

School: Callington Primary School

Completed by a School Leader/Key Stage Leader: **Holly Southcott**

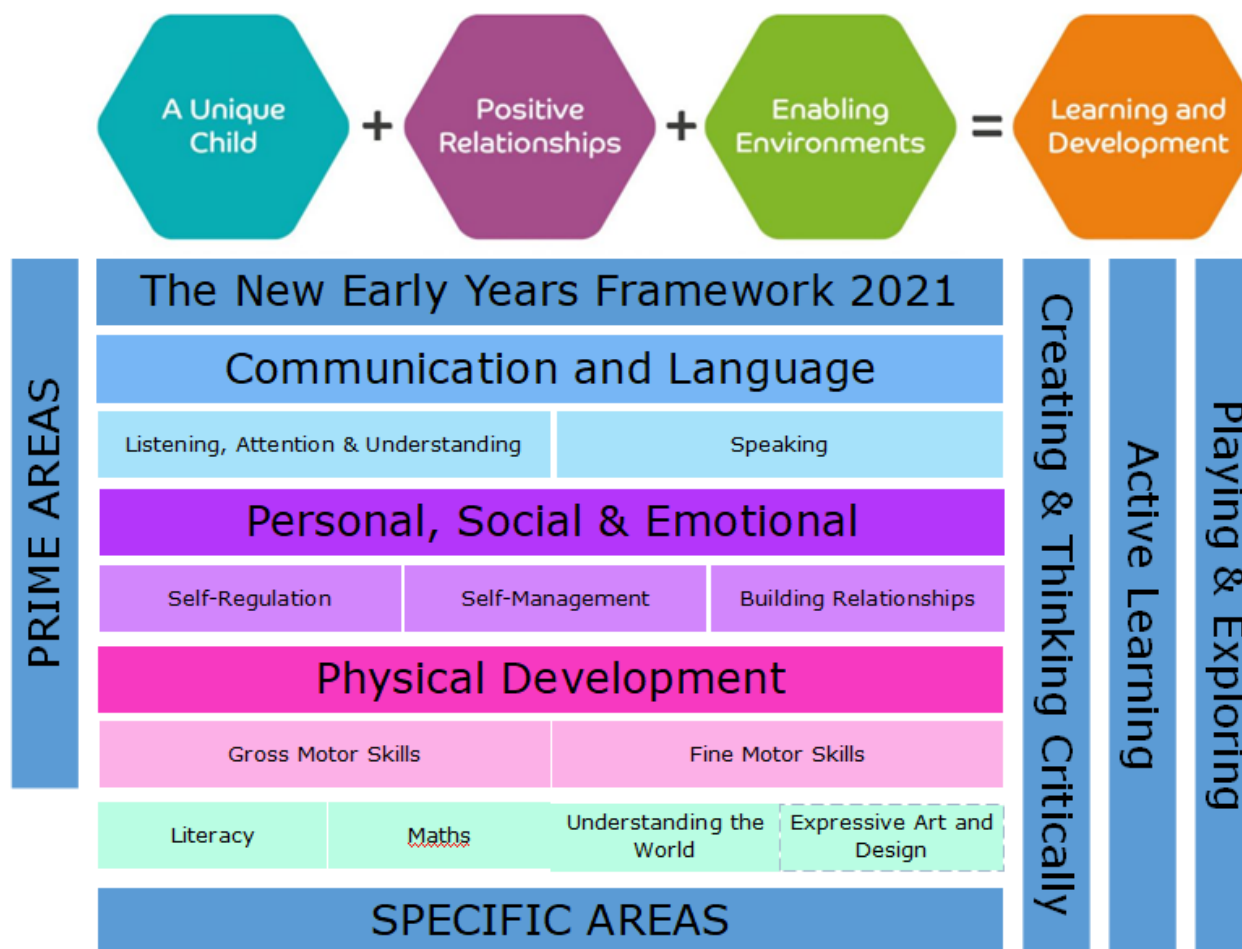
Name/Signature/Date: 20.05.26

Shared with Curriculum Leader: **Holly Southcott**

Name/Signature/Date: 20.05.26

Monitored by the Curriculum Leader: **Hayley Wood**
To ensure subject coverage and weighting

Name/Signature/Date: 20.05.26



Overarching principles in the Early Years

Unique Child

Every child is a unique, capable and resilient learner who develops at their own pace. At Callington, we acknowledge and value each child's individual strengths, needs and interests. We are committed to providing an inclusive environment where all children are supported to achieve their full potential and where no child is excluded or disadvantaged.

Positive Relationships

Children learn to be strong and build independence through secure, caring and positive relationships.

Enabling Environments

The environment plays a fundamental role in supporting children's learning and development. Indoor and outdoor spaces should be safe, enriching and offer stimulating opportunities for exploration and play. Individual needs are also supported through strong partnerships with parents and carers.

Learning and Development

Children learn and develop in a variety of ways and at differing rates. All areas of learning and development are equally important and interconnected, and our curriculum reflects this through a broad, balanced and progressive approach.

In line with the statutory requirements of the Early Years Foundation Stage (EYFS), we ensure full coverage of both education and care for all children. This includes effective identification and support for children with special educational needs and/or disabilities (SEND), enabling every child to access the curriculum and make good progress from their starting points.

Characteristics of Effective Teaching and Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'.

Active learning: - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically: - Children have and develop their own ideas, and develop strategies for doing things.

At Callington Primary, our Nursery and Reception classes are aligned to promote consistency across the EYFS in a nurturing and enabling environment to ensure the **best for every child, all of the time**. We are a large Early Years unit which has two register classes, enabling focussed provision and teacher-led activities alongside our core provision room which allows continual access to the fundamental skills outlined in the **Early Years Framework**.

As a town school, Callington values the importance of broadening children's experiences beyond their local environment; therefore, our curriculum and enrichment opportunities are thoughtfully planned to ensure every child receives a rich and well-rounded education.

"Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to child-led learning and it is one without the other that leads to impoverished educational experience." Fisher, 2016

Through a carefully balanced approach that incorporates structured teaching sessions, purposeful play, and thoughtfully planned adult-led experiences (Play Projects), alongside high-quality interactions and protected time for child-initiated learning (Play Adventures), we strive to ensure that all children make strong progress towards achieving our Early Years Curriculum Goals.

Our aim is for every child to leave the EYFS equipped with the foundational knowledge, skills, confidence, and readiness required to successfully transition to the next stage of their educational journey.

Our Early Years curriculum is underpinned by four key drivers: **Care, Communication, Community** and **Curiosity**. These drivers shape our intent, inform our pedagogical approaches and daily practice, and help construct purposeful, tailored, and coherent learning experiences for every child.

Grounded in the principles of the Early Years Foundation Stage – recognising the **Unique Child, enabling environments** and **positive relationships** – our drivers provide a consistent framework through which children develop socially, emotionally, physically and cognitively, alongside igniting curiosity and creating life-long memories.

We prioritise children's emotional security, sense of belonging and well-being as the foundation for all learning, promoting respect for themselves, others and the environment.

Through strong and secure key relationships, positive partnerships with families, consistent routines and explicit support for developing self-regulation, we create an environment where children feel safe, valued and understood.

Our staff model high expectations for behaviour in line with the **CPS Way**, fostering a respectful and purposeful classroom culture. As a result, children develop empathy, resilience, independence, emotional literacy and the skills needed to build positive relationships.

Communication and Language is at the heart of our EYFS provision and underpin all aspects of our curriculum and wider experiences. We recognise that strong language development is fundamental to children's future success.

Our environments are language-rich and carefully planned to promote high-quality interactions. Staff use the **ShREC** approach to model and extend children's language, explicitly teaching core and ambitious vocabulary alongside the knowledge-rich **CUSP** curriculum. This ensures children are supported to acquire the language they need to understand concepts and express their thinking with confidence.

We maintain high expectations for every child's individual communication and language goals. All children are supported to communicate effectively, whether through gesture, talk or the development of a broad and secure vocabulary. Our EYFS **Vocabulary Progression** document clearly sets out our vision for what children will know and be able to articulate by the end of the Foundation Stage.

Language is further enriched through our **Drawing Club** and **Talk Through Stories** approaches, which provide exposure to high-quality texts, sustained shared thinking and meaningful role-play opportunities. As a result, children leave the Foundation Stage equipped with the communication skills and vocabulary required to access future learning successfully at their individual stage of development.

At Callington, our school is proud to be at the centre of our local community. We place great importance on nurturing a strong sense of belonging, both within our setting and the wider world. Through meaningful experiences, we support the development of the unique child to understand their place in different communities, including their class, school, families, the local area and beyond.

We actively celebrate diversity and promote an inclusive environment where children learn to recognise and value similarities and differences. Our responsive curriculum makes purposeful connections to children's own lives and experiences, helping them to build a secure sense of identity where they feel safe and develop respect and understanding for others.

Through our **Community** key driver, sustainability is purposefully integrated throughout the EYFS curriculum, with the aim of fostering children's early understanding of environmental responsibility and their role as engaged, responsible members of both their local and wider communities. Through purposeful experiences, children develop an understanding of key concepts, including caring for living things, minimising waste, recycling, reusing resources, and showing respect for the natural environment.

Opportunities for **outdoor learning**, gardening, seasonal exploration, and engagement with our local area foster curiosity about the natural world and promote sustainable habits from an early age. We aim to nurture environmentally aware, responsible citizens who understand that their choices can positively impact the world around them.

We aim to ignite children's natural curiosity and provide a strong foundation for a lifelong love for learning. We promote exploration, questioning and sustained shared thinking as central features of our practice. Our skilled EYFS team model inquisitive thinking, using carefully considered questioning to extend and deepen children's understanding.

Our enabling environments, both indoors and outdoors, are thoughtfully designed to foster intrinsic motivation and independence. Open-ended, responsive provision and carefully planned enhancements ensure high levels of engagement and challenge for all learners.

Through rich, play-based experiences and purposeful learning adventures, children are inspired to explore, discover and take risks in their learning. Adult-initiated opportunities further extend children's interests, providing meaningful opportunities to develop knowledge, skills and critical thinking in a collaborative and supportive environment.

CARE

At Callington we pride ourselves on establishing a strong sense of ***belonging*** for all of our children, staff and families.

When each child starts in Nursery or Reception they will receive a home visit to make connections, ignite those key relationships and begin the journey on our collaborative partnership between home and school.

At the heart of our Early Years curriculum is every child's well-being, and we plan a purposefully structured timetable which centres around the children's Personal, Social and Emotional Development.

Through this the children begin to embed our ***CPS Way*** and develop an understanding of our school values ***Respect, Perseverance, Compassion, Curiosity*** and ***Creativity***.

COMMUNICATION

Over recent years, we have identified a consistent trend of children entering our setting with lower starting points in communication and language. In response, we use ***WellComms*** as a formative assessment tool to assess children's speech, language, and communication skills on entry, identifying any gaps in development and informing next steps. Identified next steps are woven throughout our curriculum, influencing ***provision, intervention*** programmes, and the ongoing ***language modelling*** and conversations that take place across the setting.

We value the fundamental importance of every child's right to communicate. We recognise that communication and language development progresses at different rates and provide a language-rich environment to support all learners. Staff are trained in ***Makaton*** and use ***signing*** alongside speech to promote understanding, expression, participation, and inclusion from the earliest stages of development.

All staff use the ***ShREC*** approach as part of their daily practice, ensuring consistent, high-quality ***interactions*** that promote communication and language development throughout provision.

We use a range of dual-coded ***visual supports*** to enhance children's understanding and promote communication through gestures, signs, symbols, and spoken language.

CURIOSITY

To ignite curiosity and a love of learning, our curriculum is organised around three overarching themes: ***All About Me, All About Curiosity, and All About Change***. These themes provide a coherent structure for learning across the year, enabling children to build knowledge, skills, and understanding over time. Our carefully planned curriculum is enhanced through fortnightly ***provision enhancements***, designed to engage, inspire, and motivate children while responding to their interests and developmental needs.

Termly ***enrichment*** opportunities are carefully planned to align with our core themes, enriching and deepening children's learning. We also provide additional experiences that connect children to the wider world, helping to broaden their ***knowledge, experiences, and cultural capital***.

Child-led learning is supported through ***Play Adventures***, enabling children to build independence as they explore their interests through meaningful, real-world experiences that deepen learning.

COMMUNITY

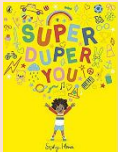
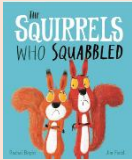
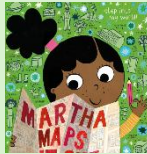
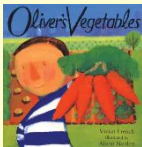
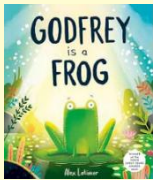
Partnerships with families begin prior to children starting at our setting, reflecting the importance we place on strong relationships within our school community.

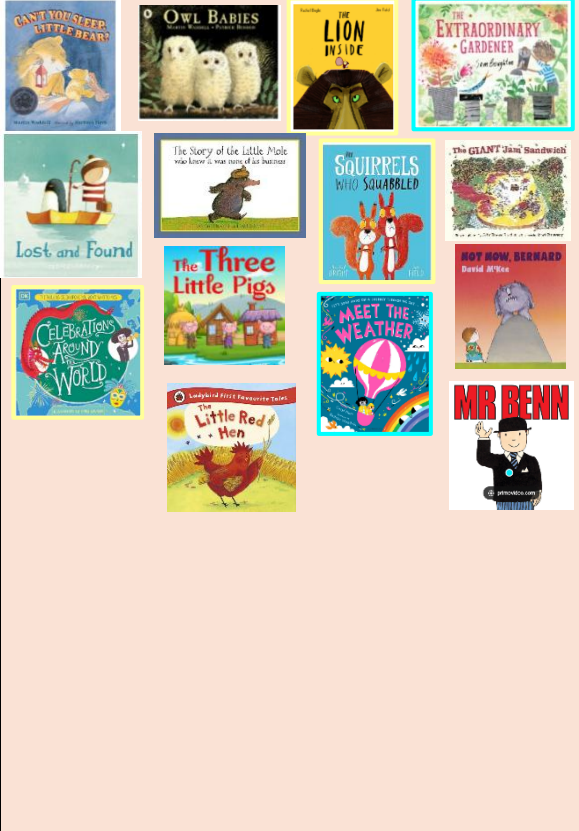
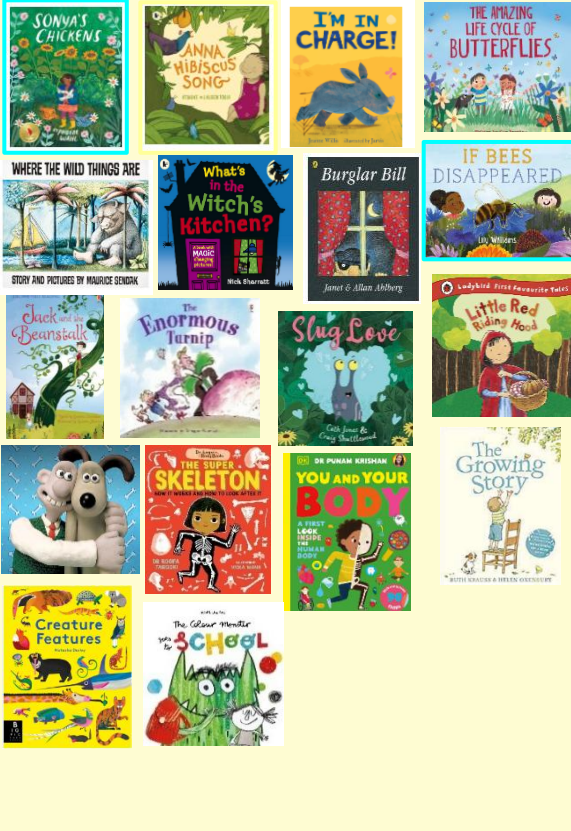
Within our EYFS unit, we create a nurturing community where children develop independence and a strong sense of identity, alongside a secure feeling of ***belonging***.

The school community is strengthened through children's involvement in collective worship, whole-school house events, and celebration assemblies, helping to foster a strong sense of belonging and ***shared identity***.

We enhance our curriculum of ***Understanding the World*** with opportunities to visit local places, helping to develop their understanding of their immediate environment and local context. We also work with members of the local and wider community to support children in developing an understanding of their place within society.

Callington Primary School

Key Themes	Autumn 1 All About Me (Self)	Autumn 2 All About Me (Families/Local)	Spring 1 All About Curiosity (World)	Spring 2 All About Curiosity (Local)	Summer 1 All About Change (Nature)	Summer 2 All About Change (Humans)
Curriculum Goals	Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers					
Care Communication Community Curiosity	Welcome to School Rules, Routines and Keeping Safe CPS Way Building Positive Relationships – Adults & Peers Expressing Feelings Appropriately What is important to me? People who are important to me People who help us Our Community : Class, School, Local Celebrations around the world Seasonal changes & weather		Our World & Environments Digital World & E-Safety China Our Oceans Cornwall & The Sea Places that are important to us Mapping it Out Celebrations around the world Seasonal changes & weather		Sustainability Life Cycles – Frogs & Butterflies Planting & Growing Food & Farming My Healthy Mind The Human Body & Changes Seasonal changes & weather	
Celebrations Local / National / International	Autumn Harvest Halloween	Bonfire Night Remembrance Day Diwali Christmas Nativity	Chinese New Year Valentine's Day Pancake Day World Art Day	St Piran's Day Cornwall Week Mothers Day Easter	May Day International Museum Day	Father's Day Sports Day EYFS graduation
Key Theme Texts	Super Duper You! <i>Sophy Henn</i> 	The Squirrels That Squabbled <i>Rachel Bright</i> 	A Ticket Around The World <i>Natalia Diaz</i> 	Martha Maps It  Out Leigh Hodgkinson	Oliver's Vegetables <i>Alison Bartlett</i> 	Godfrey Is A Frog <i>Alex Latimer</i> 

Further Key Texts & Inspirations: Drawing Club & Talk Through Stories Sustainability Diversity			
Enrichments	Pop Up Play Village Autumn Hunt Art - Honey Fair Painting – Local Exhibition Art - Autumn Show Drawing – Local Exhibition School Library Induction Wild Tribe Visitors from different occupations	Climate - Oceans Workshop DT – Food Technology – Pancakes DT – Food Technology – Easter Nests DT – Food Technology - Bread Cornwall Week Cornish Singers Visit Musician Visits	Planting seeds Jane Newbury – Author/Poet Musical Performance Sunflower Project Wild Tribe CUSP DT Food Festival Deer Park Farm Trip

	Clive Piggott – International Storyteller DT – Food Technology – Pumpkin Soup (Kitchen Safety) DT – Food Technology - Gingerbread men Local Church Visit Christmas Fair – Wreath Making Nativity – Christmas Story		Wild Tribe Community – Tree Planting CUSP Art Festival – Digital Art & Installation Sustainability and Climate Education Art Competition Easter – Church Visit		Growing & harvesting our own fruit & vegetables Sports Day EYFS Graduation Transition to KS1 Animal visits Chicks, tadpoles, caterpillars	
	Wild Tribe / Outdoor Learning Introduction to Wild Tribe Rules and Safety Tool Skills and Safety Fires and Safety Exploration and Sensory Investigation Autumn Investigation		Wild Tribe / Outdoor Learning Tool Skills and Safety Fires and Safety Environment & Sustainability Messy play & colour mixing Ephemeral Art		Wild Tribe / Outdoor Learning Tending the garden Tool Skills and Safety Fires and Safety Creating games with rules Team games & challenges	
Assessment	RBA (Reception Baseline Assessment) Checkpoint Assessment Wellcomms (Language and Communication) Assessment RWI Assessment for grouping (completed by half term)	RWI End of Term Assessment Maths Assessment (Informal) Wellcomms (Language and Communication) Assessment	RWI End of Term Assessment Wellcomms (Language and Communication) Assessment	RWI End of Term Assessment Maths Assessment (Informal) Wellcomms (Language and Communication) Assessment	RWI End of Term Assessment Wellcomms (Language and Communication) Assessment EYFS Profile (National Data)	

EYFS & Our Curriculum Goals

Communication & Language - Confident Communicators

Listening, Attention
and Understanding

Speaking

We aim to become **Confident Communicators** who...

Can listen carefully in different situations.

Can share attention with another and respond to build conversational skills.

Can use a wide range of vocabulary to share thoughts, feelings, emotions and ideas.

Educational Programme (from EYFS Framework 2023): The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening

Enjoy listening to longer stories and to others in one-to-one or small groups, when conversation interests me.

Listen to stories with increasing attention and recall.

Listen to and talk about stories and build familiarity and understanding

Listen and respond to ideas expressed by others in conversation or discussion.

Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary

Develop a bank of learnt rhymes, poems and songs

Demonstrate listening skills across a range of situations both one-on-one, small group and whole class activities.

Attention

Show interest, listen and tune in to sounds and words. E.g. copying rhymes, songs and playing games with repetitive refrains.

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Give their attention to what others say and respond appropriately

Describe events in some detail. E.g. events in my own life and those from a story.

Engage in serve and return conversations in play where I share my thoughts, feelings, needs and ideas with linked sentences and new vocabulary. Follow a story without pictures of props.

Respond

Know how to show they are listening and understands why this is important to listen
Follow one- or two-part instructions. E.g. get your coat and your bag
Respond to what they hear with relevant comments or actions
Use talk to organise themselves in their play 'Let's make a bus. You sit here. I'll be the driver'.
Comment and narrate about my own and others' play and actions Introduce a storyline or narrative into my play and invite others to join Begin to understand humour. E.g. nonsense rhymes and jokes
Ask and answer a range of questions about what I see happening in my play or in stories we are reading, including 'why' and 'how'.
Respond to a longer sequence of instructions
Follow sets of instructions with multiple steps and words like 'first', 'next', 'last'.
Confidently hold back and forth conversations with a range of familiar adults and peers

Understanding

Asks relevant questions in response to what they have heard, wanting to find out more information
Begin to learn new vocabulary and use it in relevant conversations within play
Begin to understand 'why' questions linked to a story, such as 'why do you think that character was sad?'
Ask questions to find out more and check they understand what has been said
Extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
Understand a range of complex sentences structures including negatives, plurals and tense markers.
Understand questions such as 'who, why, when, where and how'.
Use new vocabulary from stories and topics in relevant contexts

Speaking

Take part in pretend play and begin to communicate and negotiate with their peers
Comment and engage in conversation about a text, talking about what might happen next.
Begin to use a wider range of vocabulary or nouns, people, places and objects from stories and topics so far and begin to use these in longer sentences.
Take turns speaking in play about thoughts that relate to what I am doing or can see.
Use longer sentences of up to 6 words or more to communicate their ideas.
Use talk to help work out problems, negotiate and organise thinking and activities.
Begin to use talk to explain how things work and why things might happen
Use new vocabulary in different contexts
Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Retell a story independently during play, once developed a deep familiarity with the text, using some exact repetition of words and key phrases.

	Become confident to use talk to explain how things work and why things might happen Connect one idea or action to another using a range of connectives Use language to imagine and create roles and experiences in play situations Connect one idea or action to another using a range of connectives Use talk to problem solve and organise thinking and can explain how things work and why things might happen Confidently talk in small group and whole class situations and enjoy sharing ideas Communicate ideas, thoughts, needs and feelings in well-formed sentences.	
	ELG Listening Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	ELG Speaking Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Circle time	Develop social skills, turn-taking and communication. Improve listening and attention skills. Support language development.
	Wellcomms Speech and Language Toolkit	Identify and support children with communication barriers. Targeted activities and interventions to support development at school and at home.
	Core Rhymes & Songs	To support inclusion and development of language skills. Supports changes in variation and vocal tone, learning about the natural sounds of language. To develop a love of language.
	Daily Routines	Warm welcomes and morning conversations. Learn new vocabulary, follow one and two step instructions, communicate needs, emotions and interests.

PSED (Physical, Social, Emotional Development) – Independent Individuals, Caring Collaborators

Building Relationships Managing Self Self-Regulation	We aim to become Independent Individuals who... Are confident to communicate needs, emotions and interests. Are confident to ask for help if needed. Are resilient in the face of new challenges. Demonstrate compassion and kindness to others.
	<i>Educational Programme (from EYFS Framework 2023): Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i>
	Build constructive and respectful relationships Begin to develop new relationships with key adults and peers. Begin to learn how to share resources and turn take to play games. Children develop skills to listen to each other as well as staff. Children will learn to negotiate during their play if play opinions differ during provision and Play Projects Children are familiar and confident with a range of peers and adults across the Foundation Stage Children will begin to confidently take on different roles within play with peers Children continue to seek out others to build new relationships with across the Foundation Stage Children collaborate with ideas in their play and within Play Projects Children continue to build skills to support their negotiation skills within play. Children continue to build their collaborative skills within play.
	See themselves as a valuable individual Begin to share their likes and dislikes with adults and peers in their classroom. Begin to show an interest in a particular area of the classroom. Continue to talk about family members and start to discuss similarities and differences between families with their peers and adults in the classroom. Continue to build on interests inside and outside of school life. Sharing some of these with peers and adults in the classroom. Children can begin to talk about and share similarities and difference between different cultures and celebrations.

Children can use their interests to inform their play and play projects with peers.
Children continue to learn about new cultures and different celebrations and can now comment on them and compare this to their own experiences.
Children can confidently use their own lived experiences to support ideas for their play and play projects. They can share these experiences confidently with their peers.
Children know about a range of cultures and celebrations and can talk about them confidently.
Children have shared and used their interest to support their play throughout the year.

Express their feelings and consider the feelings of others

Begin to express their feelings if they are hurt or upset to an adult in the classroom.
Beginning to know what kind and considerate behaviours are as modelled by the adults and other children in the classroom.
Starting to use descriptive vocabulary when expressing that they are hurt or sad.
Children will take part in activities where they can build upon expressing feelings and opinions.
To continue to use kind and considerate behaviours in the classroom and when working with peers.
To start to be confident in labelling and expressing feelings when talking to an adult or peer.
To know what kind and considerate behaviours are and to show these most of the time when in the school environment.
To now be confident in expressing their feelings to an adult or peer and to be able to talk through ways of starting to overcome these feelings successfully.
Children are now very confident in showing positive behaviours in the class environment and wider school environments.
Children are now using appropriate language to confidently label and express their feelings.

Show resilience and perseverance in the face of challenge

To begin to show that they are proud of a personal achievement and share it with an adult or peer.
Beginning to share their play with others and start to self-evaluate it after being modelled by an adult.
Start to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.
Begin to set own goals and work on achieving them with peers or an adult in the classroom.
Children will begin to know that mistakes are an important part of learning and that they can go back and trial something else.
Children will become more confident in setting goals and can share these goals with other people.
Children will now be able to accept when a mistake has been made and be confident in working out how they can overcome and change the outcome to the one that is needed or desired.
Children will enjoy sharing their own personal goals with their peers and adults in the room and will start thinking about how they can make their goals more challenging.
Children are confident with dealing with mistakes and are now able to support each other with different ways of overcoming them.
Children enjoy setting their own goals and like to celebrate and share them with others when they have achieved them.

Identify and moderate their own feelings socially and emotionally

To start identifying and labelling own emotions such as angry, sad, happy, excited.
Beginning to come up with strategies to help stay calm when faced with frustration.
To begin to know why we take turns, wait politely, tidy up after ourselves etc.
To start to understand why it is important to respect class rules and behave correctly towards others.
Children will know where there is a safe space if needed to calm down and can return to an activity when they feel ready.
Children will know what behaviours are expected in the classroom and can follow the class rules.
Children will now be confident in regulating their feelings and will now have their own strategies in place to help with this.
Children are now confident with the class and wider school rules and now know why it is important to follow them and have them in place.
Children use the spaces in the classroom when needed to regulate their feelings and now have good strategies in place to support themselves with this.
Children now know how others may feel in certain situations and can confidently talk about this with others and share their own feelings.

Think about the perspectives of others

To listen to stories where characters face challenges and start to talk about how these characters might feel about the challenges and how they have overcome them.
When modelled by an adult children can start to talk about problems and emotions and how they overcome them.
When listening to stories start to make comments about how the character is feeling and how they are overcoming any challenges.
Talk about problems and emotions to an adult or peer and how they can/have overcome them.
Children continue to discuss with other how they felt about a problem and how they have managed to overcome it.
To begin to show empathy to how someone is feeling and alter my actions in response.
Children are now confident in discussing their problems and can support others in overcoming problems that they are faced with.
To be confident in detecting the way that their peers are feeling and offer support to help them.
Children are confident in discussing problems they have come across and can explain to others how they have overcome them.
Children can confidently talk about different emotions of characters in books and can describe why the characters may feel the way they are feeling.

Manage their own needs

Children know that their own belongings belong to them.
Children know when and can wash hands for times such as snack and lunch time.
Children will begin to look after their own belongings and start to put things away such as book bags, hanging up coats and bags etc without any prompting from an adult.
Children can identify when they may need support from an adult to change wet/dirty clothes.
Beginning to talk about different foods and how some foods are healthy and good for us such as fruit and vegetables.
Being able to dress and undress myself for PE and other times when needed.
Children will begin to know and be able to explain the importance of the different aspects of a healthy lifestyle.

	Children are now confident in looking after their own belongings and getting themselves ready for home time and PE lessons where they must change themselves. Children have good levels of personal hygiene and can attend to their own needs. Children are beginning to have a good understanding of how to keep their bodies healthy through food choices and exercise.		
	ELG Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions	ELG Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	ELG Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships.
	Circle time	Build confidence and self-esteem, enhance emotional literacy and empathy and strengthen the sense of community within the class. Build relationships with others, strengthen turn-taking and support to become an active listener who can respond to others ideas respectfully.	
	Core Rhymes & Songs	Teach simple moral lessons, containing social values. Promote social interaction and teamwork, fostering a sense of community and belonging. Explore different emotions and scenarios in a safe and controlled environment.	
	Daily routines	Warm welcomes and morning conversations. Self-care through toileting, snack and lunchtime, looking after own possessions. Clear expectations of behaviour, rules and routines and the CPS way.	

Physical Development – Amazing Athletes, Talented Tool Users

Gross Motor

Fine Motor

We aim to become **Amazing Athletes** who...

Can move in a variety of ways, navigating space and obstacles.

Can take part in team games.

Have a strong core strength to access all areas of the curriculum.

A **Talented Tool User** who...

Has strong motor movements and can use tools with coordinated control.

Use tools safely to manipulate and create meaning to materials.

Use a pencil effectively to communicate.

Fine Motor

To grasp and release with two hands.

Show a preference for a dominant hand.

To begin to use scissors with either two or one hand.

Begin to form recognisable letters with support and independently.

To manipulate a range of tools and equipment in one hand (playdoh cutters, plastic knives

Begin to use scissors with one hand.

Form a range of recognisable letters independently.

Use simple tools to effect changes to materials (rolling pins, imprint tools, one-handed tools)

Use scissors with one hand and the other hand holding the paper

Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

Use a pencil accurately, holding it effectively to form recognisable letters, most of which are correctly formed.

Handle tools, objects, construction and malleable materials safely and with increasing control and intention

Gross Motor

Begin to focus on balance and movement.

Create lines and circles, pivoting from the shoulder and elbow.

Begin to develop coordination and spatial awareness.

Maintain balance on stairs and whilst carrying small- and large-scale objects across a flat surface.

Begin to maintain balance whilst carrying objects across an un-balanced surface.

	Balance on one foot or in a squat momentarily, shifting body weight to improve stability Can navigate stairs and move across climbing equipment using alternate feet. Roll and stop a ball with both hands. Begin to kick a ball with elements of control. Navigate steps and slopes whilst carrying small objects, maintaining balance and stability Navigate across a range of surfaces with coordinated control Throw, catch, kick and roll a ball with increased levels of accuracy.	
	Explicitly taught P.E sessions (Arena) Dance and Movement Ball Skills Games Fundamental Athletics Dance Gymnastics	
	ELG Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skilling and climbing.	ELG Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Squiggle Time	Aimed at developing the fine muscle control needed for writing through dance, music and large body movements. Bridging the gap between gross motor movement and fine motor movement. Leads into create large -> smaller marks on paper.
	Lunch Time	Use cutlery correctly to develop hand skills of crossing the mid-line, hand strength and using both hands together.
	Core Rhymes & Songs	Songs with actions which cross the mid-line, use both hands and develop coordination.

Literacy – Brilliant Bookworms & Wow Writers

Word Reading

Writing

We aim to become **Brilliant Bookworms** who...

Have developed a love of reading and sharing stories.

Use new vocabulary to create own narratives and express ideas.

And **Wow Writers** who...

Can understand the power of the marks they make and know they create meaning.

Write letters that are formed correctly.

Enjoy writing for a purpose.

Reading:

Enjoy sharing stories with adults, friends and during whole class story time

Initial sounds, oral blending, CVC words, reciting known stories listening to stories with attention and recall.

Joining in with rhymes and showing an interest in stories with repeated refrains.

Sequencing familiar stories using pictures

Begin to read CVC words which include the newly taught sounds

Identifying known single letter sounds in word. Leading up to blending CVC sounds

Children will begin to identify rhymes and alliteration in stories

Know that print is read from left to right

Spotting 'special friends' in words.

Retelling stories related to events through role play

Exposure to non-fiction texts

Be able to identify and experiment with continuing rhyming strings

Identify common themes within traditional tales

Explain the main events of a story and give simple descriptions of characters

Begin to ask questions about story book characters

Begin to learn key features of a book

Begin to innovate and retell stories to an audience

Become familiar identifying non-fiction texts and using these for a purpose

Retelling stories as part of a group, using pictures as prompts

Begin to use story language when acting out a narrative

Non-fiction texts, Internal blending,

Naming letters of the alphabet. Distinguishing capital letters and lower case letters.

I can listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

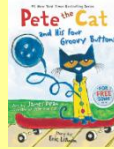
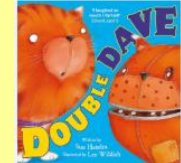
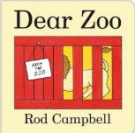
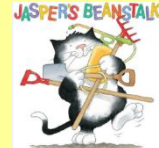
Writing:

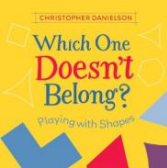
Recognising initial sounds and identifying the correct letter to match the sound

Give meaning to the marks I make

	Identify a dominant hand for mark making and writing Work towards holding my pencil using a tripod grip Writing initial sounds, CVC words and simple captions and labels Form recently taught letters so they are recognisable Write my own name to label things which are important to me Creating codes in my own pictures to give meaning to my work Writing invitations and cards for celebrations Begin to write lists for things I need (such as shopping lists in the role play) Form taught letters accurately and with coordinated control Can write some 'red words' such as 'I' and 'the'. Writing CVC, CCVC and CVCC words Beginning to write simple phrases inspired by stories and my own ideas Begin to include a narrative into my writing with a beginning, middle and end Say a sentence accurately before writing I can draw pictures of characters/ event / setting in a story this may include labels, sentences, or captions. I can write for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lowercase and capital letters correctly		
	ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELG Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases.
	Story Time / Circle Time	Sharing stories during Talk Through Stories, discussions and conversations about settings, characters, story language. Daily opportunities to share favourite stories and familiar traditional tales. Phonological awareness through RWI (Read, Write Inc) oral blending games.	
	Core Rhymes & Songs	Supporting children's ability to recognise and work with sounds in spoken language, developing their understanding of rhyme.	
	Daily routines	Daily phonics (Read, Write Inc) sessions. Daily oral blending (Fred Games) activities).	

Maths – Masters of Maths

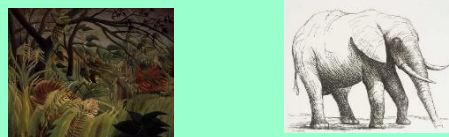
Number Numerical Pattern Shape & Space	We aim to become Masters of Maths who... Are confident to talk about what they notice relating to shape, pattern and number. Can compare size, shape and quantities. Use shapes and their properties for a purpose. Use mathematical vocabulary to describe, explain, reason and solve problems.
	Number Show small quantities in familiar patterns (for example, dice) and random arrangements. Have a good understanding of numbers to 5 and know that the amount stays the same however objects are arranged. Use core rhymes to support counting and understanding of numbers to 5. Rote count to 10 and subitise to 3. Read stories which involve subitising and counting. Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item (1:1 correspondence). Say how many there are after counting to help children appreciate that the last number of the count indicates the total number of the group (Cardinal principle). Subitise to 5 and begin to talk about the different ways that amounts of 5 can be made. Develop a sense of numbers beyond 5. Subitise to 6. Confidently talk about the different ways that numbers can be made to 6 and apply this knowledge to numbers to 10. Put objects into five and ten frames to begin to familiarise children with the tens structure of the number system. Link subtraction facts to composition of numbers to 5. Recall some double facts to 10. Have a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5 and some number bonds to 10.    
	Numerical Pattern Compare amounts using the language of 'more'. Read numerals to 5 and match to an amount. Order numbers to 5. Count objects accurately to 10 using one to one correspondence. Identify when objects have the same, less than or more than an amount. Make predictions about what the outcome will be in stories, rhymes and songs if added, or if one is taken away. Recognises numbers to 10 and put them in order. Count beyond 10 and start to recognise the pattern of the counting system to help count beyond 10.    

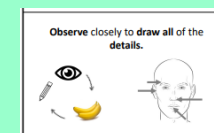
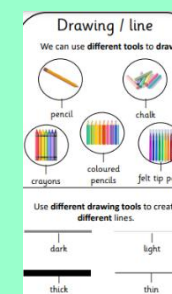
	Recognise patterns within number. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts. Recognise when one quantity is greater than, less than or the same as the other quantity.	
	Shape, Space & Measure Use some everyday language to talk about and compare size and shape. Recognise a repeated pattern and begin to create own patterns and arrangements. Use some shape names appropriately and understands prepositional language. Use prepositional language to describe where an object is. Create a repeated pattern with colour and shape. Use mathematical language to compare and talk about shape and size. Compare length, weight and capacity. Develop a range of mathematical language to describe and compare size, shape, length, weight and position. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes to recognise a shape can have other shapes within it.     	
	ELG Number Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	ELG Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Core Rhymes	The Ants Go Marching Five Little Men Five Little Speckled Frogs Five Currant Buns 10 Fat Sausages There's a hole in my bucket

Understanding of The World – Exceptional Explorers

Past and Present	We aim to become Exceptional Explorers who...
People and their Communities	Show curiosity about the world around them.
The Natural World	Understand differences about the world around them.
	Our CUSP curriculum sets out Understanding of the World under the curriculum areas: History, Science, Geography, R.E. This supports the children to develop the foundational knowledge which they are expected to retrieve within the Year 1 curriculum.
	CUSP Understanding the World: History Talk about past/present events in their own/family life. Compare life for their family then and now (parents, grandparents). Understand how houses, clothes, transport, toys have changed over time Comment on images of familiar situations in the past. Know about a significant inventor.
	CUSP Understanding the World: Science Seasons and weather changes. Name seasons and weather. Relate the changing seasons to the passing of time. Describe what they see, hear and feel whilst outside. Know about life cycles and changes over time. Describe how trees and plants change. Understand hibernation and how animals store food. Talk about similarities and differences in animals including humans. Name animal features and what they are for. Name parts of the human body they can see, including brain and heart. Talk about what their body needs. Name common plants. Examine changes over time: plants. Talk about parts of a plant/changes, similarities and differences of a plant. Question why things happen, having own ideas. Make observations and explain observations. Make predictions about what might happen. Make decisions about what do to. Develop own ideas through experimentation with a range of diverse materials. Choose appropriate materials for the job. Know how to use a variety of tools and equipment and how they work.

	CUSP Understanding the World: Geography Name and locate areas in community (religious, important buildings, road signs). Surrounding area: observation, discussion, maps. Name and talk about another country. Begin to use atlases and globes to find where they live/where people they have encountered in stories live. Name, locate and talk about one other country, linked to what they have read (China/Chinese New Year).					
	CUSP Understanding the World: Religious Education Similarities and differences – others, communities, families, cultures, occupations.					
	Religious Education (NATRE) Key Questions					
	Why is the word God so important to Christians?	Why do some Christians perform a Nativity play at Christmas?	Being Special – Where do we belong?	Why is Easter so special to Christians?	Which places are special and why?	Which stories are special and why?
	ELG Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		ELG People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
	PSHE (SCARF) Key Units					
	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
	Circle time	Celebrating each others’ achievements. Talking about things we have experienced and places we have explored.				
	Collective Worship	EYFS assemblies, whole-school assemblies, celebration assemblies.				

	Core Rhymes & Songs	Exploring transportation, animals, nature, community and changes that may occur. Encourage observation of their surroundings, cultural awareness and diversity.	
Expressive Art & Design – Proud performers & Dynamic Designers			
Creating with materials	We aim to become Dynamic Designers who... Use objects and tools to create and represent something else. Can draw and paint with increasing complexity.		
Being imaginative and expressive	And Proud Performers who... Can respond to what they have heard through expression. Create their own songs or improvise a song around one they know.		
	Focus Artists: Paul Klee – Mark Making Kandinsky – Colour & Painting Picasso – Continuous Line Drawings Van Gogh – Starry Night/Sunflowers Gustav Klimt – Tree of Life 	Focus Artists: Matisse – Collage Piet Mondrian – Primary Colours Jackson Pollock – Expression Paul Gauguin Henri Moore 	Focus Artists: John Dixon Van Gogh: Sunflowers 
Our CUSP curriculum sets out Expressive Art & Design (ART & DT) under the curriculum strands: Drawing and Line, Colour, Painting, Pattern, Texture and Shape, Sculpting, Becoming and Artist.			
Drawing and Line Explore with mark making. Give meaning to the marks I make. Draw with increasing accuracy, experimenting with pencils, felt tips, chalk, crayons. Experiment with different depths of line. Begin to explore how to use line in different ways to create shape, space and form. Begin to draw from own observations and begin to experiment with adding detail to their drawings.			
Colour Identify primary colours. Know how to mix to make new colours. Names of some other colours (including secondary colours). Develop colour mixing, match colours they see and want to represent.			



	Painting Continue to develop colour mixing techniques to match colours they see and want to represent. Self-select different types of paint for a purpose. Self-select different tools for painting. Accurately use a paint brush.	
	Pattern, Texture and Shape Recognise and create different patterns using loose parts and shapes. Select textures to represent different things.	
	Sculpting Use a range of small tools – scissors, cutlery, stapler, hole punch. Use age appropriate hammer, screws, nails, hand drills, hand vice, saw, goggle and gloves. Use a range of fixings and explain choices – staples, stapler, hole punch, treasury tags, split pins, glues, Sellotape, masking tape. Sculpt with playdoh, clay, plasticine, papier-mache to create specific ideas.	
	Becoming and Artist Know what an Art gallery is Name 2 artists Express opinions about artworks Talk about colours, shapes, patterns and textures in Art. Share their creations explaining the process used. Return to and build on their previous learning, refining ideas and develop the ability to represent them. Say what works well, why they are proud of their creation and what they might do to make it better. Create collaboratively, sharing ideas, resources and skills.	
	Our CUSP curriculum sets out Expressive Art & Design (Imaginative and Expressive) under the curriculum strands: Music, Dance and Drama. Music, Dance and Drama Accompany songs with simple instruments. Name and describe instruments. Explore body percussion to keep a rhythm. Explore repeated patterns with body percussion and instruments. Collaborate to create music.	
	ELG Creating with Materials	ELG Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.

	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.		Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Circle time	Celebrating each other’s creations, offering constructive feedback and responding to feedback.	
	Core Rhymes & Songs	Supporting rhyme and predictability, playfulness and humour, building emotional awareness and expression and providing a sense of empowerment.	