

ST JOHN HENRY NEWMAN CATHOLIC PRIMARY SCHOOL



EYFS DETAILED CURRICULUM & PROGRESSION

Reception • 2026–2027

Operational companion to the EYFS Policy

Our curriculum is ambitious, play-rich and responsive. It identifies the knowledge, skills, vocabulary, texts, experiences, adaptations and assessment opportunities that help children build securely from their individual starting points towards the Early Learning Goals and the Year 1 curriculum.

It is a working document. The EYFS team adapts provision in response to children's interests, observations, assessment information, cohort needs and evaluation of impact, while protecting the essential knowledge and progression children need to learn.

Review cycle: ongoing through the year, with a formal annual review

1. Curriculum Intent

Our Reception curriculum provides a broad, balanced and carefully sequenced foundation for learning. Children learn through a deliberate blend of direct teaching, adult-guided experiences, high-quality responsive interaction and purposeful child-initiated play. Indoor and outdoor provision are treated as equally important learning environments.

High-quality relationships and interactions are central. Adults model language, notice and extend children's thinking, introduce precise vocabulary, revisit prior learning and create opportunities for children to practise knowledge and skills independently. The curriculum remains flexible enough to respond to children while retaining clear curricular goals.

- Progress from individual starting points towards the Early Learning Goals (ELGs) and readiness for Year 1.
- Prioritise communication and language, reading, phonics, writing and mathematical fluency.
- Build knowledge of the world through first-hand experiences, stories, non-fiction, science, geography, history and computing.
- Develop physical confidence, self-regulation, independence, relationships and healthy choices.
- Nurture creativity through art, design, music, imaginative play, performance and making.
- Place Catholic life, prayer, Religious Education, dignity, service and the Common Good at the heart of provision.
- Ensure children with SEND, EAL, disadvantaged children and those at risk of falling behind can access and succeed within the same ambitious curriculum.

2. Curriculum structure

Areas to consider	How it is embedded
Adult-guided teaching	Short, purposeful teaching in phonics, reading, mathematics, RE, PSED, communication and language, physical development and carefully planned curriculum inputs.
Responsive interaction	Adults observe, join play sensitively, model vocabulary, extend ideas, ask purposeful questions and respond to misconceptions or emerging interests.
Child-initiated learning	Children choose, explore, create, rehearse and apply learning independently. Adults ensure continuous provision offers meaningful challenge rather than simply occupying children.
Indoor provision	Reading, writing, maths, construction, small world, creative, investigation, role play and fine-motor opportunities are intentionally resourced and enhanced in response to current learning.
Outdoor provision	A continuation of the classroom: gross motor, large-scale construction, investigation, nature, mark-making, maths, imaginative play, gardening, water/sand and problem solving.
Reading culture	Daily story time, rhymes and poetry, weekly library opportunities, book talk, reading for pleasure, decodable reading practice and a broad reading diet.
Assessment	Observation and interaction are used to understand what children know and can do. Assessment informs next teaching, provision and support; recording is proportionate and avoids unnecessary evidence collection.

3. Characteristics of Effective Teaching and Learning

Characteristic	What this looks like in Reception
Playing and exploring	Children investigate, make choices, take manageable risks, use resources in different ways and 'have a go'. Adults protect sustained play and help children connect experiences.
Active learning	Children concentrate, practise, persevere, recover from difficulty and take pride in improvement. Adults model persistence and break challenges into achievable steps.
Creating and thinking critically	Children develop ideas, make predictions, test possibilities, notice patterns, explain choices, review what happened and try a different approach.

4. Long-Term Curriculum Overview 2026–2027

Themes provide meaningful contexts rather than fixed boundaries. Texts and enhancements may be adapted to cohort interests and needs while the intended knowledge and progression remain secure.

Half term	Curriculum context	Key emphasis / experiences
Autumn 1	All About Me	Settling in; friendships; routines; identity; senses; school and local environment; early maps; baseline; Harvest; teddy-bear picnic/local autumn walk; dentist/community visitor.
Autumn 2	Celebrations	Autumn/winter change; celebrations and festivals including Diwali, Hanukkah and Christmas; light; Guy Fawkes; people who help us; Nativity; purposeful making and writing.
Spring 1	Winter • People Who Help Us	Winter observation and investigation; cold climates; past/present; transport; Lunar New Year; Martin Luther King Day; Safer Internet Day; local walk; police visit; museum experience.
Spring 2	Growing	Plants, minibeasts, life cycles, seasonal change, materials, growth and change; Easter; gardening and observational work.
Summer 1	Animals	Habitats; farm and wild animals; forces; materials; maps and journeys; stories and non-fiction; creative animal work.
Summer 2	Healthy Living	Healthy bodies and choices; food; wider world; community; oceans/water themes; consolidation; independence and transition to Year 1.

5. Core Texts, Rhymes, Non-fiction and Reading Diet

Half term	Core / stimulus texts	Reading and language purpose
Autumn 1	Elmer; Here We Are; The Three Little Pigs; Supertato; Pumpkin Soup; nursery rhymes; wider reading including All Are Welcome, Who Is the World For? and We're Going on a Bear Hunt.	Identity, friendship, description, repeated refrains, story sequence, vocabulary, print awareness and oral retelling.
Autumn 2	Little Red Hen; The Gingerbread Man; Biscuit Bear; The Jolly Postman; Christmas/Nativity texts; autumn poetry. Wider reading including Non-Fiction- Rosa Parks, Oh dear look what I got.	Instructions, sequence, letters/lists, celebrations, poetry, story language and performance.
Spring 1	Oh Dear, Look What I Got!; Peace at Last; The Little Penguin; The Animal Race for Lunar New Year; We're Going on a Lion Hunt; non-fiction about frozen lands. Wider reading including Narrative Narratively Complex and Archaic- The Perfect Fit , The most magnificent thing	Questioning, retelling, information retrieval, vocabulary for winter/places, story structure and cultural knowledge.
Spring 2	The Very Hungry Caterpillar; Jasper's Beanstalk; The Three Billy Goats Gruff; Wider reading including minibeast and plant non-fiction.	Life cycles, growth, chronology, story maps, captions, labels and simple sentences.
Summer 1	Rosie's Walk; What the Ladybird Heard; Dear Zoo; farm/animal non-fiction; Wider reading including The Rainbow Fish; Rainbow of Feelings; I Am Angry; My Two Grannies.	Position and journey language, animals/habitats, prediction, rhyme, character, purposeful writing.
Summer 2	Handa's Surprise; Oi Frog; healthy-living non-fiction Oliver's Vegetables; Wider reading including Big Blue Whale; The Hare and the Tortoise.	Journey and culture, rhyme, health, information texts, emotions, relationships, comprehension, independent retelling and writing.

Daily provision also includes nursery rhymes, poems, songs, traditional tales, culturally diverse stories and carefully selected non-fiction. Re-reading is used deliberately to deepen comprehension, vocabulary, fluency and enjoyment.

6. Communication and Language Progression

Term	Listening, attention & understanding	Speaking and vocabulary
Autumn	Attend to short whole-class and small-group experiences; understand one-step and increasingly two-step instructions; learn why listening matters; respond to familiar stories and routines.	Talk about self, family, interests and experiences; take turns; use simple sentences; acquire vocabulary through stories, role play, songs and adult modelling; celebrate multilingualism and home languages.
Spring	Sustain attention for longer; follow two-step instructions; answer and ask how/why questions; sequence events; listen to peers and build familiarity with stories and non-fiction.	Use longer sentences and conjunctions; retell with story language; use time connectives; explain ideas; use topic-specific vocabulary for winter, people, dinosaurs, growth and the natural world.
Summer	Listen attentively in a range of contexts; respond with relevant questions/comments; follow increasingly complex instructions; anticipate and explain events.	Speak confidently in discussion; describe events in detail; explain reasoning; negotiate during play; retell and invent narratives; use a widening range of precise and subject-specific vocabulary in preparation for Year 1.

Planned language practice

Daily story time, sharing circles, RE, PSED, singing, role play, Talk for Writing/story mapping, assemblies, show-and-tell/weekend news, partner talk and targeted speech-and-language intervention provide repeated opportunities to hear, practise and apply new language.

7. Personal, Social and Emotional Development

Term	Intended learning
Autumn	Identify and express feelings; understand that others have feelings; form positive relationships; learn class routines; manage personal hygiene; make choices; begin to regulate with adult support; develop confidence and belonging.
Spring	Consider others' perspectives; work towards a goal; persevere; resolve simple conflict; ask for help; develop independence; understand safe/unsafe choices, including online and personal safety.
Summer	Make healthy choices; regulate behaviour with increasing independence; wait and control impulses when appropriate; sustain attention; set simple learning goals; contribute to the community; prepare emotionally and practically for Year 1.

Ten:Ten Life to the Full supports PSED across the year: Created and Loved by God; Created to Love Others; and Created to Live in Community. Teaching includes uniqueness, bodies and health, emotional wellbeing, life cycles, relationships, forgiveness, keeping safe, life online and responsibilities within the wider world. [Life To The Full Primary – Ten Ten Resources](#)

PSED linked with RE plan	Autumn term:	Spring term	Summer term
Units of work	 EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:	 EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe	 EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good

	Unit 1– Religious Understanding <i>introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</i>	The two part session in Unit 1 – Religious Understanding firstly helps children to understand why the Bible is so special to <u>Christians</u>, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.	Unit 1 – Religious Understanding introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things
	In Unit 2 – Me, My Body, My Health, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.	In Unit 2 – Personal Relationships teaches us how to forgive ourselves and others. children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behavior in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus	Unit 2 – Living in the Wider World helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.
	Over the three sessions of Unit 3 – Emotional Well-Being, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. <u>Finally</u> through a <u>real world</u> example, children will learn that actions have consequences; that when we	In Unit 3 – Keeping Safe, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be	Final assessments
	make <u>mistakes</u> we should say sorry and ask for forgiveness. Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals. Unit 4 – Life Cycles children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives and that we are loved by Him at every life stage.	linked to the 'People Who Help Us' topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.	

8. Physical Development

Terms	Gross motor / PE	Fine motor and independence
Autumn 1	Fundamentals Unit 1 and Introduction to PE Unit 1: balance, run, jump, hop, change direction, crawl, skip, spatial awareness, co-operation and safe movement.	Threading, cutting, playdough, drawing lines/circles, developing dominant hand, pencil grip, name writing, toileting and handwashing independence.
Autumn 2	Movement, balance and ball experiences; wheeled resources; outdoor climbing; increasing control and co-operation.	Build hand strength and pencil pressure; manipulate tools; model correct letter formation; use scissors and construction materials.
Spring 1	Fundamentals Unit 2 and Introduction to PE Unit 2; active outdoor learning in winter; dressing independently for weather.	Sewing, threading, object manipulation, dough disco; form letters increasingly accurately; manage zips, buttons, hats, scarves and gloves.

Terms	Gross motor / PE	Fine motor and independence
Spring 2	Games, movement sequences and outdoor challenge; growing confidence and stamina.	Comfortable effective pencil grip; recognisable letter formation; increased control of tools and materials.
Summer 1	Ball Skills Unit 2: roll, track, throw, catch, kick and dribble; co-operation, perseverance and safe play.	Consistent hand use; cut straight and curved lines; drawing control; increasingly fluent letter formation.
Summer 2	Consolidate core movement patterns, balance, agility and ball skills; independence in outdoor challenge.	Correct letter formation; copying shapes; diagonal lines; controlled colouring/drawing; use smaller construction pieces confidently; readiness for Year 1 recording demands.

9. Literacy: Reading, Phonics and Writing

Systematic phonics and reading

Read Write Inc. is used systematically. Children practise decoding with books and texts matched to their secure phonic knowledge. Reading practice prioritises accuracy, fluency and comprehension, while daily shared reading and story time build language comprehension and pleasure.

Term	Indicative RWI progression
Autumn 1	Read approximately 16 Set 1 single-letter sounds; oral blending.
Autumn 2	Read approximately 25 Set 1 single-letter sounds; Set 1C blending; blend sounds into words orally.
Spring 1	Read approximately 31 sounds including Set 1 Special Friends (sh, th, ch, qu, ng, nk); blend to read words; Ditty Sheets as appropriate.
Spring 2	Read approximately 35 sounds including ff, ss, ll, ck; Red Storybooks as appropriate.
Summer 1	Consolidate approximately 35 sounds; Green Storybooks as appropriate.
Summer 2	Read approximately 41 sounds including first Set 2 sounds such as ar, or, air, ir, ou, oy; Green/Purple Storybooks as appropriate. Grouping and pace respond to assessment.

Writing progression

Term	Progression
Autumn	Meaningful mark making; name writing; dominant hand and grip; initial sounds; labels, captions, lists and messages; oral composition before transcription; correct formation taught explicitly.
Spring	CVC/CVCC/CCVC words; tricky/common exception words as taught; story maps; labels and captions; short sentences in meaningful contexts; sequence and recount; life-cycle and information writing.
Summer	Purposeful writing in role play; recipes, lists, poems/riddles, facts, postcards, recounts and stories; increasingly independent sentences with phonetically plausible spelling, finger spaces, capital letters and full stops; use familiar texts as models.

Children are not expected to write sentences before they have sufficient letter-sound knowledge. Transcription and composition are developed together through talk, modelling, shared writing and purposeful opportunities.

10. Mathematics: Fluency, Reasoning and Problem Solving

White Rose Maths provides the principal sequence. Daily teaching and continuous provision give children frequent, varied opportunities to use manipulatives, subitise, count, compare, compose and decompose number, notice pattern, reason, explain and solve practical problems.

Half term	Core sequence and knowledge		
Autumn 1	Getting to know you/baseline; match, sort and compare; measure and pattern; numbers 1, 2, 3; subitising; representation; 1 more/1 less; composition.		
<u>Getting to know you</u> Baseline Assessments Block 1- <u>Match, sort and compare</u> - Match objects - Match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts		Block 2- <u>Talk about measure and pattern</u> - Compare size (Goldilocks and the Three Bears) - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns	Block 3 - <u>It's me, 1,2,3</u> - Find 1, 2 and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 1 more 1 less Composition of 1,2 and 3
Autumn 2	Circles and triangles; positional language; 1–5; subitising and composition; shapes with four sides; shape in the environment; day/night.		
Block 4 - <u>Circles and Triangles</u> - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position		Block 5 - <u>1, 2, 3, 4, 5</u> - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more 1 less - Composition of 4 and 5 - Composition of 1-5	Block 6 - <u>Shapes with 4 sides</u> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment My day and night
Spring 1	Alive in 5 including zero; mass and capacity; 6, 7, 8; pairs, odd/even, doubles; combining groups; length, height and time.		
Block 1 - <u>Alive in 5</u> - Introduce 0 - Find 0 to 5 - Subitise 0 to 5 - Represent 0 to 5 1 more 1 less - Composition - Conceptual subitising to 5		Block 2 - <u>Mass and capacity</u> - Compare mass - Find a balance - Explore capacity - Compare capacity Block 3 - <u>Growing 6, 7 8</u> - Find 6, 7 and 8 - Represent 6, 7 and 8 1 more 1 less - Composition of 6, 7 and 8 - Make pairs – odd and even - Double to 8 (find a double) - Double to 8 (make a double) - Combine two groups - Conceptual subitising	Block 4 - <u>Length, height and time</u> - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time

Half term	Core sequence and knowledge	
Spring 2	9 and 10; comparison and composition to 10; bonds to 10; doubles; odd/even; 3-D shapes; patterns and pattern continuation.	
Block 5 - <u>Building 9 and 10</u> - Find 9 and 10 - Compares numbers to 10 - Represent 9 and 10 - Conceptual subitising to 10 1 more 1 less - Composition to 10 - Bonds to 10 (2 parts) - Make arrangements of 10 - Bonds to 10 (3 parts) - Doubles to 10 (find a double) - Doubles to 10 (makes a double) - Explore even and odd		Block 6 - <u>Explore 3-D shape</u> - Recognise and name 3-D shapes - Find 2-D shapes within the 3-D shapes - Use 3-D shapes for tasks 3-D shapes in the environment - Identify more complex patterns - Copy and continue patterns Patterns in the environment
Summer 1	Numbers beyond 10; verbal counting patterns; adding more/taking away; manipulate, compose and decompose shape; sharing and grouping; doubles and odd/even.	
Block 1 - <u>To 20 and beyond</u> - Build numbers beyond 10 (10-13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns		Block 2 - <u>How may now?</u> - Add more - How many did I add? - Take away - How many did I take away? Block 3 - <u>Manipulate, compose and decompose</u> - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes
		Block 4 - <u>Sharing and grouping</u> - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing Play with and build doubles
Summer 2	Visualise, build and map; positional language and instructions; maps/models; repeating-pattern rules; make connections; deepen understanding and consolidate ELG knowledge ready for Year 1.	
Block 5 - <u>Visualise, build and map</u> - Identify units of repeating patterns - Create own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations		Block 6 - <u>Make connections</u> - Deepen understanding - Patterns and relationships
		<u>Consolidation</u>

Mathematical pedagogy

- Fluency: rapid recognition of small quantities, stable counting, number relationships and flexible representations.
- Reasoning: adults ask children to notice, compare, justify, predict and explain how they know.
- Problem solving: real contexts in construction, snack, role play, outdoors, stories and routines require children to select and apply mathematics.



St John Henry Newman Catholic Primary School Yearly Curriculum Overview EYFS

	Specialism 1	Specialism 2	Specialism 3	Specialism 4	Specialism 5
Autumn	Art – Drawing - Marvellous Marks	DT – Structures -Junk Modelling	Computing: computing systems and networks: Using a computer	History: Peek into the past	Geography: Exploring maps
Spring	Computing: Programming: All about instructions	Art – Painting and mixed media - Paint My World	DT – Textiles - Bookmarks	History: Adventures through time	Geography: Outdoor adventures
Summer	Geography: Around the world	DT – Structures - Boats	Art – Sculpture and 3D - Creation Station	Computing: computing systems and networks: Exploring Hardware	

11. Understanding the World

Strand		Progression across Reception			
Science / natural world		From bodies, senses, fruit/vegetables and immediate surroundings to seasonal change, night/day, winter, materials, growth, animals, forces, healthy living and the wider natural world. Children observe, compare, predict, investigate and talk about change.			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me!	Celebrations	What happens in other worlds?	Growing	Animals	Healthy living
Block 1 - Me and my small world Reception Science Block 1 including guidance.pdf Explore the features of animals including humans Block 2 - What's in my basket? WRS EY Block 2.pdf Introduce fruit and vegetables Block 3 - Senses WRS EY Block 3.pdf Build on knowledge of bodies from block 1 Explore the senses of sight, touch, sound, smell and taste and identify which part of the body is used	Block 4 - Let's go outside WRS EY Block 4.pdf Explore the natural world around us Understand the effect of changing seasons Block 5 - What's changed WRS EY Block 5.pdf Explore simple changes Discuss changed that have been observed Block 6 - Night and day WRS EY Block 6.pdf Learn about nocturnal animals Explore shadows	Block 1 - Changes in Winter WRS EYS Spring Block 1.pdf Block 2 - Let it flow WRS EYS Spring Block 2.pdf Block 3 - From desert to jungle WRS EYS Spring Block 3.pdf	Block 4 - Watch it grow WRS EYS Spring Block 4.pdf Block 5 - Animal Detectives WRS EYS Spring Block 5.pdf Block 6 - Pushes and Pulls WRS EYS Spring Block 6.pdf	Block 1- From city to see. WRS EYS Summer Block 1.pdf Block 2. Look all around WRS EYS Summer Block 2.pdf Block 3. Test it out WRS EYS Summer Block 3.pdf	Block 4. Happy and Healthy WRS EYS Summer Block 4.pdf Block 5. Our wonderful world WRS EYS Summer Block 5.pdf Block 6. We are going on an animal hunt. WRS EYS Summer Block 6.pdf

Strand			Progression across Reception		
Geography- Kapow units			Begin with school/local environment and simple maps; identify land/water and features; use directional vocabulary; observe seasons; compare places; explore UK/city/countryside and world landscapes; create maps and plans.		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring maps Pirate map bingo, our school from above and let's build a map!	Exploring maps Creating journey sticks, investigating maps, map making	Outdoor adventures Nature catchers, observational painting, exploring the weather	Outdoor adventures Senses in nature, exploring the seasons, dress the teddy	Around the world Home or away?, Bear's UK travels, city or countryside?	Around the world Exploring world landscapes, desert explorers, polar explorers
History- Kapow units			Use own lives, photographs, toys and familiar events to distinguish past/present; develop chronology vocabulary; compare images and stories; family trees, transport and artefacts deepen understanding of change over time.		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Peek into the past Can you guess who? Past and present	Peek into the past My life timeline, Toy box Spot the difference	Adventure through time Family tree and my achievement Treasure box and picture detective Transport through time All five lessons of the unit			
Computing- Kapow units			Use a computer: keyboard, login/logout, mouse control; follow/give/debug instructions; explore hardware; sort and represent information; create simple branching databases; learn safe and responsible use in age-appropriate contexts.		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems and Networks 1: Using a Computer Keyboards Logging in and out Mouse Control Mouse Control – Clicking Mouse Control – Clicking and Dragging		Programming 1: All About Instructions Following Instructions Giving Simple Instructions Dressing Up Instructions Debugging Instructions (Washing Hands) Predictions		Computing Systems and Networks 2: Exploring Hardware Lessons 1 to 4 Exploring Hardware Tinker Tray Real World Tinker Tray Pictures of Play	
People, culture and communities through RE			Learn about family and community, occupations, festivals and celebrations; encounter similarities and differences through stories, visitors, local experiences and wider-world contexts.		

12. Expressive Arts and Design

Strand		Autumn		Spring		Summer					
Art		Drawing/Marvellous Marks: wax crayon, felt tip, chalk, observational pencil, faces and self-portraits.		Painting and mixed media/Paint My World: finger painting, outdoor painting, painting to music, collage, transient art, landscape and group art.		3-D/craft: clay, playdough, landscape art, animal sculpture; Let’s Get Crafty: cutting, threading, joining, paper forms and tissue-paper flowers.					
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Drawing: Marvellous Marks Mark making with wax crayons Mark making with felt tips Mark making with chalk Observational pencil drawings Drawing Faces Drawing faces in colour		Painting and mixed media: Paint my world Finger Painting Outdoor Painting Painting to music Collage and transient art Landscape collage Group Art		Art- Sculpture and 3D Creation Station Clay Playdough 3D Landscape Art Designing animal sculptures Creating animal sculptures Painting animal sculptures							
Design & Technology		Junk modelling: explore, cut, choose resources, make, evaluate, create temporary joins.		Textiles/bookmarks: weaving, threading, paper weaving, sewing with hessian, design, create and evaluate.		Structures/boats: waterproof materials, floating/sinking, investigate, design, create and test.					
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Structures: Junk Modelling Exploring Junk Modelling Cutting and Scissor Skills Choosing Resources Making Models Evaluation and Presentation Temporary Joins		Textiles: Bookmarks Exploring weaving and threading Paper Weaving Sewing with Hessian Designing Bookmarks Creating Bookmarks Evaluating Bookmarks		Structures: Boats Waterproof Materials Floating and Sinking Boats Investigating Boats Designing Boats Creating and Testing Boats							

Strand	Autumn	Spring	Summer
Music / performance	Nursery rhymes, singing, listening to varied music, movement, rhythm, celebration and Christmas/Nativity music.	Recorder/music provision; songs and movement; rhythm and performance linked to themes.	Continue recorder/music; sing well-known rhymes and songs; perform songs, rhymes, poems and stories; move in time with music.

Term	Weekly learning	Singing / Repertoire	Listening & Musicianship	Composing / Improvising	Performing / Instrumental Skills
Autumn 1	Exploring sound Discovering pulse Discovering rhythm Singing together	Baa Baa Black Sheep; Mary Had a Little Lamb; The Teddy Bear's Picnic.	Introduces attentive listening, the piano, tuned and untuned percussion, timbre and a steady pulse. Children respond through clapping, walking and movement, begin to describe sounds, and develop listening memory.	Creates shapes and movements in response to sounds; develops simple body-percussion rhythms and improvises with untuned percussion while maintaining a pulse.	Performs familiar songs as a class and, where appropriate, individually. Performs movement and simple rhythmic patterns to a steady pulse.
Autumn 2	Moving to a pulse Creating physical movement to a pulse Playing instruments to a pulse Singing together	Sing a Song of Sixpence and familiar nursery rhymes with actions.	Develops awareness of pulse through body percussion, movement and instruments. Children listen and respond to orchestral music including The Imperial March, Radetzky March and Pomp and Circumstance, noticing changes in pulse and working as an ensemble.	Creates body percussion, actions, four-beat rhythms and a simple ostinato. Children begin to lead and respond to one another within group music-making.	Performs songs with actions, body-percussion patterns and responses to orchestral music. Performs a simple four-beat ostinato as part of an ensemble.
Spring 1	Learning to hold the recorder Learning about fast and slow Learning to keep a pulse Singing together	The Grand Old Duke of York; The Hokey Cokey; She'll Be Coming Round the Mountain.	Explores tempo by identifying when the pulse becomes faster or slower. Children respond through singing, movement and untuned percussion and begin to lead others. Classical music is used to inspire expressive movement and artwork.	Creates fast and slow beats individually and as an ensemble, and invents movement and shapes to represent changes in tempo.	Performs fast and slow rhythms and expressive movement. Introduces recorder readiness through correct hand position and preparatory technique.
Spring 2	Learning to hold the recorder Learning to control the breath Learning to play note B Learning about loud and quiet Learning to keep a pulse Singing together	I Had a Little Nut Tree; Incy Wincy Spider; Round and Round the Garden; If You're Happy and You Know It.	Explores dynamics by recognising and responding to loud and quiet sounds in nursery rhymes and classical music. Children use voice, movement and untuned percussion to show changes in volume.	Creates rhythms, verses and ensemble responses using contrasting loud and quiet dynamics. Uses movement and visual art to represent musical contrasts.	Performs songs and ensemble pieces using loud and quiet with increasing control and expression. Develops recorder technique, including hand position and gentle breath control.
Summer 1	Learning to hold the recorder Playing note B Learning about self expression to music Responding to different musical moods Playing instruments to a story Learning to keep a pulse Singing together	Lavender's Blue	Develops ensemble playing and a more secure understanding of timbre. Children select sounds to represent characters, weather, actions and onomatopoeic words in stories such as Snow Sounds, Tiptoe Joe, Tap Tap Boom Boom, Listen to the Rain, Mortimer and Polar Bear, Polar Bear, What Do You Hear?	Selects and combines instrumental timbres to represent events and sounds in stories. Children improvise and create simple soundscapes, responding to rhythm, dynamics and tempo.	Performs story soundscapes as an ensemble, listening for cues and playing at the appropriate time. Recorder work develops note B, breath control and tone production.

Strand		Autumn		Spring		Summer	
Term	Weekly learning	Singing / Repertoire	Listening & Musicianship	Composing / Improvising	Performing / Instrumental Skills		
Summer 2	Learning to hold the recorder Playing note B to a pulse Group singing games Singing a group story Playing instruments and singing.	Hickory Dickory Dock; In and Out the Dusty Bluebells; Here We Go Round the Mulberry Bush; There Was a Princess Long Ago; Goldilocks and the Three Bears; Oranges and Lemons.	Consolidates ensemble singing, pulse, actions, timbre and dynamics through circle songs and musical storytelling. Children coordinate singing, movement and percussion and work cooperatively as a group.	Improvises actions, character movements and instrumental responses within songs and stories. Substitutes actions with untuned percussion and creates ideas collaboratively.	Performs songs, stories and actions confidently as an ensemble, maintaining a pulse and using contrasting dynamics. Recorder progression includes playing note B with a backing track.		
Imaginative play		Home corner, small world, story props, role play and open-ended materials used to retell and invent.		Role play and story mapping used to rehearse language and explore people, places and narratives.		Increasingly independent collaborative imaginative play, storytelling, performance and design.	

13. Religious Education, Catholic Life and Cultural Capital

Catholic identity is woven through relationships, prayer, worship, RE, PSED and daily life. Children learn that they are known and loved by God, that every person has dignity, and that they are called to love, serve, forgive and care for creation and the wider community.

Term / branch	RE and Catholic life
Autumn 1	RED Branch 1: Creation and Covenant. Creation, God's world, gratitude, Harvest, prayer and belonging.
Autumn 2	RED Branch 2: Prophecy and Promise. Advent, Nativity/Christmas and preparation; respectful encounter with celebrations such as Diwali and Hanukkah.
Spring 1	RED Branch 3: Galilee to Jerusalem. Jesus, Gospel stories, love of neighbour and service; wider cultural experiences including Lunar New Year and Martin Luther King Day.
Spring 2	RED Branch 4: Desert to Garden. Lent, Holy Week and Easter; growth, hope, forgiveness and new life.
Summer 1	RED Branch 5: To the Ends of the Earth. Easter season, mission, community and witness.
Summer 2	RED Branch 6: Dialogue and Encounter. Respectful encounter, community, similarities/differences, service and the Common Good.

Cultural capital is deliberately broadened through high-quality literature, visitors, local walks, museum experiences, community professionals, maps and globes, art and music, festivals, nature study and opportunities to discuss life beyond children's immediate experience.

14. Purposeful Indoor and Outdoor Play

Provision	Curriculum purpose
Role play / small world	Oral language, narrative, relationships, cultural knowledge, writing for purpose, counting, negotiation and imagination.
Construction / blocks	Spatial reasoning, design, problem solving, collaboration, positional language, mapping and gross/fine motor control.
Creative workshop	Choice of tools/materials, joining, cutting, drawing, painting, sculpture, design, evaluation and self-expression.
Reading / storytelling	Independent book choice, retelling, rhyme, story language, vocabulary, comprehension and reading for pleasure.
Maths provision	Counting, subitising, sorting, comparison, pattern, shape, measure, composition and real-life problem solving.
Investigation / natural world	Observation, prediction, seasonal change, plants, animals, materials, forces, senses and scientific vocabulary.
Outdoor large-scale provision	Climbing, balance, wheeled movement, large construction, water/sand, gardening, mark making, mapping, collaborative games and sustained imaginative play.

15. Inclusion, Adaptation and Targeted Support

The curriculum entitlement remains ambitious for every child. Adaptation changes access, scaffolding, pace, environment or level of adult support rather than narrowing children's entitlement unnecessarily.

Need / group	Typical adaptations and targeted response
SEND	Use individual plans/EHCP outcomes where applicable; reduce language load; visual timetables and now/next prompts; concrete resources; sensory/regulation support; task chunking; pre-teaching; repetition; alternative recording; targeted adult modelling; accessible environment; liaison with SENCO and external professionals.
EAL	Value and use home language; learn key words from families; visuals, gestures, objects and modelling; repeated sentence structures; partner talk; vocabulary pre-teaching; culturally relevant books; distinguish language acquisition from SEND.
Disadvantaged children	Prioritise attendance, language, reading access, experiences and participation; remove practical barriers; ensure equitable access to trips/books/resources; monitor progress closely and provide timely teaching rather than waiting for gaps to widen.
At risk of falling behind	Identify precise knowledge/skill gap; provide short, frequent keep-up support; further opportunities to revisit learning in provision; targeted phonics/reading, maths or language practice; review impact quickly and adjust.
Children exceeding typical expectations	Deepen rather than simply accelerate: richer vocabulary, explanation, reasoning, independent application, more complex texts/problems, leadership/collaboration and sustained projects.

16. Assessment and Responsive Planning

When	Purpose and approach
On entry / Autumn	Build a rounded picture through transition information, family voice, observation, interaction, Reception Baseline Assessment and curriculum-specific checks. Identify strengths, interests and priority gaps.
Daily / ongoing	Adults assess through teaching, play and conversation: what children recall, explain, apply and do independently. Immediate feedback, modelling, re-teaching and provision changes follow.
Phonics / reading	Regular RWI assessment informs grouping, pace, keep-up support and book matching. Children read decodable material consistent with secure phonics.
Maths / curriculum	Use questioning, practical tasks and observation to identify misconceptions and depth of understanding. Revisit essential knowledge through daily routines and provision.
Periodic review	EYFS team reviews progress towards curricular goals and ELGs, including vulnerable groups, and adjusts teaching, environment, interventions and experiences.
End of Reception	Use the EYFS Profile statutory requirements to judge ELGs. Transition information identifies strengths, next steps and support needed for Year 1.

Evidence is gathered naturally through professional knowledge of children. Photographs, written observations and work samples are used when they add value; assessment should not generate unnecessary workload or remove adults from high-quality interaction.

17. Progression into Year 1

Area	By the end of Reception we aim for children to be increasingly ready to...
Communication & Language	Listen in a group, follow multi-part instructions, ask and answer questions, explain ideas and use an increasingly precise vocabulary.
PSED	Manage routines and personal needs, regulate with growing independence, sustain attention, work with others, persevere and approach new learning confidently.
Physical	Move safely and confidently, use tools effectively, form letters with increasing fluency and manage classroom/self-care routines.
Literacy	Apply phonics to read and write, enjoy and discuss books, retell and comprehend, compose orally and write increasingly independent sentences.
Mathematics	Use secure number sense within 10, count beyond, reason about number relationships, apply addition/subtraction ideas, recognise patterns, shape and measure, and explain thinking.
Understanding the World	Use observation, comparison, chronology, maps, investigation and subject vocabulary to talk about people, places, nature, technology and change.
Expressive Arts & Design	Choose and combine media, design and evaluate, sing/perform, create representations and develop ideas collaboratively and independently.

18. Half-Term Implementation Checklist

At the start and during each half term, the EYFS team uses the following as a practical curriculum check:

- Confirm the essential knowledge, skills and vocabulary to be taught and revisited.
- Identify core texts, rhymes, poems and non-fiction and ensure a broad reading diet.
- Plan explicit phonics/reading and mathematics sequences and identify children needing keep-up support.
- Map RE/RED and Ten:Ten content, prayer/worship and Catholic life opportunities.
- Plan meaningful enhancements to continuous indoor and outdoor provision.
- Identify first-hand experiences, visitors, local walks, trips and cultural-capital opportunities.
- Anticipate adaptations for SEND, EAL, disadvantaged children and those at risk of falling behind.
- Plan where adults will teach directly, guide learning, interact responsively and protect child-initiated play.
- Agree a small number of useful assessment questions: What do children know now? What can they do independently? What needs teaching next?
- Review impact and amend provision without losing the intended progression.

19. Curriculum Review and Accountability

This detailed curriculum and progression document is the operational companion to the school's EYFS Policy. It is reviewed regularly in response to cohort needs, assessment information, statutory changes and evaluation of impact.

Topic webs shared with families communicate the current term's learning in an accessible format; this document provides the underlying progression and curriculum rationale.

Leaders and practitioners should be able to explain what children are learning, why it has been chosen, how it builds on prior learning, the vocabulary and texts that support it, how children practice it through provision, how barriers are removed and how adults know whether learning has been secured.