts. Give meanings to the marks they make, telling an adult what their writing "says." Begin to write initial sounds, especially those taught in early phonics. Begin labelling drawings with emerging grapheme attempts.</p>	<p>Write CVC words using initial, medial and final sounds. Write simple labels and captions using known phonics. Begin to use finger spaces when writing a caption or simple sentence (supported and modelled). Spell words by identifying the sounds and writing the matching letters.</p>	<p>letters are correctly formed).</p> <p>Writing Skills Attempt to write simple decodable sentences, e.g., "The big cat." Use finger spaces when writing a caption or sentence with more independence. Re-read what they have written to check that it makes sense, making corrections with support. Apply Phase 3 sound-letter correspondences in independent writing.</p>	<p>Re-read sentences to check for accuracy and meaning (increasingly independently). Use finger spaces with greater accuracy. Attempt capital letters and full stops with increasing accuracy.</p>	<p>Re-read writing independently to check clarity, sense and punctuation. Begin using capital letters and full stops correctly (more consistent).</p>	
<p>End-of-Reception Checkpoint – Ready for Year 1: Writing</p>	<p>By the end of Reception, children demonstrate the strong foundations needed for fluent, accurate writing in Year 1. They can segment orally with confidence, consistently hearing the individual sounds in words as the essential first step in early transcription. Children understand that writing conveys meaning and give clear meanings to the marks they make, progressing from intentional mark-making to purposeful written communication.</p> <p>They write initial sounds independently and then apply their phonics securely to spell words by identifying each sound and writing the matching letters, showing automatic recall of taught grapheme-phoneme correspondences. Their handwriting reflects secure foundational habits: they form all lower-case and capital letters correctly, starting in the right place, orientating them accurately, and placing them with control on the line. These habits are now consistent, fluent and embedded, rather than emerging.</p> <p>Children use finger spaces automatically when writing captions and sentences, demonstrating an understanding of how written language is organised. They re-read what they have written to check that it makes sense, showing early metacognitive habits and a developing ability to edit and improve their work. By the end of the year, children can write short, meaningful sentences using known sound-letter correspondences, correctly including a capital letter and full stop. Their writing is decodable, coherent, and increasingly accurate. They show stamina appropriate for their age, maintain legibility, and apply their phonics in independent writing with minimal adult support.</p>					
<p>ELG: Writing</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>Mathematics</p>						
	<p>Number Count reliably forwards to 10, matching number words to objects (1:1 correspondence) Recognise and name numerals 0–5</p>	<p>Number Secure recognition and ordering of numerals 0–5 Begin to recognise numerals to 10 Understand numbers to 5 as composed of parts</p>	<p>Number Count forwards and backwards to 10 Recognise, order and represent numerals 0–10</p>	<p>Number Secure counting and numeral recognition to 20 Understand numbers to 10 as combinations of smaller numbers Begin automatic recall of bonds to 5 and familiar bonds to 10</p>	<p>Number Count forwards and backwards to 20 Recognise and order numerals to 20 Secure number bonds to 5 and</p>	<p>Number Count, order and represent numbers to 20 Demonstrate secure understanding of numbers to 10 as composed of parts</p>



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	<p>Understand that the last number said represents the total Begin to subitise up to 3 Compare small sets using language: more, fewer, same</p> <p>Numerical Patterns Notice and continue simple repeating patterns (AB) Explore comparison of quantities through real objects Begin to identify one more / one less through practical play</p> <p>Shape, Space and Measure Name and explore 2D shapes (circle, triangle, square, rectangle) Use positional language: in, on, under, next to Explore size and length through comparison (big/small, long/short)</p>	<p>Subitise up to 4 Explore the language of addition (combining groups up to 5)</p> <p>Numerical Patterns Explore one more / one less within 5 Identify pairs and doubles through play Recognise equal and unequal groups</p> <p>Shape, Space and Measure Explore 3D shapes (cube, cuboid, sphere, cone) Compare mass and capacity using heavy/light, full/empty Begin to sequence events using time language (morning, now, later)</p>	<p>Compose and decompose numbers to 5, then 10 Subitise up to 5 including structured arrangements Recall number bonds to 5</p> <p>Numerical Patterns Explore odd and even numbers informally Begin to understand doubling and halving within 10 Use number lines to represent quantity and movement</p> <p>Shape, Space and Measure Combine and manipulate shapes to create new ones Compare and order by length, height and weight Use everyday language related to time (days of the week)</p>	<p>Solve simple addition and subtraction within 10</p> <p>Numerical Patterns Identify number relationships (part-whole) Explore patterns in numbers (counting in twos) Use reasoning to explain how they know</p> <p>Shape, Space and Measure Recognise and talk about symmetry Explore money through play (coins, paying, exchanging) Measure length and height using non-standard units</p>	<p>develop fluency to 10 Solve problems involving addition and subtraction within 10, including missing numbers</p> <p>Numerical Patterns Subitise up to 5 automatically, and recognise patterns to 10 Explore doubling numbers to 10 Compare quantities using symbols informally</p> <p>Shape, Space and Measure Partition shapes into equal parts Compare and order capacity and mass with increasing accuracy Explore time using simple units (o'clock routines)</p>	<p>Automatically recall: Number bonds to 5 Some bonds to 10</p> <p>Solve practical problems involving addition and subtraction</p> <p>Numerical Patterns Identify and explain number relationships Explore patterns within number (e.g. noticing structure in tens frames) Reason and justify answers using mathematical language</p> <p>Shape, Space and Measure Recognise and name 2D and 3D shapes, including properties Use positional language with confidence (next to, between, behind) Compare, describe and record measures (length, weight, capacity, time)</p>
<p>End of Reception Checkpoint – Early Number, Counting, Pattern & Shape Readiness for Year 1</p>	<p>By the end of Reception, children demonstrate a deep and secure understanding of numbers to 10, including how numbers are composed of smaller parts, subitise up to 5 with automaticity, recall number bonds to 5 and some to 10, and use this knowledge to solve practical addition and subtraction problems within 10; they count forwards and backwards confidently, recognise, order and represent numerals to at least 20, identify and explain simple numerical patterns, and use comparative language to reason about quantities, while also confidently naming and describing common 2D and 3D shapes, using positional language accurately, and comparing length, weight, capacity and time in meaningful contexts. While children are exposed to numbers beyond 10 and count confidently to 20 and beyond, depth, fluency and automaticity are prioritised within numbers to 10 in line with NCETM and EYFS expectations.</p>					



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ELG: Number

- 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.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

	Focus: My Community, Local Landmarks, Early Autumn	Focus: Routes, Maps, Transport, Late Autumn/Early Winter	Focus: Past & Present, Local History, Birds, Winter	Focus: Spring, Plants, Life Cycles, Environments	Focus: Minibeasts, Habitats, Classification, Late Spring	Focus: Coastlines, Landforms, Fieldwork, Summer, Comparing Places
	<p>Key Skills Describe their immediate environment using talk, drawings and simple maps. Identify significant local landmarks St John's Church tower, the surviving part of the 1869 church damaged in WWII. Compare home life, routines and celebrations with classmates. Observe early autumn seasonal changes (cooler weather, leaves changing). Compare similarities/differences between homes locally and globally.</p> <p>Learn about a significant person linked to caring/helping (e.g., Florence Nightingale).</p>	<p>Key Skills Draw simple routes and follow directional language. Identify human features seen on local journeys (houses, streets, seafront paths). Compare modes of travel in Meads vs other countries. Recognise that people have different beliefs and celebrate special times in different ways. (Diwali and Christmas around the world) Observe late autumn–early winter changes (shorter days, bare trees). Learn about a significant explorer (e.g Amelia Earhart, Ibn Battuta).</p> <p>Key Knowledge</p>	<p>Key Skills Compare old and new buildings using photos and real observation. Explore what our school was like to attend when it was first built compared to the present day. Sequence simple historical events (then/now). Identify common birds: seagull, robin, blackbird, pigeon, magpie. Observe winter environmental changes (frost, ice, low sun).</p> <p>Learn about a significant historical figure (Grace Darling, Beatrix Potter).</p> <p>Key Knowledge Meads contains Victorian buildings (including our school), helping us</p>	<p>Key Skills Observe early spring signs (buds, blossoms, brighter days). Identify plant parts (root, stem, leaf, flower). Compare local environments (gardens, coast) with contrasting places internationally. Describe the lifecycle of a plant and an animal e.g chicks/frog daffodil etc.</p> <p>Learn about a significant conservation figure (David Attenborough, Wangari Maathai).</p> <p>Key Knowledge The Meads coastline includes chalk-based vegetation and coastal plant life adapted to salt and wind. Different environments support different plants.</p> <p>Suggested Story Links A Seed Is Sleepy – Dianna Aston The Tiny Seed – Eric Carle Errol's Garden – Gillian Hibbs</p>	<p>Key Skills Explore and identify minibeasts in local green and coastal habitats. Sort insects using observable characteristics (legs, wings, segments). Compare Meads habitats with global ones (rainforest, savannah). Observe late spring seasonal changes (more insects, new leaves).</p> <p>Learn about significant naturalists (Maria Sibylla Merian, Charles Darwin).</p> <p>Key Knowledge</p>	<p>Key Skills Identify coastal features: cliffs, beach, sea, rockpool, promenade. Use simple maps to identify Beachy Head, Holywell and the chalk cliffs. Compare Meads with coastlines in other countries (e.g., tropical, volcanic). Participate in a beach trip: identify shells, rocks, seaweed; observe human use (tourism, fishing). Observe summer changes (warmer weather, dry ground, more activity).</p> <p>Learn about significant sea-linked figures (Grace Darling, Capt. James Cook).</p>



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	<p>Key Knowledge Meads began as a farming hamlet then developed into a Victorian residential area. Families and communities vary across the world.</p> <p>Suggested Linked Texts: Here We Are – Oliver Jeffers The Great Big Book of Families – Mary Hoffman This Is Our House – Michael Rosen</p> <p>Key Vocabulary local area, community, map, landmark, Meads, church tower, autumn, family, similar, different, past, present</p>	<p>Meads contains roads, housing and coastal viewpoints used for journeys. Maps represent real places from above.</p> <p>Suggested Linked Texts: The Hundred Decker Bus – Mike Smith Mr Gumpy's Outing – John Burningham Journey – Aaron Becker</p> <p>Key Vocabulary journey, route, direction, map, human feature, physical feature, travel, explore, winter, transport</p>	<p>understand how life has changed over time. Sources tell us about the real past; stories are imagined.</p> <p>Suggested Story Links The Lighthouse Keeper's Lunch – Ronda Armitage Peepo! – Janet & Allan Ahlberg The Jolly Postman – Janet & Allan Ahlberg</p> <p>Key Vocabulary past, present, old, new, history, Victorian, tower, evidence, birds, winter, timeline</p>	<p>Key Vocabulary spring, plant, root, stem, leaf, flower, habitat, environment, growth, nature, lifecycle, chick, egg</p>	<p>Coastal Meads supports habitats such as grasslands, chalk cliffs, hedgerows and gardens. 4 Living things are adapted to their environments.</p> <p>Suggested Story Links Mad About Minibeasts – Giles Andreae Superworm – Julia Donaldson The Very Hungry Caterpillar – Eric Carle</p> <p>Key Vocabulary minibeast, insect, classify, life cycle, habitat, feature, spring, observe, compare</p>	<p>Key Knowledge The Meads coastline is shaped by chalk cliffs and erosion. Different global coastlines have different wildlife, temperatures and landforms.</p> <p>Suggested Story Links The Storm Whale – Benji Davies Flotsam – David Wiesner At the Beach – Roland Harvey</p> <p>Key Vocabulary coast, cliff, beach, tide, erosion, rocks, sea, landmark, map, summer, fieldwork</p>
<p>Checkpoint: End of Reception – Knowledge and Understanding of the World</p>	<p>By the end of Reception, children should confidently describe their local environment, using key vocabulary such as map, landmark, coast, cliff, past, present, and habitat. They should be able to explain what they see around St John's Meads, including identifying the St John's Church tower and recognising features of the coastal landscape, such as beaches and chalk cliffs. Across the year, they should have tracked seasonal changes — autumn leaves, winter frost, spring buds and summer warmth — and explain how these affect plants, animals and daily life. Children should compare their own community with others globally, talking about different homes, journeys, traditions and environments using terms such as similar, different, environment, and country. They should show early historical understanding by comparing old and new buildings, recognising that St John's Church was damaged during the war and rebuilt, and learning about significant figures whose actions shaped the past. They should describe animals and plants, classify minibeasts, identify birds, describe the lifecycle of an animal and a plant and compare local habitats with contrasting ones around the world. A culminating beach trip enables real fieldwork experience, preparing them to use geographical language, ask enquiry questions and compare environments</p>					



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<p style="text-align: center;">RE</p> 	<p>Key Question Focus: Being special – Where do we belong?</p> <p>Knowledge Know that every person is special and belongs to different families and communities Recognise that some people belong to religious communities Begin to understand that beliefs and values can be important to people</p> <p>Skills Talk about themselves, their family and what is important to them Listen to and respond to stories about belonging and being special Show awareness of others' feelings and experiences</p>	<p>Key Question Focus: Why is Christmas special for Christians?</p> <p>Knowledge Know that Christmas is a special celebration for Christians Retell the main events of the Christmas story Recognise symbols linked to Christmas (light, star, gifts)</p> <p>Skills Sequence events in a religious story Make simple links between story and celebration Express own feelings and ideas about celebrations</p>	<p>Key Question Focus: Why is the word "God" important for Christians?</p> <p>Knowledge Know that Christians believe in God Recognise that beliefs are expressed through stories and prayer Understand that not everyone shares the same beliefs</p> <p>Skills Ask simple "big questions" (Who? Why? What if?) Talk about beliefs with sensitivity Listen respectfully to different viewpoints</p>	<p>Key Question Focus: Why is Easter special to Christians?</p> <p>Knowledge Know that Easter is an important Christian celebration Understand that Easter links to ideas of love, hope and new life Recognise symbols associated with Easter (cross, light, egg)</p> <p>Skills Retell a story using language, play or artwork Identify feelings in religious stories Reflect on ideas of kindness, forgiveness and care</p> <p>Children relate story themes to their own behaviour Moral reasoning encouraged through talk, not judgement</p>	<p>Key Question Focus: Which places are special and why?</p> <p>Knowledge Know that some places are special to people (religious and non-religious) Recognise churches as special places for Christians Begin to notice similarities and differences between special places</p> <p>Skills Describe features of special places Ask questions about artefacts and spaces Compare experiences respectfully</p>	<p>Key Question Focus: How should we care for others and the world?</p> <p>Knowledge Know that many religions teach care, kindness and responsibility Recognise shared values across different worldviews Understand that actions affect others and the world</p> <p>Skills Reflect on right and wrong in age-appropriate ways Express own values while respecting others' Make links between learning and daily life</p>
<p>End of Reception Checkpoint – Year 1 Readiness</p>	<p>By the end of Reception, children are ready for Year 1 in Religious Education as they can confidently talk about special people, stories, celebrations and places, particularly within Christianity, while recognising that people hold different religious and non-religious beliefs; they retell familiar religious stories, identify key symbols, and explain why events such as Christmas and Easter matter to Christians, show respect and openness towards others' views, ask simple but thoughtful questions about belief and meaning, and make clear links between what they have learned and their own behaviour, values and experiences, demonstrating curiosity, empathy and an emerging personal worldview that prepares them to engage with the more structured enquiry questions of the Year 1 RE curriculum.</p>					
<p>ELG: People, Culture and Communities</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. 						



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ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and Design

<p>Creating with Materials (DT and Cooking)</p>	<p>Focus: Introducing Tools & Materials, Simple Joining, Safe Handling, Healthy Eating</p> <p>Key Skills Learn basic tool safety: how to hold scissors, glue spreaders, hole punch, tape dispenser. Tear, cut and join materials using tape, glue sticks and simple tabs. Select materials with a purpose (e.g., cardboard for strength, paper for flexibility). Begin to understand function when making simple models (e.g., “This part holds it up”). Use simple construction toys (Duplo, wooden blocks) to build stable structures.</p> <p>Key Knowledge Objects are made from different materials for different purposes.</p>	<p>Focus: Mechanisms, Wheels & Axles, Pathway Design, Food for Energy</p> <p>Key Skills Explore simple mechanisms: rolling, sliding, turning. Create simple moving models using wheels and axles (using straws/dowels). Plan a simple route or pathway (links to journey theme). Strengthen models with folded card (bends, flaps).</p> <p>Key Knowledge Vehicles use wheels and axles to move. Pathways and routes link community landmarks such as the school, roads and Meads seafront.</p> <p>Cooking Skills Make a simple energy snack (e.g., oat bar)</p>	<p>Focus: Building Structures, Hinges & Simple Fastenings, Purposeful Design</p> <p>Key Skills Build small structures that stand independently (castles, towers, houses). Make simple hinges (paper/card) for doors or trapdoors. Explore joining methods: split pins, treasury tags, masking tape tabs. Understand how to make structures more stable (wide base, triangle shapes).</p> <p>Key Knowledge Real towers, such as the St John's Mead tower, are supported by strong foundational structures. Buildings have different parts for different functions (doors, battlements, roofs).</p> <p>Cooking Skills</p>	<p>Focus: Constructing for Strength, Textures & Natural Materials, Garden Products</p> <p>Key Skills Build structures using natural materials (twigs, leaves, pebbles). Learn early form-and-function thinking: “Why is this shape good for supporting...?” Explore simple mechanisms in nature (flaps for wings, open/close parts). Use glue guns with adult supervision for stronger joins.</p> <p>Key Knowledge Plants and natural forms can suggest structural design. Seasonal changes in Meads' natural areas influence material choices (wet/smooth pebble vs. dry branch).</p> <p>Cooking Skills Make a simple salad, practising tearing leaves and safely slicing soft vegetables.</p> <p>Key Vocabulary natural materials, support, join, stability, properties, tear, slice, construct</p>	<p>Focus: Mechanisms in Nature, Symmetry in Design, Mini-Beast Engineering</p> <p>Key Skills Create mechanisms that mimic insect movement: flapping wings using paper levers, sliding parts. Build bug hotels or simple habitats using recycled and natural materials. Refine joining: hole punches + split pins for movement; folded tabs for stability. Understand symmetry as part of designing (insect wings, shapes).</p> <p>Key Knowledge Mini-beasts in the Meads area live in habitats shaped by material properties</p>	<p>Focus: Complex Joining, Waterproofing, Functional Design, Controlled Cutting</p> <p>Key Skills Explore waterproof materials (plastic, foil) for seaside-themed structures (boats, shelters). Modify designs after testing (Does it float? Does it keep water out?). Use controlled cutting for curves, templates and stencils. Create simple moving parts for seaside scenes (elevators for lighthouses, sliding waves).</p> <p>Knowledge Focus The Meads coastline includes chalk cliffs and coastal materials which influence design decisions (e.g., erosion, weather). Designers test and improve prototypes.</p>
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	<p>Buildings in the local area (e.g., St John's Church tower) use strong materials like stone and brick.</p> <p>Cooking Skills Explore basic food preparation safely: washing hands, using a knife with adult-guided "bridge grip" to cut soft fruit.</p> <p>Key Vocabulary cut, join, stick, build, materials, strong, weak, safe, handle, purpose</p>	<p>through mixing ingredients and shaping.</p> <p>Key Vocabulary wheels, axles, roll, slide, turn, route, strengthen, plan, design, model</p>	<p>Make fairy-tale themed snacks (e.g., bread shapes, castle sandwiches) using safe spreading and cutting.</p> <p>Key Vocabulary structure, base, hinge, stable, join, design, function, purpose, strong</p>		<p>in the landscape (chalk, grassland). Designers look closely at real-life examples to understand function.</p> <p>Cooking Skills Make a healthy wrap, learning to fill, fold and roll ingredients safely.</p> <p>Key Vocabulary lever, flap, slide, habitat, symmetry, mechanism, design, fold, roll</p>	<p>Cooking Skills Prepare a fruit kebab, practising sequencing, safe skewering and pattern-making.</p> <p>Key Vocabulary waterproof, test, improve, template, curve, float, prototype, adapt</p>
<p>Checkpoint: End of Reception – Design & Technology Readiness for Year 1</p>	<p>By the end of Reception, children should be able to use a widening range of tools and materials with confidence, control and increasing independence, selecting appropriate resources based on their properties and the intended function of their designs. They should understand that different materials behave in different ways and can describe simple properties such as strong, flexible, waterproof or textured, drawing on experiences of observing local structures such as the stone and brickwork of St John's Church tower in Meads to discuss stability and form. Children should demonstrate the ability to construct simple freestanding structures, use early mechanisms such as flaps, sliders, hinges and wheels, and show an emerging awareness of how parts can be joined, strengthened or adapted to improve their models. They should also be confident in preparing simple foods safely, progressing from cutting soft fruits to assembling wraps or salads with an awareness of hygiene and safe handling.</p> <p>Children should increasingly explain their design choices, describing the purpose of what they have made and reflecting on what worked well or could be improved, using vocabulary such as structure, base, join, mechanism, function, stable, and adapt. They should show an awareness that design is influenced both by purpose and by context, including the natural and built environment around them, such as the coastal materials and landscapes of Meads that shape how things are built and used locally</p>					
<p>Being Imaginative and Expressive (Music)</p>	<p>Focus: Pulse, Singing, Copying Rhythm, Confidence in Music Making (Unit Me)</p> <p>Key Knowledge Music has a pulse – the steady beat at the heart of all music. Nursery rhymes tell stories and help us learn musical patterns.</p>	<p>Focus: Rhythm Patterns, High/Low Games, Musical Storytelling (unit My Stories)</p> <p>Key Knowledge Rhythm is long and short sounds over the pulse. Music can represent different characters, places, and stories.</p> <p>Key Skills</p>	<p>Focus: Pitch, Expression, Singing with Control, Ensemble Awareness (unit Everyone!)</p> <p>Key Knowledge Pitch = high and low sounds used to make melodies. Songs have sections (verse/chorus). Music can tell imaginative or fantasy stories.</p>	<p>Focus: Timbre, Dynamics, Creating Simple Music Patterns (unit Our World)</p> <p>Key Knowledge Timbre describes the quality of sound (smooth, scratchy, bright, warm). Dynamics describe volume changes (loud/quiet). Nature inspires repeating musical motifs (birdsong patterns, raindrop rhythms).</p> <p>Key Skills</p>	<p>Focus: Improvisation, Pattern, Developing Musical Independence</p> <p>Key Knowledge Improvisation = making your own musical ideas. Nature often creates patterns and repetition, mirrored in music.</p>	<p>Focus: Performance, Musical Structure, Appraisal (Big Bear Funk + Reflect, Rewind & Replay)</p> <p>Key Knowledge Music has structure: introduction, verse, chorus, ending. Performances are about sharing learning.</p>



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	<p>Songs can express feelings (“happy”, “calm”, “bouncy”).</p> <p>Key Skills Keep a steady pulse using body percussion (marching, patting, clapping). Copy simple one-word rhythms (“name rhythms”). Explore high and low using voices. Join in with familiar rhymes and respond with simple movements. Begin singing with a clear starting pitch.</p> <p>Key Vocabulary pulse, beat, rhythm, high, low, voice, fast, slow, same, different, pattern</p> <p>Linked Rhymes/Songs (From Charanga) Pat-a-cake 1, 2, 3, 4, 5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song</p>	<p>Copy 2-3 word rhythm patterns. Follow simple graphic symbols (up = high, down = low). Respond creatively to different music styles with movement. Begin call-and-response singing. Use simple instruments to explore pulse (egg shakers, claves).</p> <p>Key Vocabulary rhythm, pattern, high, low, pitch, loud, quiet, respond, copy, echo</p> <p>Linked Rhymes/Songs I’m a Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock ABC Song</p>	<p>Key Skills Explore 3-note patterns on tuned percussion (C–D–E). Sing with increasing pitch control (steps up and down). Copy pitched patterns using voice and instruments. Create simple sound effects for stories (high fairy sounds, low giant sounds). Follow start/stop cues as an ensemble.</p> <p>Key Vocabulary pitch, high, low, melody, notes, verse, chorus, imitate, ensemble</p> <p>Linked Rhymes/Songs Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Twinkle Twinkle If You’re Happy and You Know It</p>	<p>Explore contrasts: loud/quiet, smooth/scratchy, long/short. Create simple 2-note melodies to match pictures or themes (e.g., sunshine = high). Maintain a steady beat while others layer rhythms. Use instruments purposefully to represent spring ideas (tap = raindrop, guiro = frog).</p> <p>Key Vocabulary dynamics, loud, quiet, timbre, smooth, rough, texture, pattern, motif</p> <p>Linked Rhymes/Songs Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row Row Row Your Boat The Wheels on the Bus</p>	<p>Instruments can create different effects depending on how they are played.</p> <p>Key Skills Improvise using one-note then two-note patterns (Charanga Activity D). Perform repeated rhythm patterns (ostinato). Create insect-inspired rhythms (buzzing, tip-toe, flutter). Work in pairs to create a call-and-response.</p> <p>Key Vocabulary improvise, invent, create, ostinato, repeat, pattern, duet, echo</p> <p>Linked Rhymes/Songs The Hokey Cokey Wheels on the Bus Baa Baa Black Sheep Incy Wincy Spider</p>	<p>Funk music uses strong pulse, basslines, and repeated riffs.</p> <p>Key Skills Keep a steady pulse through an entire piece. Perform with greater control (start/stop, loud/quiet). Sing with clearer diction and confidence. Play simple tuned instrument patterns (C–D–E) in time. Talk about music using full sentences (“I liked the beat because...”).</p> <p>Key Vocabulary performance, chorus, verse, bassline, riff, steady, appraise, evaluate</p> <p>Linked Rhymes/Songs Big Bear Funk (transition unit) Key classical works from the Reflect, Rewind & Replay unit: William Tell Overture Dance of the Sugar Plum Fairy Flight of the Bumblebee Holst’s Jupiter</p>
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<p>Checkpoint: End of Reception – Music Readiness for Year 1</p>	<p>By the end of Reception, children should be able to keep a steady pulse, copy and create simple rhythm patterns, and explore high and low pitch, demonstrating secure foundations in the interrelated dimensions of music as outlined in the Charanga Reception programme. They should confidently sing from memory, respond to a variety of musical styles, and follow musical cues such as start, stop, loud and quiet, reflecting the listening and responding expectations described in Charanga's Early Years units. Children should also show early skills in improvisation and composition, using one- or two-note patterns and selecting appropriate sounds for expressive purposes, preparing them to meet Year 1 requirements to create and combine musical ideas. Finally, children should be able to perform songs with increasing control, expression and simple instrumental accompaniment, demonstrating readiness for Year 1 National Curriculum expectations to sing expressively, play tuned and untuned instruments musically, listen with concentration and create short musical patterns.</p>					
<p>Creating with Materials (Art)</p>	<p>Links to overarching Theme: Identity, Self-Portraits, Community</p> <p>Key Knowledge Know that artists use line, shape and colour to represent people. Know key facial features and proportions in portraits. Know that Meads has important historical landmarks, including St John's Church tower, built in 1869 and still standing after wartime bombing.</p> <p>Key Skills: Controlled mark-making, exploring lines and shapes. Draw self-portraits with shapes and increasing detail. Colour mixing for skin tones. Draw simple community buildings (homes, church tower).</p> <p>Art Forms Explored Drawing Colour Work</p>	<p>Links to overarching Theme: Paths, Movement, Printing, Maps</p> <p>Key Knowledge Know what a landscape is. Know physical features of Meads: coastline, cliffs, Beachy Head. Know prints create repeating patterns.</p> <p>Key Skills Draw simple journey maps e.g to the school or church etc. Use objects to print paths and routes. Explore rubbings of textures from local surfaces (i.e brick, wood, metal).</p> <p>Art Forms Explored Printing, Drawing (a birds-eye view) Mixed Media</p> <p>Key Vocabulary journey, route, landscape, map, print, pattern, repeat, texture, rub, pressure, surface</p>	<p>Links to overarching Theme: Stories, Characters, Fantasy Architecture, Sculpture</p> <p>Key Knowledge Know art can tell stories. Know what texture is and how to create it. Know buildings have structural features: arches, towers, windows. Know Meads has Victorian buildings with decorative, story-like features. Know the St John's Church tower is a real tower that can inspire imaginative creations.</p> <p>Key Skills Draw story characters and settings. Sculpt characters using clay. Add texture using tools. Create story scene collages.</p> <p>Art Forms Explored Sculpture Collage Painting</p>	<p>Links to overarching Theme: Spring, Observation, Creating Structures, Collage</p> <p>Key Knowledge Know how to observe natural objects closely. Know basic structural vocabulary: base, join, support, balance. Know colour choices can represent real nature (greens, yellows, pastels). Know Meads coastal vegetation changes with seasons.</p> <p>Key Skills Observational drawing of plants and spring growth. Creating structures using sticks, blocks, natural materials and clay. Watercolour blending for soft spring palettes. Layering materials for spring collages.</p> <p>Art Forms Explored Drawing Creating Structures Painting Collage</p> <p>Key Vocabulary observe, detail, structure, join, support, balance, stability, watercolour, blend, layer, natural materials</p> <p>Suggested Texts A Seed is Sleepy</p>	<p>Links to overarching Theme: Minibeasts, Pattern, Nature Printing, Sculpture</p> <p>Key Knowledge Know insects have symmetrical features. Know textures can be created through printing, rubbing and layering. Know local habitats in Meads (green areas, chalk cliffs) support various insects.</p> <p>Key Skills Draw symmetrical insect patterns. Create nature prints (leaf/stem/flower stamping). Sculpt insects from clay and natural materials. Combine textured materials into mixed-media pieces.</p> <p>Art Forms Explored</p>	<p>Theme: Coast, Water, Waves, Mixed Media, Local Landmarks</p> <p>Key Knowledge Know vocabulary for seaside textures (foamy, rippled, grainy). Know about Meads coastal landmarks: Holywell, Beachy Head, chalk cliffs. [en.wikipedia.org] Know how mixed media can represent movement and water.</p> <p>Key Skills Create water effects using sponges, salt, printing and brushes. Large-scale collaborative mural work. Draw and paint local landmark scenes. Plan- create- evaluate a final independent art piece.</p> <p>Art Forms Explored Mixed Media, Printing, Drawing, Collaborative Mural</p> <p>Key Vocabulary</p>



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	<p>Key Vocabulary portrait, self-portrait, line, shape, colour, mix, light/dark, detail, feature, community, landmark, church tower</p> <p>Suggested Texts The Dot (confidence in starting with a mark) Incredible You</p> <p>Local Community Links</p> <p>Children photograph or sketch the church tower.</p>	<p>Suggested Texts Beautiful Oops! Journey (wordless picture book)</p> <p>Local Community Links</p> <p>Outdoor rubbings from Meads buildings and natural textures.</p>	<p>Key Vocabulary story, character, setting, texture, smooth, rough, tower, arch, detail, sculpture, model, shape, form</p> <p>Suggested Texts Traditional tales The Dot (mark - story inspiration)</p> <p>Local Community Links Compare fairy-tale towers to the real Meads church tower.</p>	<p>Errol's Garden</p> <p>Local Community Links Observing new life in local park and coastal paths.</p>	<p>Printing, Sculpture, Collage</p> <p>Key Vocabulary symmetry, pattern, print, stamp, rub, texture, natural, sculpture, form, detail, mixed media</p> <p>Suggested Texts Mad About Minibeasts Superworm</p> <p>Local Community Links Observing bugs around Meads green spaces and school grounds.</p>	<p>coast, cliff, wave, texture, ripple, foam, collage, mixed media, landmark, mural, evaluate</p> <p>Suggested Texts The Storm Whale Flotsam</p> <p>Local Community Links Create a mural titled "Our Meads by the Sea", including church tower + coastline.</p>
<p>Checkpoint: End of Reception – Art & Design Readiness for Year 1</p>	<p>By the end of Reception, children should confidently use a range of tools and materials with control, including pencils, brushes, collage materials, printing objects, clay and simple construction resources. They should show an emerging ability to draw with increasing accuracy, representing themselves, familiar people, natural forms and simple structures, supported by observation of local landmarks such as the St John's Church tower in Meads, which provides real examples of shape, pattern and architectural detail. They should also demonstrate knowledge of how places change over time, such as Meads' history as a former farming hamlet that later developed Victorian buildings, which strengthens their awareness of old and new features and supports early disciplinary understanding.</p> <p>Children should be able to mix colours purposefully, create texture using tools and materials, and combine media (drawing, paint, printing, collage or sculpture) to express ideas. They should increasingly plan, create and adapt their artwork, selecting techniques intentionally and beginning to comment on their creative choices. They should show the ability to construct simple 3D forms and structures, demonstrating early design thinking such as joining, supporting and balancing materials.</p> <p>Across the year, children should also be able to talk confidently about their own work and the work of others, using vocabulary such as line, shape, colour, texture, structure, and pattern, and name a variety of artists from different cultures, supporting cultural capital and broad visual literacy.</p>					
<p>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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. 						