

EYFS LONG TERM PLANNING

TRUST JUSTICE FORGIVENESS HOPE DIGNITY COMMUNITY



Curriculum Intent Our aim	At Newton Regis and Austrey Primary School our nursery and reception curriculum is designed to give every child the knowledge, vocabulary, skills and learning behaviours they need to thrive. We want children to leave Reception as confident, curious and independent learners who can communicate their ideas, build positive relationships, apply early reading, writing and mathematical skills, and engage with the wider world around them. Our curriculum reflects the Educational Programmes within the Statutory Framework for the EYFS and is supported by Development Matters and Birth to 5 Matters.
Strong foundations	We prioritise strong foundations in communication and language, reading, writing, mathematics, physical development and personal, social and emotional development because these areas enable children to access the full curriculum. Children need secure language, listening, attention, early literacy, number, movement, self-regulation and independence skills to learn successfully now and as they move through school. These foundations are taught explicitly, practised frequently, revisited and applied over time so that children can remember, use and deepen their learning.
Responsive teaching	We recognise that children enter Reception with different starting points, experiences and needs. We assess children carefully using professional knowledge, observations, interactions and appropriate guidance from Birth to 5 Matters and Development Matters. Teaching, provision and adult support are adapted in response to what children know and can do. Where children need additional help, adults provide modelling, scaffolding, keep-up support and targeted practice so that gaps are identified early and addressed quickly. Adaptations are made without lowering ambition, so that children with SEND, disadvantaged children, EAL learners and those who need further challenge are supported to access an ambitious and broad curriculum.
Transition to Year 1	Our curriculum is carefully planned to support progression from Nursery into Reception and from Reception into Year 1. Throughout the year, children develop the knowledge, vocabulary, skills, routines and independence needed for the next stage of learning. In the summer term, children are supported to prepare for Year 1 through carefully planned transition opportunities, while still maintaining developmentally appropriate Reception practice. Teachers share key information about each child's communication, reading, writing, mathematics, personal development, physical development, wider curriculum knowledge and any additional needs so that learning continues smoothly into Year 1 and beyond.

Our half-termly themes, texts, visits and experiences provide meaningful contexts for learning. However, key foundational knowledge and skills are taught, revisited and embedded over time, as we recognise that children need repeated opportunities to practise and apply what they have learned.

How this Curriculum Document is Organised

Half-termly overviews show the themes, big questions, vehicle texts, enrichment texts, vocabulary, songs, visits and experiences that provide meaningful contexts for learning. Termly foundational progression shows the key knowledge and skills that children need time to practise, revisit and embed across the year.

Wider curriculum progression shows how children build knowledge of the world, RE and expressive arts through carefully sequenced half-termly themes.

Inclusion and Adaptation

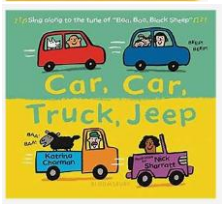
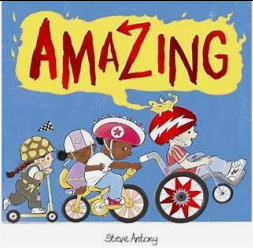
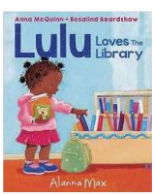
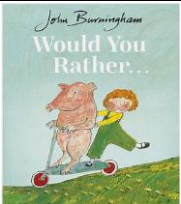
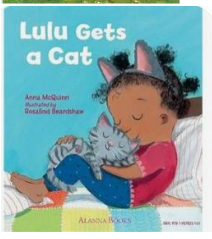
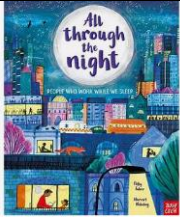
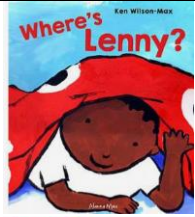
All children access a broad and ambitious curriculum. Adults adapt teaching, provision, resources, language, routines and adult support so that children with SEND, disadvantaged children, EAL learners and those with lower starting points can participate successfully. Adaptations may include visual support, repetition, pre-teaching vocabulary, sensory support, small-group work, targeted adult interaction, keep-up support and additional practice. Adaptations support access without lowering ambition.

Continuous Provision

Continuous provision is carefully designed in line with The Curiosity Approach, creating a calm, inspiring environment filled with natural, open-ended resources that spark curiosity, imagination and a sense of wonder. Children are encouraged to explore, investigate and learn through hands-on experiences, following their own interests and ideas. Adults thoughtfully enhance the environment, model how resources can be used and engage in meaningful interactions that extend language, thinking and learning. The provision promotes independence, creativity, problem-solving, collaboration and resilience, allowing children to revisit, practise and apply skills at their own pace in a nurturing and enabling environment.

Half-Termly Overview NURSERY

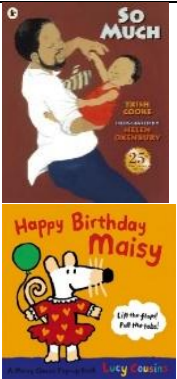
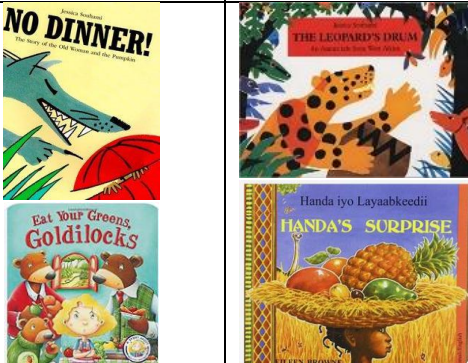
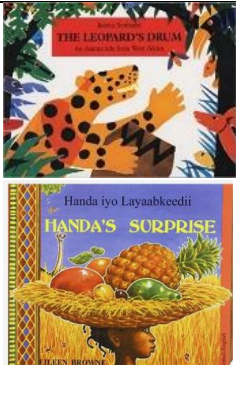
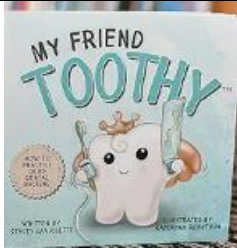
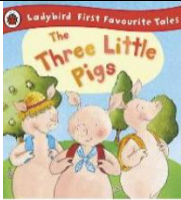
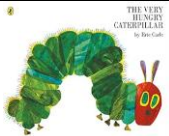
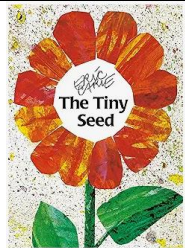
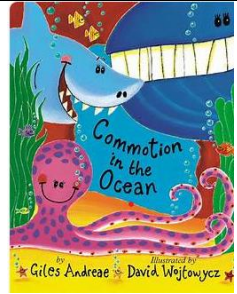
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY NEWTON REGIS ONLY	All about me	Celebrations	People that help us	Amazing animals and minibeasts	Planting and Growing	Our World
VALUE	TRUST 	JUSTICE 	COMMUNITY 	FORGIVENESS 	DIGNITY 	HOPE 
Nursery	Who am I? What makes me special? How have I changed since I was a baby? What can my body do? Who is in my family? How can I look after myself?	What is a celebration? Why do people celebrate differently? What festivals do we celebrate? How do families celebrate together? What traditions are important to us? How can we show kindness during celebrations?	Who helps us at school? Who helps us in our community? How do doctors and nurses help us? How do emergency services keep us safe? What jobs would I like to do when I grow up? How can I help others?	Where do animals live? How are animals different from each other? What is a habitat? Why are minibeasts important? How do animals adapt to their environment? Which animal would make the best pet and why?	What do plants need to grow? What do animals need to survive? How do baby animals change as they grow? What changes can we see in spring? How can we care for living things? Why is growth important?	What makes our world special? Where in the world would you like to go? How can we look after our planet? What can we discover outdoors? How are places similar and different? What have we learned this year?
KEY VOCABULARY	Family	Celebration Christmas Diwali	Police officer Firefighter Teacher	Dinosaurs minibeasts	Plants	World
Maths Nursery	Our mathematics provision is informed by the NCETM and White rose Early Years principles, focusing on the six key areas of early mathematical development: cardinality and counting, comparison, composition, pattern, shape and space, and measures. Through play, exploration and meaningful experiences, children develop a deep understanding of mathematical concepts, build confidence in using mathematical language and develop positive attitudes towards mathematics					

	Comparison, Shape & Space, Pattern, Early Counting	Pattern, Positional Language, Subitising, Counting	Counting, Position & Routes, Pattern, Early Number	Counting, Shape & Measure, Subitising, Comparing	Pattern, Subitising, Counting to 5	Pattern, counting to 5, Comparison, Problem Solving
	More than, fewer than, same • Explore and build with shapes and objects • Explore repeats • Hear and say number name	• Join in with repeats • Explore position and space • Show me 1, 2, 3 • Begin to order number names	Move and label 1, 2, 3 • Explore position and routes • Explore patterns • I see 1, 2, 3	• Take and give 1, 2, 3 • Match, talk, push and pull • Talk about dots • Compare and sort collections	Making patterns together • Make games and actions • Show me 5 • Lead on own repeats	My own pattern • Stop at 1, 2, 3, 4, 5 • Match, sort, compare • Start to puzzle
Little Wandle Foundation to Phonics Texts	 	 	 	 		 
Physical GROSS MOTOR	• Develop confidence in running, stopping and changing direction • Climbing and balancing on low-level equipment • Jumping with two feet together • Developing spatial	• Balance bikes and wheeled toys • Crawling, rolling and travelling in different ways • Throwing and catching large balls • Moving safely in a variety of spaces	• Negotiating obstacles with increasing control • Hopping, skipping and jumping activities • Balancing on beams and pathways • Beginning team games	• Catching and throwing smaller balls • Parachute and cooperative games • Dance and movement to music • Developing coordination and core strength	Sports day skill development • Hopping on one foot • Travelling over, under and through apparatus • Developing stamina and endurance	• Combining movements with increasing control • Team games and races • Following movement sequences • Demonstrating strength, balance and coordination

	awareness indoors and outdoors					
	• Hand and finger strengthening activities • Using large mark-making tools • Dough disco and finger gym activities • Beginning to use one-handed tools confidently	Threading large beads • Snipping paper with scissors • Using tweezers and pincers • Developing tripod grip through mark making	• Cutting along simple lines • Manipulating construction materials • Drawing circles, lines and simple shapes • Using tools for creative activities with increasing control	• Copying simple patterns and shapes • Fastening buttons and zips • Developing pencil control • Accuracy in threading and small-world play	Forming recognisable letters (where appropriate) • Using scissors with confidence • Drawing people and detailed pictures • Controlled brush and tool use	Fluent pencil control • Writing own name (where developmentally appropriate) • Independent use of classroom tools • Fine motor activities supporting Reception readiness
	End of Nursery Outcomes Gross Motor Children will: • Move confidently in a range of ways. • Climb, balance and negotiate space safely. • Run, jump, hop and move with increasing coordination. • Show increasing control and body awareness. Fine Motor Children will: • Use one-handed tools effectively. • Develop strength and dexterity in hands and fingers. • Hold mark-making tools with increasing control. • Show readiness for early writing skills. Reception Readiness Goals					

By the end of Reception, children should:

- Demonstrate strength, balance and coordination when playing.
- Move energetically, including running, jumping, dancing, hopping and skipping.
- Hold a pencil effectively using a comfortable grip.
- Show accuracy and care when drawing, writing and using small tools.

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Big question	How are we all unique?	Why and how do people celebrate?	Who are our heroes and villains?	What animals are big and small?	How do things grow?	How do we look after our world?
	TRUST 	JUSTICE 	COMMUNITY 	FORGIVENESS 	DIGNITY 	HOPE 
Key Vocabulary	Family Belonging Relationship	Celebration Christmas Diwali	Hero Villain Traditional Tale	Enormous Tiny Africa	Plants Roots Leaves	World Globe Earth
Vehicle text						
Science Themes	Human Body Oral Hygiene Staying Healthy	Materials	Materials	Life- cycles of a butterfly Life - Cycle of a frog Healthy Eating	Planting Gardening	Environment
Science See MTP						

History and Geography Theme See MTP	Where is our School? Where do I live? What was school like for our grandparents?	Classroom How do we navigate around our classroom? Guy Fawkes/Bonfire Night	UK What country do we live in? How have traditional tales changed?	World Map Where is Africa? When did dinosaurs live?	Village Map Drawing Maps Where is Austrey/Newton Regis? How has it changed?	Oceans Map of the World Where are our Oceans? How do we look after our world?
Learning behaviours	Stop and be silent Attention to the Teacher Follow instructions Exit by walking in line order MASTERS OF MANNERS Move around school quietly Allow others through the doors Say please Thank others Everyone is Kind Remember our Values Say Sorry if you need too We are Respectful, we are responsible and we are ready to learn					
Educational visits and Visitors	Grandparent visit	Church Visit	Fire Service Police Service	Church Visit Mother's Day Assembly	Rosliston Forestry Centre	Twycross Zoo Rosliston Forestry Centre
Parental involvement	Parent's Evening	Phonics Workshop Nativity	Parent's Evening	Mother's Day Assembly		Sport's Day Phonics Workshop Reports
Church service	Harvest Service in Church	Christmas Service		Easter Service		Leaver's Service in School

Termly Progression in Foundational Knowledge and Skills

This identifies the essential foundations children need to secure in Reception, so they are ready for Year 1.

Communication and Language

	Autumn	Spring	Summer
Listening and understanding	Look at the speaker during short whole-class or group times. Follow a one-step instruction without gesture in familiar routines. Answer simple who, what or where questions about familiar experiences or stories.	Listen to a short story, explanation or instruction and respond with a relevant action or answer. Follow two-step instructions in familiar routines. Ask or answer simple questions to clarify meaning.	Listen to stories, explanations and instructions, and respond with relevant comments, questions or actions. Follow two-part instructions in familiar contexts. Use newly taught vocabulary when talking about stories, learning or play.
Speaking	Speak in short phrases and simple sentences about familiar experiences. Use talk to ask for help, make choices and join in play. Use some new vocabulary from stories, routines or learning.	Speak in sentences that can be understood by adults and peers. Use talk to describe, explain or retell simple events. Use taught vocabulary in play and adult-led learning.	Speak in clear sentences to share ideas, retell events and explain thinking. Use newly taught vocabulary in different contexts. Take turns in back-and-forth conversations with adults and peers.
Vocabulary	Children learn and use vocabulary linked to themselves, family, school, feelings, routines, stories, rhymes and the half-termly themes. They begin to use vocabulary that reflects the breadth of their experiences. Adults model new words and support children to use them in talk and play.	Children learn, understand and use new vocabulary through the day and across different contexts. They begin to use vocabulary from stories, non-fiction, rhymes and curriculum themes in conversation, role play and adult-led learning. They extend vocabulary by grouping, naming and exploring the meaning and sounds of new words.	Children use newly acquired vocabulary with increasing independence in conversation, storytelling, role play, explanation and play. They use vocabulary from selected stories, non-fiction texts and wider curriculum learning to show understanding. They begin to choose more precise words to describe, compare, explain and imagine.

Story and explanation	Children engage in story times and begin to anticipate key events and repeated phrases. They talk about familiar stories, rhymes and non-fiction books with adult support.	Children listen to and talk about stories to build familiarity and understanding.	Children retell stories once they have developed deep familiarity with the text, using some exact repetition and some of their own words.
	They show some understanding of how and why questions and begin to talk about what is happening in a story or experience.	They retell parts of familiar stories using repeated language and some of their own words. They answer simple questions about nonfiction books and begin to explain how things work or why things might happen. They begin to use talk to work out problems and organise thinking and activities.	They introduce storylines and narratives into play. They talk about selected non-fiction texts with understanding of new knowledge and vocabulary. They use talk to organise, sequence and clarify thoughts, ideas, feelings and events.

Personal, Social and Emotional Development / Behaviour for Learning

	Autumn		Spring		Summer	
My Happy Mind 	Meet the Brain Understanding my and others' emotions	Celebrate Celebrating who I am	Appreciate Appreciating me and others	Relate Building my relationships	Engage Pursuing my dreams	Revisiting Oral Hygiene How we stay Healthy
Self-regulation and relationships	Children begin to name simple feelings, build relationships with familiar adults and peers, and learn class routines and expectations. They practise sharing, turn-taking, kind words and managing emotions with adult support.		Children begin to explain feelings, manage small frustrations and understand how their choices affect others. They build friendships, cooperate in play and begin to resolve simple conflicts with adult support.		Children use taught strategies to manage feelings, solve minor conflicts and show care for others. They sustain friendships, listen to others and show increasing self-control and confidence.	
Independence and personal needs	Children learn to manage belongings, toileting, handwashing, coats, lunch routines and classroom resources with adult support.		Children manage personal needs with increasing independence, follow routines with fewer reminders and begin to take responsibility for simple classroom jobs.		Children show independence in hygiene, belongings, transitions and organising themselves for learning. They care for the classroom environment and prepare for Year 1 routines.	
Learning behaviours and resilience	Children learn what it means to be ready, respectful and responsible. They begin to listen, join in, have a go and understand that mistakes are part of learning.		Children sustain attention for longer, persevere with challenges, work with others and begin to talk about goals, effort and success.		Children show growing resilience, concentration and pride in their learning. They try challenges, keep going when things are difficult and begin to reflect on what helps them improve.	
Health, wellbeing and belonging	Children develop a sense of belonging in their class and school. They talk about themselves, their families and what makes them special. They begin to learn basic safety and hygiene routines.		Children learn about healthy choices, including food, exercise, sleep, hygiene and personal safety. They recognise similarities and differences and talk positively about themselves and others.		Children explain ways to keep healthy and safe, know who can help them, and reflect on how they have grown and changed. They talk about achievements and feelings linked to transition into Year 1.	

Physical Development

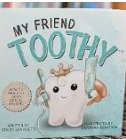
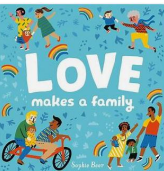
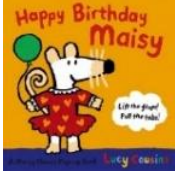
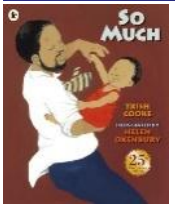
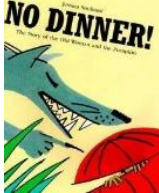
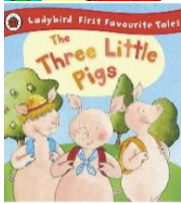
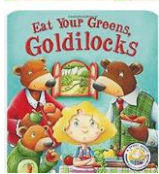
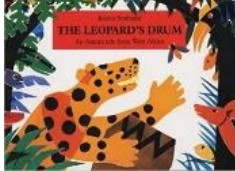
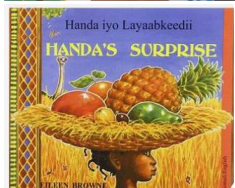
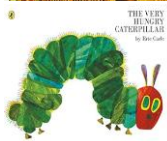
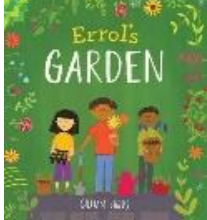
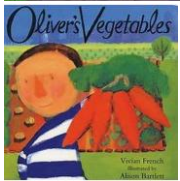
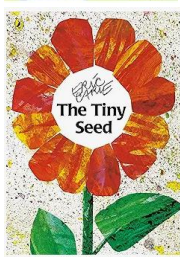
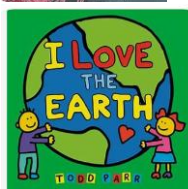
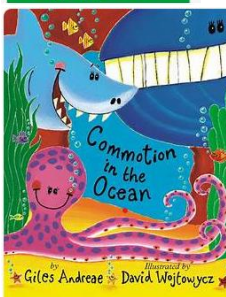
	Autumn		Spring		Summer	
PPP Units	First PE / Enjoy a ball- PPP scheme Multi-skills (CU Lead)	Multi-skills PPP Invasion games (CU Lead)	Jungle Dance or Superhero Dance Gymnastics (CU Lead)	Football FUNdamentals PPP Outdoor and Adventurous Activities (CU lead)	Fitness and Fundamentals PPP Athletics - CU lead	Athletics PPP Team games (striking and fielding) - CU lead
Gross motor and movement	Children develop core strength, posture, balance and safe movement indoors and outdoors. They begin to cross the midline, use both sides of the body together and move with increasing confidence.		Children build coordination, strength and spatial awareness. They move energetically with increasing control, including running, jumping, hopping, skipping, climbing and travelling over, under and through spaces.		Children negotiate space and obstacles safely, showing consideration for themselves and others. They demonstrate strength, balance, coordination and control in PE, outdoor provision and play.	
Fine motor and tool control	Children develop finger strength, finger isolation, wrist mobility and hand-eye coordination. They begin to use small tools such as scissors, paintbrushes and cutlery safely with support.		Children use small tools with increasing control and purpose. They refine cutting, threading, painting, construction, mark making and use of cutlery through repeated practice.		Children select and use a range of small tools effectively for a purpose. They show increasing accuracy and care when drawing, cutting, constructing, eating and writing.	
Physical foundations for writing	Children develop posture, shoulder stability, upper body strength and hand strength to support early mark making and writing. They begin to use a comfortable pencil grip and make controlled marks.		Children develop pencil control, posture and hand strength to support letter formation and early writing. They use a more controlled pencil grip and form marks, patterns and letters with increasing accuracy.		Children hold a pencil effectively in preparation for fluent writing, using a tripod grip in almost all cases. They sit with control, form letters with increasing accuracy and show care when drawing and writing.	

Reading and Phonics

	Autumn	Spring	Summer
Little Wandle phonics	Phase 2	Phase 3	Phase 4
Reading practice	We teach the children to apply their phonics to reading through reading practice sessions: • Decoding • Prosody • Comprehension		
Word reading	Decode 1 syllable words containing taught GPCs from Phase 2. Read automatically most taught tricky words from Phase 2.	Decode 1 and 2 syllable words containing taught GPCs from Phases 2 and 3. Chunk and read 2-syllable words containing taught GPCs from Phases 2 and 3. Read automatically most taught tricky words from Phases 2 and 3.	Decode words at Phase 4 containing taught GPCs from Phases 2 and 3. Chunk and read words at Phase 4 containing taught GPCs from Phases 2 and 3. Read automatically most taught tricky words from Phases 2 to 4.
Fluency	Read familiar fully decodable Phase 2 Set 2 books: • with 90% accuracy. • Pauses at full stops with support.	Read familiar fully decodable Phase 2 Set 5 books: • with 90% accuracy. • with a steady consistent pace. • with some expression with support. • Pauses at full stops with support. Reread sentences after decoding words.	Read familiar fully decodable Phase 3 Set 2 books: • with 90% accuracy. • with a steady consistent pace • with some expression with support. • Pauses at full stops. Read many familiar 1-syllable words without overt segmenting and blending.
Comprehension	Using a familiar fully decodable Phase 2 Set 2 books:	Using a familiar fully decodable Phase 2 Set 5 books:	Using a familiar fully decodable Phase 3 Set 2 books:

	• talk about the characters, events and information. • retrieve simple information from the text with support.	• talk about the characters, events and information. • retrieve simple information from the text with support.	• talk about the characters, events and information. • retrieve simple information from the text. • retell some events from a story with support. • make some inferences from the text about how a character feels and why something has happened with support.
Keep-up	Children who are not secure receive same-day or regular keep-up support. We use Little Wandle assessments to identify gaps in GPC recognition, oral blending, blending for reading, tricky word recognition and fluency.		

Drawing Club

	Autumn		Spring		Summer	
Writing outcomes linked to texts	Name Labels Peg Labels Poetry	Invitations	Story Structure	Instructions to make a wormery	Labelling plants Designing a garden and writing a sentence about it	Designing a Poster ECO BIN design Writing sentences about the seaside
Key Texts	   	  	  	  	  	  
Oracy	Stem Sentence Days of the week "It is _____ today."	Speaking in full sentences Diwali is the festival of Light"	Once upon a time there were three little pigs that lived with their mother."	Retelling Handa's Surprise in full sentences	"My garden has."	"We can look after the world by..."

Composition - text structure & effect	Say and write words.	Say and write short phrases that can be read by others. Say and write single clause sentences with support where most words can be read by an adult (dictated and own sentences).	Say and write short phrases and single clause sentences that can be read by others (dictated and own composition).
Composition - grammar	Say a simple sentence about something that is happening now or in the past.	Say simple sentences about a topic using the appropriate tense with adult support.	Say sentences using and to link words. Say simple sentences about a topic using the appropriate tenses with some errors (He runned. He goed).
Punctuation		Separate words with (finger) spaces with support.	Separate words with (finger) spaces.

		Use capital letters at the start of sentences when guided by a teacher. Use full stops at the end of the sentence when guided by a teacher. Punctuate their name with a capital letter with support.	Use capital letters at the start of sentences, on occasion. Use full stops at the end of the sentence on occasion. Punctuate their name with a capital letter.
Transcription - spelling	Hear and say the sounds in the CVC words. Represent many taught phonemes with the correct grapheme in CVC words (in line with phonics programme). Write own first name with support.	Hear and say the sounds in the CVC and CCVC/CVCC words. Represent many taught phonemes with the correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme). Spell some common words correctly: the is I he we me she be to no go has was of. Write own first name punctuated with a capital with support.	Represent many taught phonemes with the correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme). Spell common words correctly: the is I he we me she be to no go has was of. Write own first name punctuated with a capital letter.

Transcription - handwriting	Form some lower-case letters correctly: • Start and finish in the right places. • Position most letters correctly on the line. Hold a pencil using a tripod grip with support. Sit correctly at a table with an appropriate posture for writing with support. Form many digits 0-9 correctly. Use appropriate spacing between letters within words with support.	Form many lower-case letters correctly: • Start and finish in the right places. • Position most letters correctly on the line. Hold a pencil using a tripod grip. Form some capital letters correctly (including the capital used in own name) with support. Sit correctly at a table with an appropriate posture for writing. Form most digits 0-9 correctly.	Form most lower-case letters correctly: • Start and finish in the right places. • Position most letters correctly on the line. Form some capital letters correctly, (including the capital used in own name). Form all digits 0-9 correctly. Write from left to right starting from the correct place e.g. margin. Use appropriate spacing between letters in words consistently.
	Uses tools correctly, with their dominant hand, for a short period with support.	Use appropriate spacing between letters in words mostly. Uses tools correctly, with their dominant hand, for a short period.	

Maths

	Autumn		Spring		Summer	
White Rose Maths Units Mastery Maths	Match, sort and compare Talk about measure and patterns	Circles and triangles Shapes with 4 sides	Mass and capacity	Length, height and time Explore 3D shapes	Shape Revisiting	Visualise, build and map
 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS	Children develop confidence with numbers to 5 by learning to recognise small quantities without counting (subitising), counting accurately, and exploring different ways numbers can be made. They compare groups of objects, use counting language, and begin to understand that numbers are made up of smaller parts. They also connect numbers to finger patterns and learn the counting sequence		Children deepen their understanding of numbers within and beyond 5. They connect quantities to written numerals, explore doubles, compare equal and unequal groups, and investigate the structure of numbers 6 and 7 as '5 and a bit'. They continue developing counting skills, order numbers, and begin counting beyond 2		Children consolidate their counting skills by working with larger numbers, counting objects, actions, and sounds. They use a range of number representations, including 10-frames, to strengthen number fact knowledge. They compare quantities, develop an understanding of magnitude, and explore concepts such as one more, one less, doubles, and efficient counting strategies.	

Wider Curriculum Knowledge Progression

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and present	Children talk about themselves, their families and starting Reception. They begin to use simple language linked to past and present through personal experiences and routines.	Children talk about birthdays, Bonfire Night, Remembrance, religious festivals and Christmas. They begin to understand that some events are remembered and celebrated each year.	Children talk about New Year, changes in their own lives and people who are significant to them. They begin to understand the past through stories, characters and events.	Children talk about Easter and familiar places in their own lives. They begin to describe events and changes using stories, maps, photographs and discussion.	Children talk about significant events and change they have experienced. They compare some things in the past and now, drawing on stories and real-life experiences.	Children talk about Sports Day, holidays, travel experiences and moving to Year 1. They compare past and present events in their own lives and families.
People, culture and communities	Children learn about key people and places in school. They begin to understand that they belong to a class, school and family community, and recognise similarities and differences between themselves and others.	Children learn about different families, cultures, traditions and celebrations. They begin to recognise similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class.	Children talk about people who help them, people who are significant to them and the talents of themselves and others. They learn that people have different roles in society and that communities can support others through charity and fundraising.	Children learn about Austrey and Newton Regis and their local community. They know about local places such as the school, church, shop, park, duck pond, village hall and simple maps of the school and local area.	Children make links with members of the local community, such as making scarecrows for Newton Open Gardens. They identify places that are near such as Tamworth, the nearest Town.	Children compare familiar and unfamiliar places, including Newton Regis and Africa. They look at Tamworth and compare it with our village. They use maps and globes to locate places and begin to talk about life in this country and other countries.

The natural world	Children learn about their bodies, senses and how people are similar and different.	Children learn about natural materials and manmade materials. They look at the changing states of materials such as leaving ice outside in the sun and melting chocolate.	Children describe properties of materials and look at their behaviours. They investigate magnets as well as predicting what sinks and floats.	They begin to talk about life cycles and how animals change. They watch chrysalis hatch into butterflies. They observe minibeasts and learn what animals need to survive.	Children observe plants, flowers and trees in the natural environment. We look at flowers in the garden and what plants need to survive.	Children explore the school grounds and local area, observing weather patterns and features of their immediate environment.
	They observe autumn changes, plants and trees.		They look closely at similarities, differences, patterns and change in nature.		They know what plants need to grow, compare plants.	They use senses to observe seasonal change and begin to compare different local environments.
Technology	Children operate simple equipment and explore cause and effect, such as pressing, lifting, touching and moving parts.	Children learn that information can be found using digital devices and the internet with adult support.	Children use simple technology and age-appropriate software to explore, play and learn.	Children complete simple programs and use technology to support map work, local area learning and information finding.	Children create simple digital content, such as pictures, stories, videos or recordings linked to growing and observations.	Children use technology with adult supervision to find, retrieve and share information linked to places, travel, the seaside and transition.

RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UC- F1 God/Creation Global Perspective Why is the word of God so important to Christians?	UC F2 Incarnation Global Perspective Why do Christians perform nativity plays at Christmas?	F1 How can people show they belong together?	UC - F3 Salvation Global Perspective Why do Christians put a cross in the Easter Garden?	F2 Who are the people in sacred stories and why might they still be important today	F3 How do people know how to treat each other?
Knowledge	Children know that people can belong to families, schools, communities and faith groups. They know that Christians thank God as Creator and believe people should care for the world.	Children know that Christmas is a special Christian celebration. They know that Christians remember the birth of Jesus through the Nativity story and Nativity plays.	Children know that some places are special to people. They know that places of worship, such as a church, can have special meaning for religious people and may contain important objects or symbols.	Children know that Easter is a special Christian celebration. They know that the cross is an important Christian symbol and that Christians remember stories linked to Easter and new life.	Children know that the word 'God' is special to many religious people. Children know that religious stories can be special to believers. They know that sacred texts, such as the Bible and Torah, contain stories that can teach people to lead a good and successful life.	Children learn the importance of our school values and what these values look like day to day. We learn about kindness, thankfulness, courage and friendship.

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Portraits Picasso Giuseppe Arcimboldo Making Fruit Faces Gustav Klimt Exploring and describing Materials Making a collage	Mark Burrell Firework Pictures perform Rangoli Patterns Christmas cards	Observational Drawing Hokusai Fabric Cart Design and make castles for the ball	Animal Art Exploring lines, pattern, and Texture Creating Animal Shelters for a model of our zoo	Henry Moore Outdoor Sculpture Creating Buildings of Austrey and Newton Van Gogh Observation drawing of sunflowers Natural collage	Oil Pastel Picture Technique- Sea Creatures Making a boat Marc Allant Jelly fish watercolours
Creating with materials Continuous Provision	Children explore mark making using a range of drawing tools. They make large and small movements, notice marks and patterns, and practise looking carefully when drawing. Chalking, large movement on the floor on paper.		Children explore clay, playdough and natural materials. They cut, shape, arrange and join materials, talk about colour, shape and texture, and begin to plan what they want to make. Children explore paint, colour mixing, texture, natural tools, collage and mixed media.		They use paint and materials to express ideas, feelings and responses to different stimuli. Children design, make, test and evaluate a junk model boat. They explore floating, sinking, waterproof materials and how shape and structure affect how a boat moves.	

Being imaginative and expressive	Children engage in imaginative play based on their own ideas, family experiences and familiar routines. They use available resources to create props and represent real or imagined ideas.	Children use songs, movement, role play and creative materials linked to celebrations and familiar experiences. They begin to combine art forms, such as singing, movement, making and talking.	Children develop imaginative play linked to superheroes, helping others and stories. They use movement, gesture, props and materials to express ideas, feelings and experiences.	Children begin to introduce storylines into play linked to traditional tales, local places and familiar experiences. They play cooperatively to create and act out simple narratives.	Children use art, music, movement and role play to express ideas linked to growing, nature, weather and minibeasts. They respond imaginatively to artwork, objects and natural materials.	Children invent, adapt and recount stories with peers and adults. They perform poems, songs and stories and use creative choices to represent seaside, journeys and transition experiences.
Music units						
	I've got a grumpy face The Sorcerer's Apprentice Witch, Witch Row, row, row your boat	Bird spotting: Cuckoo Polka Shake my sillies out Up and down Five fine bumble bees			Down there under the sea It's oh so quiet Slap, clap, clap Bow, bow, bow Belinda	

Assessment and Responsive Teaching

Assessment is purposeful and manageable. Adults prioritise knowing the children well, responding in the moment and adapting teaching. Assessment is used to identify what children know, what they can do, what they need to practise further and what support or challenge is needed next.

High-quality interactions are central to assessment and responsive teaching. Adults listen carefully to children, join play sensitively, model language, introduce vocabulary, ask questions, extend thinking and notice misconceptions or gaps. These interactions help adults understand children's learning and respond immediately through modelling, scaffolding, challenge or additional practice.

Assessment is ongoing and forms part of high-quality interactions, adult-led learning, child-initiated play, routines, observations and discussions. Adults use their knowledge of the children, alongside the EYFS Statutory Framework, Development Matters, Birth to 5 Matters, the statutory Reception Baseline Assessment and scheme-specific assessments, to make informed professional judgements.

This approach ensures that assessment supports learning rather than creating unnecessary workload. We use high-quality interactions and professional knowledge of each child to secure strong foundations, adapt teaching and make sure children are ready for the next stage of their education.

Assessment point	What WE CHECK	What happens next
On entry	We identify children's starting points in communication and language, PSED, physical development, early reading, early writing, and mathematics. The statutory Reception Baseline Assessment is completed within the required window and considered alongside adult observations, interactions and professional knowledge of each child.	Provision, routines and adult support are adapted to meet children's needs. Staff prioritise language, relationships, independence and early learning foundations. Additional support, intervention or referrals are put in place where needed.
Ongoing daily assessment	We notice who is secure, who needs further modelling, who needs more practice and who is ready for challenge. Adults check understanding during carpet sessions, play, provision, phonics, reading, maths, writing, routines and conversations.	Adults respond in the moment through high-quality interactions, modelling, questioning, scaffolding, vocabulary, support and additional practice. Children receive same-day keep-up, targeted adult interaction or planned opportunities to revisit learning.
End of term checkpoint	Staff review how securely children are developing against the termly foundations, including communication and language, phonics, reading, writing, mathematics, PSED, physical development and wider curriculum knowledge.	Teaching and provision are adapted for the following term. Adults identify gaps, plan revisits, adjust the curriculum pace, provide intervention and ensure children who are secure are given appropriate challenge.
End of Reception	WE make final judgements against the Early Learning Goals and consider children's readiness for Year 1. They identify strengths, gaps, support needs and successful strategies for each child.	Key information is shared with Year 1 teachers that transition is smooth. This includes information about communication, reading, writing, mathematics, personal development, physical development, SEND, interventions, adaptations and next steps.

