



St Michael's
C.E. Primary School

Reception Curriculum



"Courage to Flourish in the Love of God"

Curriculum Intent

Our aim	At St Michael's C.E. Primary School, our 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 in order 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. Staff 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 planned to help children practise, revisit and apply taught knowledge and skills across the curriculum. Adults introduce resources, model how to use them and use high-quality interactions to extend language, thinking and learning. Provision supports children to develop independence, collaboration, creativity, problem-solving and confidence over time.

Half-Termly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	How are we all unique?	Why and how do people celebrate?	What makes a hero?	What is around Bartley Green?	How do things grow?	What is the seaside like?
Themes	Me, family, friends, diversity, friendship, home, animals, pets, feelings, school, seasons, emotions	Festivals, celebrations, cultures, religion, light and dark, stars, the moon, Christmas, imagination	Superheroes, personal qualities, talents, helping others, charity, relationships, teamwork	Local area, nature, forests, woods, woodland animals, fairy tales, baking, community, local places and landmarks, Bartley Green, Birmingham	Plants, growing, senses, healthy eating, cooking, fruit and vegetables, insects, minibeasts, weather	Seaside, sea, near and far, sea creatures, beach, pollution, travel, holiday, summer
Vehicle text	The Something	Star in the Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Enrichment texts	Perfectly Norman Hair Love	The Owl Who Was Afraid of the Dark One Snowy Night	A Superpower Like Mine Supertato	Martha Maps it Out The Gruffalo	Jasper's Beanstalk Oliver's Vegetables	Julian is a Mermaid Somebody Swallowed Stanley
School values	Courage	Hope	Thankfulness	Love and Forgiveness	Trust	Community
British values	Individual Liberty Rule of Law Tolerance Mutual Respect					

	Democracy Rule of Law					
St Michael's learning behaviours	Be Ready Be Respectful Be Responsible					
Behaviour curriculum	The behaviour curriculum is taught, modelled and revisited throughout the year: 3 Rs, Wow Walking, STAR, Marvellous Manners (peers, adults, lunchtime), The A Choice, Voice Levels and Outside Behaviour.					
Key vocabulary	Unique, family, home, body parts, pet, friend, relationship, same, different, happy, sad, angry	Celebration, tradition, remember, light, dark, festival linked vocabulary, special time, celebrate, Jesus, Christmas	Superhero, help, care, hero, team, charity, fundraising, talent, special, unique, grateful	Town, city, community, wood, forest, house, home, field, river, map, Church, reservoir, bus stop, shop, café, post office, school, car, bus, taxi, train, aeroplane	Grow, plant, fruit, vegetable, sun, light, change, water, seed, tree, flower, insect, minibeast, weather, healthy, unhealthy	Seaside, journey, beach, sea, ocean, sand, land, pier, rockpool, crab, destination, map, globe, shell, fair, sea creature names, pollution, holiday
Rhymes and songs	Ready Steady Write Song Little Wandle nursery rhymes Songs linked to families, feelings and Harvest	Ready Steady Write Song Little Wandle nursery rhymes Songs linked to celebrations	Ready Steady Write Song Little Wandle nursery rhymes Songs linked to superheroes, helping others, kindness and friendship	Ready Steady Write Song Little Wandle nursery rhymes Songs linked to traditional tales and Easter	Ready Steady Write Song Little Wandle nursery rhymes Songs linked to growing, plants, minibeast, weather and healthy eating	Ready Steady Write Song Little Wandle nursery rhymes Songs linked to the seaside, sea creatures, journeys and holidays
Educational visits		Theatre	Church visit			Seaside
Parental involvement	Meet the Teacher Pupil Progress Meeting	Phonics Workshop Nativity Open Evening	Parent Lesson and Lunch	Pupil Progress Meeting Easter Bonnet Parade		Parent's Picnic Sport's Day Open Evening
Church service	Welcome Service in Church Harvest Service in Church	Christmas Service	Spring Service		Summer Service	

Termly Progression in Foundational Knowledge and Skills

The following foundational knowledge and skills align with the St Michael's Securing Strong Foundations progression document. They identify 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	<p>Look at the speaker during short whole-class or group times.</p> <p>Follow a one-step instruction without gesture in familiar routines.</p> <p>Answer simple who, what or where questions about familiar experiences or stories.</p>	<p>Listen to a short story, explanation or instruction and respond with a relevant action or answer.</p> <p>Follow two-step instructions in familiar routines.</p> <p>Ask or answer simple questions to clarify meaning.</p>	<p>Listen to stories, explanations and instructions, and respond with relevant comments, questions or actions.</p> <p>Follow two-part instructions in familiar contexts.</p> <p>Use newly taught vocabulary when talking about stories, learning or play.</p>
Speaking	<p>Speak in short phrases and simple sentences about familiar experiences.</p> <p>Use talk to ask for help, make choices and join in play.</p> <p>Use some new vocabulary from stories, routines or learning.</p>	<p>Speak in sentences that can be understood by adults and peers.</p> <p>Use talk to describe, explain or retell simple events.</p> <p>Use taught vocabulary in play and adult-led learning.</p>	<p>Speak in clear sentences to share ideas, retell events and explain thinking.</p> <p>Use newly taught vocabulary in different contexts.</p> <p>Take turns in back-and-forth conversations with adults and peers.</p>
Vocabulary	<p>Children learn and use vocabulary linked to themselves, family, school, feelings, routines, stories, rhymes and the half-termly themes.</p> <p>They begin to use vocabulary that reflects the breadth of their experiences.</p> <p>Adults model new words and support children to use them in talk and play.</p>	<p>Children learn, understand and use new vocabulary through the day and across different contexts.</p> <p>They begin to use vocabulary from stories, non-fiction, rhymes and curriculum themes in conversation, role play and adult-led learning.</p> <p>They extend vocabulary by grouping, naming and exploring the meaning and sounds of new words.</p>	<p>Children use newly acquired vocabulary with increasing independence in conversation, storytelling, role play, explanation and play.</p> <p>They use vocabulary from selected stories, non-fiction texts and wider curriculum learning to show understanding.</p> <p>They begin to choose more precise words to describe, compare, explain and imagine.</p>
Story and explanation	<p>Children engage in story times and begin to anticipate key events and repeated phrases.</p> <p>They talk about familiar stories, rhymes and non-fiction books with adult support.</p>	<p>Children listen to and talk about stories to build familiarity and understanding.</p>	<p>Children retell stories once they have developed deep familiarity with the text, using some exact repetition and some of their own words.</p>

	<p>They show some understanding of how and why questions and begin to talk about what is happening in a story or experience.</p>	<p>They retell parts of familiar stories using repeated language and some of their own words.</p> <p>They answer simple questions about non-fiction books and begin to explain how things work or why things might happen.</p> <p>They begin to use talk to work out problems and organise thinking and activities.</p>	<p>They introduce storylines and narratives into play.</p> <p>They talk about selected non-fiction texts with understanding of new knowledge and vocabulary.</p> <p>They use talk to organise, sequence and clarify thoughts, ideas, feelings and events.</p>
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Personal, Social and Emotional Development / Behaviour for Learning

	Autumn		Spring		Summer	
Kapow units	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Self-regulation and relationships	<p>Children begin to name simple feelings, build relationships with familiar adults and peers, and learn class routines and expectations.</p> <p>They practise sharing, turn-taking, kind words and managing emotions with adult support.</p>		<p>Children begin to explain feelings, manage small frustrations and understand how their choices affect others.</p> <p>They build friendships, cooperate in play and begin to resolve simple conflicts with adult support.</p>		<p>Children use taught strategies to manage feelings, solve minor conflicts and show care for others.</p> <p>They sustain friendships, listen to others and show increasing self-control and confidence.</p>	
Independence and personal needs	<p>Children learn to manage belongings, toileting, handwashing, coats, lunch routines and classroom resources with adult support.</p>		<p>Children manage personal needs with increasing independence, follow routines with fewer reminders and begin to take responsibility for simple classroom jobs.</p>		<p>Children show independence in hygiene, belongings, transitions and organising themselves for learning.</p> <p>They care for the classroom environment and prepare for Year 1 routines.</p>	
Learning behaviours and resilience	<p>Children learn what it means to be ready, respectful and responsible.</p> <p>They begin to listen, join in, have a go and understand that mistakes are part of learning.</p>		<p>Children sustain attention for longer, persevere with challenges, work with others and begin to talk about goals, effort and success.</p>		<p>Children show growing resilience, concentration and pride in their learning.</p> <p>They try challenges, keep going when things are difficult and begin to reflect on what helps them improve.</p>	

Health, wellbeing and belonging	Children develop a sense of belonging in their class and school.	Children learn about healthy choices, including food, exercise, sleep, hygiene and personal safety.	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 themselves, their families and what makes them special.	They recognise similarities and differences and talk positively about themselves and others.	They talk about achievements and feelings linked to transition into Year 1.
	They begin to learn basic safety and hygiene routines.		

Physical Development

	Autumn		Spring		Summer	
PE Hub units	Speed, Agility, Travel	Dance	Gymnastics	Body Management	Manipulation and Coordination	Cooperate and Solve Problems
PE knowledge and skills	Children move in different directions, travel at different speeds, jump in different ways and practise stopping safely.	Children use movement to express colours, feelings, animals and transport. They begin to work with a partner and copy simple movement sequences.	Children move safely, take off and land on two feet, balance, travel on mats/benches and copy simple shapes and actions.	Children balance, stretch, move through hoops, make bridges and tunnels, and travel over and under apparatus.	Children handle balloons and balls, kick, hop, jump, step, send and stop objects during simple games.	Children work with others to complete physical challenges, follow trails, match patterns and use their bodies to make shapes.
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.	Children develop pencil control, posture and hand strength to support letter formation and early writing.	Children hold a pencil effectively in preparation for fluent writing, using a tripod grip in almost all cases.
	They begin to use a comfortable pencil grip and make controlled marks.	They use a more controlled pencil grip and form marks, patterns and letters with increasing accuracy.	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • with 90% accuracy. • Pauses at full stops with support. 	Read familiar fully decodable Phase 2 Set 5 books: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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:

	<ul style="list-style-type: none"> talk about the characters, events and information. retrieve simple information from the text with support. 	<ul style="list-style-type: none"> talk about the characters, events and information. retrieve simple information from the text with support. 	<ul style="list-style-type: none"> 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. Staff use Little Wandle assessments to identify gaps in GPC recognition, oral blending, blending for reading, tricky word recognition and fluency.		

Writing

	Autumn		Spring		Summer	
Writing outcomes linked to texts	Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Information: Poster to find a lost star Purpose: To inform (and describe)	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Instructions: How to trap an animal Purpose: To instruct	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Poems: Sea creature poems Purpose: To describe
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.	

		<p>Use capital letters at the start of sentences when guided by a teacher.</p> <p>Use full stops at the end of the sentence when guided by a teacher.</p> <p>Punctuate their name with a capital letter with support.</p>	<p>Use capital letters at the start of sentences, on occasion.</p> <p>Use full stops at the end of the sentence on occasion.</p> <p>Punctuate their name with a capital letter.</p>
<p>Transcription - spelling</p>	<p>Hear and say the sounds in the CVC words.</p> <p>Represent many taught phonemes with the correct grapheme in CVC words (in line with phonics programme).</p> <p>Write own first name with support.</p>	<p>Hear and say the sounds in the CVC and CCVC/CVCC words.</p> <p>Represent many taught phonemes with the correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme).</p> <p>Spell some common words correctly: the is I he we me she be to no go has was of.</p> <p>Write own first name punctuated with a capital with support.</p>	<p>Represent many taught phonemes with the correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme).</p> <p>Spell common words correctly: the is I he we me she be to no go has was of.</p> <p>Write own first name punctuated with a capital letter.</p>
<p>Transcription - handwriting</p>	<p>Form some lower-case letters correctly:</p> <ul style="list-style-type: none"> • Start and finish in the right places. • Position most letters correctly on the line. <p>Hold a pencil using a tripod grip with support.</p> <p>Sit correctly at a table with an appropriate posture for writing with support.</p> <p>Form many digits 0-9 correctly.</p> <p>Use appropriate spacing between letters within words with support.</p>	<p>Form many lower-case letters correctly:</p> <ul style="list-style-type: none"> • Start and finish in the right places. • Position most letters correctly on the line. <p>Hold a pencil using a tripod grip.</p> <p>Form some capital letters correctly (including the capital used in own name) with support.</p> <p>Sit correctly at a table with an appropriate posture for writing.</p> <p>Form most digits 0-9 correctly.</p>	<p>Form most lower-case letters correctly:</p> <ul style="list-style-type: none"> • Start and finish in the right places. • Position most letters correctly on the line. <p>Form some capital letters correctly, (including the capital used in own name).</p> <p>Form all digits 0-9 correctly.</p> <p>Write from left to right starting from the correct place e.g. margin.</p> <p>Use appropriate spacing between letters in words consistently.</p>

	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	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Number – fluency	Count and represent amounts to 5 using objects, fingers and pictures. Subitise small amounts to 4 in different arrangements. Count objects, actions and sounds accurately within 5.		Count confidently to 10. Subitise to 5, including structured arrangements. Recall and use pairs of numbers that make totals to 5.		Represent numbers to 10 using objects, fingers, ten-frames and part-whole models, showing different ways each number can be made. Subitise up to 5 without counting. Count beyond 20 and notice the repeating pattern in the number system.	
Number – place value	Represent and compare numbers to 5 using objects, fingers and frames. Show how numbers to 5 can be split into smaller parts using objects, fingers and frames. Find one more and one fewer within 5.		Compare and order numbers from 0 to 10 using practical resources. Show 10 as ten ones using fingers, objects and ten-frames. Find one more and one fewer within 10.		Match, order and compare quantities and numerals to 10 in different contexts. Explain how numbers to 10 are composed. Use ten-frames, fingers and number tracks to show relationships between numbers.	
Number – addition and subtraction	Add by bringing two groups together within 5. Take away by removing objects within 5.		Add by bringing two groups together within 10. Take away by removing objects within 10.		Show addition by putting groups together and show subtraction by taking away or separating objects, using objects, fingers or pictures.	

	Partition numbers to 5 in different ways.	Use objects, fingers or pictures to show the starting amount and the amount added or taken away.	Recall bonds to 5 and use some pairs of numbers that total 10. Use double facts within 10 in practical contexts.
Number – multiplication and division	Copy, continue and create simple repeating patterns. Notice equal and unequal groups during practical activities.	Make equal groups using objects. Explore pairs and begin to notice odd and even amounts through practical matching.	Share and group quantities within 10. Double small quantities and explain what has happened. Identify and sort equal and unequal groups, explaining whether each group has the same number.
Geometry – shape	Sort and describe 2D shapes using everyday language. Choose shapes for a purpose when building or making. Identify and continue simple repeating patterns.	Select and use 3D shapes in construction, talking about why a shape has been chosen. Describe shapes using words such as face, edge, corner, curved and flat. Use 2D and 3D shapes to make simple pictures and models, naming some of the shapes used.	Select, rotate and combine shapes to make pictures, models and patterns. Compare shapes by their properties. Create and explain repeating patterns.
Measurement	Compare size, mass and capacity using direct comparison. Use positional and time language during routines and play.	Measure by direct comparison and with non-standard units. Compare and order length, height, mass and capacity. Talk about days, routines and simple time sequences.	Choose appropriate language to compare and describe length, height, mass and capacity. Order and explain comparisons. Sequence familiar events using before, after, first, next, then and last.

Wider Curriculum Knowledge Progression

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and present	<p>Children talk about themselves, their families and starting Reception.</p> <p>They begin to use simple language linked to past and present through personal experiences and routines.</p>	<p>Children talk about birthdays, Bonfire Night, Remembrance, religious festivals and Christmas.</p> <p>They begin to understand that some events are remembered and celebrated each year.</p>	<p>Children talk about New Year, changes in their own lives and people who are significant to them.</p> <p>They begin to understand the past through stories, characters and events.</p>	<p>Children talk about Easter and familiar places in their own lives.</p> <p>They begin to describe events and changes using stories, maps, photographs and discussion.</p>	<p>Children talk about significant events and change they have experienced.</p> <p>They compare some things in the past and now, drawing on stories and real-life experiences.</p>	<p>Children talk about Sports Day, holidays, travel experiences and moving to Year 1.</p> <p>They compare past and present events in their own lives and families.</p>
People, culture and communities	<p>Children learn about key people and places in school.</p> <p>They begin to understand that they belong to a class, school and family community, and recognise similarities and differences between themselves and others.</p>	<p>Children learn about different families, cultures, traditions and celebrations.</p> <p>They begin to recognise similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class.</p>	<p>Children talk about people who help them, people who are significant to them and the talents of themselves and others.</p> <p>They learn that people have different roles in society and that communities can support others through charity and fundraising.</p>	<p>Children learn about Bartley Green and their local community.</p> <p>They know about local places such as the school, church, shop, library, reservoir and other familiar places, and begin to use simple maps of the school and local area.</p>	<p>Children make links with members of the local community, such as gardeners, eco-warriors and visitors.</p> <p>They identify places that are near and far and begin to interpret a map of Birmingham.</p>	<p>Children compare familiar and unfamiliar places, including Bartley Green, Birmingham, the seaside and places beyond the local area.</p> <p>They use maps and globes to locate places and begin to talk about life in this country and other countries.</p>
The natural world	<p>Children learn about their bodies, senses and how people are similar and different.</p>	<p>Children observe how plants and trees change.</p> <p>They begin to talk about what animals need to survive.</p>	<p>Children observe winter changes and talk about how weather affects clothing, plants, trees and animals.</p>	<p>Children explore the school grounds and local area, observing weather patterns and features of their immediate environment.</p>	<p>Children observe plants, flowers, insects and minibeasts.</p>	<p>Children compare the seaside with Bartley Green, including weather, senses, creatures and features of the environment.</p>

	They observe autumn changes, plants and trees.		They look closely at similarities, differences, patterns and change in nature.	They use senses to observe seasonal change and begin to compare different local environments.	They know what plants need to grow, compare plants. They begin to talk about life cycles and how animals change.	They begin to understand similarities and differences between contrasting environments and important changes in the natural world.
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
Enquiry question	Being Special: Where do we belong? (Sandwell SACRE)	Importance of Nativity: Why do Christians perform Nativity plays at Christmas? (Understanding Christianity)	Places of worship: Which places are special and why? (Sandwell SACRE)	Creating an Easter Garden: Why do Christians put a cross in an Easter Garden? (Understanding Christianity)	Why is the word 'God' special? (Understanding Christianity)	Religious stories: Which stories are special and why? (Sandwell SACRE)
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	Children know that Christmas is a special Christian celebration. They know that Christians remember the birth of Jesus through the Nativity	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	Children know that Easter is a special Christian celebration. They know that the cross is an important Christian symbol and that Christians remember stories	Children know that the word 'God' is special to many religious people. They know that some people welcome babies into faith communities through special ceremonies	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

	should care for the world.	story and Nativity plays.	contain important objects or symbols.	linked to Easter and new life.	such as baptism, dedication or other welcoming traditions.	about kindness, thankfulness, courage and friendship.
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Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Art/DT units	Drawing: Marvellous Marks	Cooking and Nutrition: Soup	Sculpture and 3D: Creation Station	Textiles: Bookmarks	Painting and Mixed Media: Paint My World	Structures: Boats
Creating with materials	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.	Children design a soup recipe and packaging. They learn that soup is made from ingredients, name some vegetables, describe taste, smell, look and feel, and use tools safely with support.	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 design and make a simple bookmark. They choose materials, practise cutting, threading and weaving, and compare their finished product with their design.	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.
Kapow music units	Exploring Sound	Celebrations	Music and Movement		Big Band	

Music, movement and role play	Children listen carefully, talk about what they hear and explore copying sounds using voice, body percussion and instruments.	Children learn that special songs can be used to celebrate events. They explore long and short sounds and match voice or instruments to actions.	Children learn that music can be fast or slow and begin to move their bodies to the beat, pulse and tempo.	Children revisit songs, rhymes and movement through stories, role play, Easter and traditional tales. They use music and movement to support storytelling and performance.	Children learn that an orchestra is a group of people playing instruments together and that music can include more than one instrument at a time.	Children perform songs, poems and stories for others. They understand that performing means sharing a finished piece with an audience.

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. Staff 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. Staff 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 staff check	What happens next
On entry	Staff 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 staff 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	Staff notice who is secure, who needs further modelling, who needs more practice and who is ready for challenge. Adults check	Adults respond in the moment through high-quality interactions, modelling, questioning, scaffolding, vocabulary support and

	understanding during carpet sessions, play, provision, phonics, reading, maths, writing, routines and conversations.	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. Staff identify gaps, plan revisits, adjust the curriculum pace, provide intervention and ensure children who are secure are given appropriate challenge.
End of Reception	Staff 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 staff so that transition is smooth. This includes information about communication, reading, writing, mathematics, personal development, physical development, SEND, interventions, adaptations and next steps.