

Haslingden St James' Church of England Primary School



# EYFS – Nursery 2026-27

Long term overview and Statement of Intent

*'Growing in God's Love, Learning as we Go, Sowing Seeds of Kindness' (Matthew 13 – Parable of the Sower)*

**FORGIVENESS   ENDURANCE   TRUST   PEACE   KOINONIA   FRIENDSHIP  
THANKFULNESS**

## EYFS Statement of Intent

### Intent

At our school, the Early Years Foundation Stage (EYFS) provides a strong, nurturing, and inclusive foundation that enables every child to flourish academically, socially, emotionally, physically, and spiritually. Guided by our school motto inspired by *Matthew 13 - The Parable of the Sower*, “Growing in God’s Love, Learning as we Go, Sowing Seeds of Kindness”, we recognise each child as a unique individual who thrives when learning is rooted in love, care, and high expectations.

Our EYFS curriculum is bespoke, designed to reflect our local context, community, and environment, while celebrating the diversity of the children and families we support. We value children’s lived experiences and use these as a meaningful starting point for learning, ensuring the curriculum is relevant, inclusive, and ambitious for all.

The curriculum is rooted in the **EYFS Statutory Framework 2026** and informed by **Strong Foundations**, **EEF guidance**, the **Ofsted Education Inspection Framework and Toolkit 2025**, the **Early Learning Goals (ELGs)**, the **Writing Framework 2025**, and **EYFS Nutrition Guidance**. Safeguarding and promoting children’s welfare, in line with **KCSIE 2026**, underpins all aspects of our intent.

We intend for all children to:

- Feel safe, valued, and respected, developing a sense of belonging within our school community.
- Build strong foundations in communication, early reading, writing, and mathematics.
- Become curious, resilient, independent learners who enjoy learning and persevere with challenge.
- Develop healthy attitudes towards food, physical activity, and wellbeing.
- Grow in understanding of themselves, others, and the wider world, respecting differences and diversity.
- Achieve the EYFS Early Learning Goals and be well prepared for Year 1.

### Implementation

Our EYFS curriculum is carefully sequenced, inclusive, and responsive, ensuring that learning builds cumulatively from children’s individual starting points. Teaching and learning are informed by **Strong Foundations** and **EEF evidence-based practice**, with a strong emphasis on high-quality adult-child interactions, explicit teaching, effective modelling, and purposeful play, enabling all children to make strong progress.

A carefully planned balance of child-initiated and adult-led learning ensures depth, engagement, and progression across all areas of the curriculum. A language-rich environment underpins all provision, recognising spoken language as fundamental to learning, writing development, and wider curriculum success. Ongoing observation and assessment are used effectively to identify children's next steps, inform planning, and adapt provision to meet the needs of all learners. Consistent routines, clear expectations, and nurturing relationships create a secure environment in which learning can take root and flourish, reflecting the message of the *Parable of the Sower*. Our bespoke curriculum is shaped by our local area, community, and cultural experiences, enabling children to explore their environment meaningfully while developing respect for diversity, as well as an understanding of similarities and differences within our school and wider community.

High-quality, evidence-informed schemes and guidance underpin our EYFS curriculum to ensure consistency, progression, and strong outcomes for all children. **Read, Write Inc. Phonics** is used to deliver a structured and systematic synthetic phonics programme that supports early reading and writing, building children's confidence, fluency, and enjoyment of literacy from the outset. Writing development is carefully planned in line with the **Writing Framework** and the principles set out in **Strong Foundations**, ensuring that children develop transcriptional skills alongside composition. Provision supports the development of fine motor strength and control and immerses children in high-quality texts and purposeful mark-making opportunities. A strong emphasis on oral language enables children to progress confidently and meaningfully from talk to writing. Mathematics teaching is underpinned by **White Rose Maths using a mastery approach**, reflecting the guidance within **Strong Foundations** by ensuring clear progression in number and numerical patterns and providing frequent opportunities for reasoning, problem-solving, and mathematical talk through practical, hands-on experiences. **SCARF** supports our provision for Personal, Social and Emotional Development and wider PSHE, helping children to understand and manage emotions, build positive relationships, develop self-regulation, and learn how to keep themselves safe. This work supports safeguarding practice in line with **KCSIE** and the wider wellbeing principles outlined in **Strong Foundations**. Religious Education is supported through **Questful RE**, which encourages children to explore Christianity and other world faiths through questioning and reflection. This approach supports spiritual development and respect for diversity while remaining firmly rooted in our Christian ethos. In line with **EYFS Nutrition Guidance** and the emphasis on health and wellbeing within **Strong Foundations**, we promote healthy eating habits, physical activity, and self-care by fostering positive attitudes towards balanced food choices, providing regular opportunities for active play and physical development, and supporting children to understand how nutrition and exercise contribute to growth, wellbeing, and learning.

Our curriculum encompasses all seven areas of learning, with a strong emphasis on the prime areas as the foundation for success:

#### **Prime Areas**

- Communication and Language

- Personal, Social and Emotional Development
- Physical Development

### Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is sequenced to ensure children build the knowledge and skills required to meet the ELGs, while valuing each child's learning journey.

Our EYFS provision ensures that all children, including those with SEND, disadvantaged pupils, and children learning English as an additional language, receive timely identification and appropriate support, enabling them to engage fully with the curriculum and make strong progress from their individual starting points. Learning environments and teaching are adapted to promote equity and remove barriers to access, ensuring that every child can achieve their potential.

We foster strong partnerships with families and external agencies, creating coordinated support networks that strengthen children's development, learning, and wellbeing. This collaborative approach ensures that interventions are timely, targeted, and effective, supporting outcomes for all learners.

Safeguarding is central to our EYFS practice, with a safe, nurturing environment maintained in line with KCSIE 2025 and the EYFS Statutory Framework 2025. Children are protected from harm, feel secure, and are supported to develop resilience and independence. The impact of this approach is evident in children who are confident, secure, and able to engage positively with peers and adults, demonstrating strong personal development, positive behaviour, and the social and emotional readiness required for the next stage of their education.

### Impact

The impact of our EYFS curriculum is seen in the strong outcomes achieved by children and the progress they make from their individual starting points. Children are happy, confident, and motivated learners who demonstrate positive attitudes to learning and a strong sense of belonging within the school community. They are secure in the prime areas of learning, which enables them to access the full curriculum and make sustained progress across all areas.

Children develop secure early reading, writing, and mathematical knowledge, supported by high-quality, systematic teaching. They communicate effectively, demonstrate increasing independence and self-regulation, and form positive relationships with both peers and adults, reflecting strong personal development and behaviour for learning.

Children demonstrate healthy attitudes towards nutrition, physical activity, and wellbeing, contributing to positive behaviour, attendance, and engagement. They show curiosity about their local environment and the wider world and demonstrate respect for different cultures, beliefs, and backgrounds, supporting the development of responsible, respectful members of the school community.

By the end of Reception, children achieve the Early Learning Goals and are well prepared for the next stage of education, demonstrating the knowledge, skills, and learning behaviours needed for a successful transition into Year 1. Outcomes reflect an ambitious curriculum that meets the needs of all learners, including disadvantaged pupils and those with SEND.

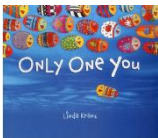
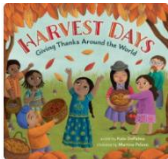
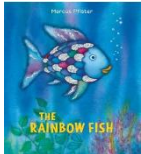
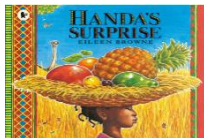
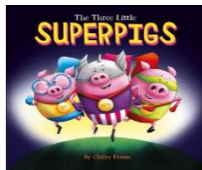
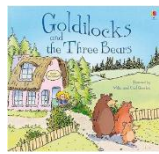
Above all, the impact of our EYFS provision is that children leave Reception having lived our school vision of “Growing in God’s Love, Learning as we Go, Sowing Seeds of Kindness,” equipped with strong foundations that enable them to flourish academically, socially, emotionally, and spiritually as they move forwards in their education.

*Mrs B Fawcett*

*September 2026*

*To be reviewed September 2027*

## EYFS Curriculum Map (Long Term Planning) – Nursery

|                                                                                                                                            | Autumn 1                                                                                                                                 | Autumn 2                                                                                                       | Spring 1                                                                                                         | Spring 2                                                                                                             | Summer 1                                                                                                                   | Summer 2                                                                                                                       |
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| <b>General Themes</b><br><i>These themes may be adapted at various points to allow for children's interests to flow through provision.</i> | <b>Magical Kingdoms</b><br><i>Starting school/ baseline/ my family/ school rules and routines/ Black History Month/ Harvest Festival</i> | <b>Festivals and Food</b><br><i>Bonfire night/ Road Safety Week / Christmas/ Remembrance Day/ Nativity</i>     | <b>Under the Sea</b><br><i>Chinese New Year/ Safer Internet Day/ Valentine's Day/ Pancake Day</i>                | <b>Farming and Growing</b><br><i>Easter/ World Book Day/ Mother's Day/</i>                                           | <b>Superheroes</b><br><i>School trip?</i>                                                                                  | <b>Traditional Tales</b><br><i>Father's Day/ Sports day/ Transition to Reception</i>                                           |
| <b>Key Texts</b><br>(fiction/ non-fiction)                                                                                                 | Fiction: Only One You<br>                               | Non-fiction: Harvest Days<br> | Fiction: The Rainbow Fish<br> | Fiction: Handa's Surprise<br>     | Fiction: The Three Little Superpigs<br> | Fiction: Goldilocks and the Three Bears<br> |
| <b>Additional Texts</b>                                                                                                                    | Fiction:<br>Whatever Next!<br>Dinosaur Roar!<br>The Gruffalo                                                                             | Non-fiction:<br>My Most Exciting Eid<br>Christmas                                                              | Fiction:<br>Commotion in the Ocean<br><br>Non-fiction:<br>The Big Book of Blue                                   | Fiction:<br>The Very Hungry Caterpillar<br>Come on, Daisy!<br><br>Non-fiction:<br>A First Book of Nature             | Fiction:<br>Superworm<br><br>Non-fiction:<br>Real Superheroes                                                              | Fiction:<br>The Three Billy Goats Gruff                                                                                        |
| <b>Wow Moments</b>                                                                                                                         | <ul style="list-style-type: none"> <li>Self-portraits- we are all different</li> <li>We are all unique. -</li> </ul>                     | <ul style="list-style-type: none"> <li>Nativity/ Christmas Parties</li> </ul>                                  | <ul style="list-style-type: none"> <li>Polluted pond/oceans</li> <li>Litter picking</li> </ul>                   | <ul style="list-style-type: none"> <li>Caterpillars emerging as butterflies</li> <li>Planting and growing</li> </ul> | <ul style="list-style-type: none"> <li>Who are our real superheroes? -community workers</li> </ul>                         | <ul style="list-style-type: none"> <li>Guess how much I love you parents stay and play</li> </ul>                              |

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| (Cultural Capital opportunities) may include: | <p>Painting a pebble to represent them.</p> <ul style="list-style-type: none"> <li>• Make a rocket from junk modelling</li> <li>• Smelling herbs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Decorating gingerbread men</li> <li>• Sensory food guessing game</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Make a fish and dye the scales</li> <li>• Making fruit kebabs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Guess how much I love you parents stay and play (Mother's Day)</li> <li>• Baking bread</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Dressing up day- Real life superhero</li> <li>• Acts of kindness</li> <li>• Grow sunflowers</li> </ul>                                                                                                                                                                                                                                                                                                                                | <p>(Father's Day)</p> <ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Transition Sessions</li> <li>• Making and tasting porridge</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| C&L Themes                                    | <p>Introduce circle times to discuss feelings. Establish key person time to explore thoughts and feelings and develop conversation skills. Scaffold and extend conversation skills during provision. Model a wide range of language during provision and adult-led activities. Establish wonderful words and encourage children to use this language in their learning. Model correct speech sounds and multi-syllabic words. Identify any children who may be struggling to pronounce speech sounds and set up interventions.</p> | <p>Model use of questions 'who' 'what' and 'where' during story time and in provision. Encourage sentence extension through adult-led activities, key person time and in provision. Model longer sentences/requests to children. Sits focused on the carpet for adult-led sessions for up to 15 minutes. Understands and follows the daily routine. Demonstrates a wider range of vocabulary introduced through Wonderful Words and focus books. Sing a large repertoire of songs independently.</p> | <p>Model longer questions or instructions using gestures and words (2 parts). Explore the word 'why' and model this in provision and adult-led activities. Encourage the children to use this in their learning, e.g. asking questions about the stories we have shared. Focused attention on more than one thing at a time. Enjoy listening to longer stories and can remember much of what happens. Can sit focused on the carpet for adult-led sessions for up to 15 minutes, up to a few times a day.</p> | <p>Can understand a question or instruction that has 2 parts and beginning to follow this. Understand 'why' questions and can demonstrate this by asking appropriate questions. Focused attention on more than one thing at a time. Enjoy listening to longer stories and can remember much of what happens. Can sit focused on the carpet for adult-led sessions for up to 15 minutes, up to a few times a day. Start a conversation with another person and</p> | <p>Engage in a short conversation with adults/peers. Model a simple instruction with 2 parts using words. Developing listen to others in a range of situations, including 1:1, in a group or whole class. Show an interest in books and story time, listening to rhymes and songs. Can sit focused on the carpet for adult-led sessions for up to 20 minutes, up to a couple of times a day. Developing confidence with alliteration and able to come up with an example –</p> | <p>Developed conversation skills with adults/peers. Follow 2-part instructions independently. Listen to others in a range of situations. Show an interest in books and story time, listening to rhymes and songs. Sits focused for adult-led sessions for up to 20 minutes, up to a few times a day. Speak clearly, articulating most sounds correctly. Recognise rhyme and rhyming strings with little support. Uses language to explain alliteration and can give examples.</p> |

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|           | <p>Establish set times for story time and nursery rhyme time. Establish carpet expectations (zip your lips, turn your listening ears on etc) and encourage children to sit for up to 10 minutes. Discuss stories during carpet time. Model descriptive language and encourage children to use this in the provision. Introduce the daily routine including finding their name in the morning.</p> | <p>Provide opportunities to talk about familiar books, and be able to tell a long story, either one to one or in groups. Shows an interest in rhythm and rhyme – exploring musical instruments and singing nursery rhymes.</p> | <p>to a couple of times a day. Discuss different viewpoints during key person time using stories to introduce this. Explain how we can all think differently. Model and encourage the correct tense to explain/retell events. Introduce rhythm and rhyming and explore rhyming examples during Phonics. Recognises name independently for self-registration.</p> | <p>continue it for many turns. Uses talk to organise themselves and their play. Be able to express a point of view and to debate when they disagree with another person, using words and actions. Developed communication and in some cases using the correct tense to explain/retell events. Introduce alliteration and explore alliterative examples during Phonics. Developing confidence with rhythm and rhyme and able to come up with an example – rhyming opportunities in provision and through Phonics.</p> | <p>alliteration opportunities in provision and through Phonics. Recognises some of the sounds in their name through exploration of letter sounds during Phonics.</p> | <p>Clap the beats in a word independently. Able to say what their name begins with and recognises some of the sounds in their name, saying these sounds correctly. Developing use of more complex sentences to link thoughts and ideas.</p> |
| PD Themes | Provide large scale equipment for children to fit themselves into                                                                                                                                                                                                                                                                                                                                 | Build independently with a range of resources.                                                                                                                                                                                 | Collaborate with others to manage large items – moving equipment.                                                                                                                                                                                                                                                                                                | Collaborate with others to manage large items independently.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Demonstrates ability to run, jump and hop in PE and outdoors.                                                                                                        | Running, jumping and hopping skills. Using a wheeled vehicle.                                                                                                                                                                               |

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|  | <p>spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Walk, run, jump and climb – start to use the stairs independently.</p> <p>Clap/ stamp to music during carpet time sessions.</p> <p>Introduce PE lessons and discuss the importance of them (staying healthy, keeping fit).</p> <p>Demonstrate control of whole body movements such as rolling, crawling, waving and kicking.</p> <p>Encourage children to explore different materials and tools including clay, paint, spoons, brushes, etc.</p> <p>Model using different materials and the purpose of these in provision.</p> <p>Fine-motor practise to create self-portraits.</p> <p>Develop fine-motor skills through making cookies (rolling, cutting, pouring) and</p> | <p>Match their developing physical skills to tasks and activities, e.g. walking across a plank or crawling through a tube.</p> <p>Use large movements to wave flags and streamers (Remembrance Day), paint and make marks.</p> <p>Skip, hop stand on one leg and pose for a game like musical statues (Christmas Party).</p> <p>Sit with legs crossed on the carpet for up to 15 minutes.</p> <p>Climb up apparatus using alternate feet.</p> <p>Manipulates and uses one-handed tools and equipment, e.g. jugs, paintbrushes, spades, toothbrush – painting poppies on large stones.</p> <p>Holds a pencil with some control, using a cylindrical or digital grasp.</p> | <p>Model using and transporting all resources safely, discussing the importance of this.</p> <p>Beginning to control movements and balance when riding trikes, etc.</p> <p>Enjoy starting to kick, throw and catch large balls in provision and in PE.</p> <p>Spin, roll and use ropes and swings (for example tyre swings).</p> <p>Use a knife and fork with support.</p> <p>Beginning to demonstrate manipulation and control with materials, e.g. paper (tearing, making marks) to make a sea/waves.</p> <p>Beginning to be independent managing and fastening buttons etc.</p> | <p>Uses and transports all resources safely, understanding the importance of this e.g. fishing rods for pond dipping.</p> <p>Developing control with movement and balance when riding trikes, etc.</p> <p>Enjoy practising kicking, throwing and catching large balls in provision and PE.</p> <p>Spin, roll and independently use ropes and swings (for example tyre swings).</p> <p>Use a knife and fork with some support.</p> <p>Developing manipulation and control with materials, e.g. paper (tearing, making marks).</p> <p>Developing independence managing and fastening buttons etc.</p> | <p>Ride a trike, scooter or other wheeled vehicle competently.</p> <p>Developed skills throwing, catching and kicking a ball.</p> <p>Use a knife and fork.</p> <p>Choose a hand to draw/ write with.</p> <p>Hold a pencil using a comfortable grip and good control.</p> <p>Increasing independence managing buttons, zips and fastenings.</p> <p>Use a pair of scissors to snip safely and independently.</p> <p>Name writing.</p> <p>Uses a paintbrush.</p> | <p>Throwing, catching and kicking a large ball.</p> <p>Patting, batting and hitting large balls.</p> <p>Practice movements: (rolling, walking, running, skipping, crawling, jumping, hopping, climbing).</p> <p>Begin to understand what a balance is.</p> <p>Sit comfortably on the carpet.</p> <p>Use cutlery to eat, when applicable.</p> <p>Show a dominant hand to make marks (including drawing)</p> <p>Holding a pencil comfortably.</p> <p>Snip with scissors.</p> <p>Name writing.</p> <p>Use a paintbrush.</p> |
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|                    | other adult-led activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explore the purpose of a variety of tools and equipment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>PSED Themes</b> | <p>Establish key person groups.</p> <p>Building relationships with adults and other children.</p> <p>Play alongside others in provision.</p> <p>Play with increasing confidence on their own.</p> <p>Beginning to seek out others to share experiences.</p> <p>Establish classroom/carpet time rules and routines (hand washing etc).</p> <p>Develop morning routines.</p> <p>Developing independence with toileting/ own needs.</p> <p>Read "Only One You" to acknowledge differences.</p> <p>Read books to acknowledge feelings.</p> <p>Explicitly name feelings and discuss what we can do – link to zones of regulation.</p> | <p>Discuss road safety and its importance.</p> <p>Discuss the needs and feelings of the characters in stories etc.</p> <p>Discuss/compare life then to now.</p> <p>Discuss how different events make us feel (bonfire night, Remembrance Day).</p> <p>Learn about and compare ourselves to others – Christmas around the world, other religious beliefs.</p> <p>Explore different foods – what are healthy/unhealthy foods. What are our favourite foods etc.</p> <p>Exposure to new social situations and experiences – Nativity, Christmas Party, etc.</p> | <p>Pancake day - Differences around the world. Compare to ourselves.</p> <p>Chinese New Year – Discuss and compare – what events do we celebrate like this?</p> <p>Putting ourselves in a fish's position – how would they feel being littered on?</p> <p>Model resolving conflicts – what can we do? What would be a good choice?</p> | <p>Mother's Day – Why are Mummies so special? What do our Mums do for us.</p> <p>Taking care of plants and animals, why is it important and how can we do this? Discuss importance of being respectful.</p> | <p>How can we say thanks to real life superheroes/ what are we thankful for? Discuss their roles and importance.</p> <p>Importance of team work – What happens when Superworm is in trouble?</p> <p>Dressing up day – why are you dressed up a real life...? Exploring occupations and their value.</p> | <p>Exploring the thoughts/feelings and needs of the characters – learning about empathy.</p> <p>What/how would you do/feel?</p> <p>Demonstrating perseverance and good attitudes during Sports Day – Demonstrating team work, resilience and trying your best.</p> <p>Father's Day – Why are Dads so special? What do our Dads do for us.</p> <p>Transition to Reception – Readiness for school with independence, social skills and ability to express feelings and thoughts.</p> |

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|                 | Develop use of feelings space and resources in class. Introduce calm space. Encourage children to make preferences/ decisions. Family photos and family portraits – All families are different but equally special                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                    |
| Literacy Themes | Introduce Wonderful Words. Repeat words/ phrases from familiar stories. Take an interest in print or illustrations, by pointing or naming features/ key vocabulary. Enjoy sharing books with an adult in provision, responding to pictures/words. Make marks on their picture to represent ownership. Understand that pencils/pens are used to make marks. Create self-portraits. Enjoy drawing freely. Use cylindrical or digital grasp. Recognises familiar print. | Act out familiar stories, taking on a role – home corner/role-play. Discuss and enquire about stories shared. Explore and discuss book covers in provision and during story time. Model handling books and turning pages one at a time. Make meaningful marks for name – using some shapes – self-registration. Experiment with print and letter knowledge in their early writing. Developing phonological awareness (phase | Follow a pancake recipe. Draw what we did. Act out stories in groups/whole class with adults. Magic Mirror – Interview characters from stories. Draw attention to/model identifying page numbers in books and front covers. Whole class input on looking at different prints and purposes – how to keep the ocean clean poster, etc. Self-registration name writing practice – encouragement of | Develop play around stories using props. Engage in extended conversations about stories. Find the page number of a book. Understand that print has meaning and has different purposes. Write some letters of their name. Write some letters accurately. Use a modified tripod grasp or tripod grasp. Explain rhyming and continue a rhyming string in Phonics. Developing phonological awareness (phase | Draw attention to book authors and where to locate. Re-write/ innovate Superworm. Say and explain a rhyming string. Create prediction pictures in glass bowls for stories. Use a modified tripod grasp or tripod grasp. Introduce oral segmentation and blending in Phonics. | Names of key points in a book – cover, author, page number). Rhyming strings. Identify settings, characters and events in stories, including basic prediction skills. Pencil grip identification. Name writing. Oral segmentation. |

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|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>1) – rhymes and syllables – discreet Phonics sessions. Describe and identify characters and main events in stories.</p> <p>Follow a recipe to make something – what is a recipe?</p>                                                                                                                                                                                                                                | <p>modified tripod grasp/tripod grasp. Fine-motor opportunities to strength grasp. Explore rhyming strings in Phonics.</p>                                                                                                                                                                                                                             | <p>1) – initial sounds in words. Describe and identify main story settings.</p>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Mathematics Themes | <p>Compare amounts and react to change of amount in provision (up to 3). Introduce daily routine and be interested in this. Joins in with finger number rhymes/actions. Beginning to count in everyday contexts. Climb and squeeze themselves into different types of spaces – In PE and provision. Build with a range of resources. Complete inset puzzles in provision. Compare and categorise objects – by type/size etc.</p> | <p>Experiments with symbols/ marks/ numerals. Say one number for each item in order up to 5. Recite numbers past 5. Compare sizes/ weights using gesture and language. Combine shapes to make new ones. Discuss routes and locations – local area walk. Notice, discuss, identify and arrange patterns around us – create Christmas decoration patterns. Join in with simple patterns, predicting what comes next.</p> | <p>Show finger numbers up to 3. Solve real maths problems with numbers up to 3. Understand position through words and gestures. Explore shapes and discuss appropriateness for designing/building. Discuss familiar routes. Explore and create ABAB patterns. Begin to describe a sequence of events using time language with pictures to support.</p> | <p>Show finger numbers up to 5. Solve real maths problems with numbers up to 5. Understand position through words alone. Select shapes appropriately for designing/building. Describe a familiar route. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events using time language.</p> | <p>Introduce subitising. Match numeral to quantity – how many? Recognise numerals to 5. Explore 2D and 3D shapes in provision. Explore comparisons – size/length/weight / capacity/amount. Confidently rote count to 5. Understand 1:1 correspondence counting to 5. Introduce cardinal principle in Maths and model this in provision.</p> | <p>Subitise up to 3 objects. Select the numeral that represents a set of objects up to 3. Recognise numerals to 10 (and beyond). Talk about and explore 2D and 3D shapes using descriptive language. Make comparisons between objects relating to amount, size, length, weight and capacity. Confidently rote count to 10. Understand 1:1 correspondence counting to 10. Understand and recognise the cardinal principle.</p> |

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| UTW Themes | <p>Daily calendar – Model language e.g., “yesterday was, today is”.</p> <p>Identify senses – Listening walks.</p> <p>Family photos and family portraits – All families are different but equally special.</p> <p>Circle time – What did you do at the weekend? Model correct tense.</p> <p>Pictures for birthday board – I am... on my next birthday I will be...</p> <p>Model curiosity for living things/the environment.</p> | <p>Observe seasonal changes (Autumn). Different environments – our country compared to others.</p> <p>Timeline of festivals in our lives – Christmas, birthdays, christening etc. (parents to send photographs in).</p> <p>Comparing local area – past and present.</p> <p>Now and then – Christmas in the past and now, different communities, cultures and celebrations.</p> <p>Home corner – Explore different cultures and traditions, e.g. eating on the floor.</p> | <p>Observe seasonal changes (Winter)</p> <p>Experiment – floating and sinking. Predict and share findings.</p> <p>Natural world discussions, using appropriate language and how we care for it.</p> <p>Discuss polluted oceans – what affect does this have? What can we do?</p> <p>Make polluted ponds – How do you think creatures feel?</p> <p>Chinese New Year – Exploring another culture and tradition.</p> <p>Explore ice/melting.</p> | <p>Observe seasonal changes (Spring).</p> <p>Litter picking – why is this important?</p> <p>Contribution to the community.</p> <p>Observational drawings of caterpillars – life cycle of a caterpillar.</p> <p>Planting experience.</p> <p>Growing diary – What’s happening each day? Growth monitor.</p> <p>Exploring what plants need to grow.</p> <p>Minibeast hunt – Search for and compare minibeasts, how do we identify them?</p> | <p>How can we look after animals?</p> <p>What do animals need to grow?</p> <p>Identifying farm animals.</p> <p>Exploring the roles of real life superheroes – Why are they so important to society?</p> <p>Dressing up day – why are you dressed up a real life...? Exploring occupations and their value.</p> <p>Discuss colouring of photographs and how that can help us.</p> | <p>Observe seasonal changes (Summer).</p> <p>Discuss different people who could help the characters from stories and how they could help.</p> <p>Fairy tales from different cultures.</p> <p>Explore different countries and life in other countries.</p> |
| EAD Themes | <p>Natural objects – Self-portraits.</p> <p>Explore and investigate different materials, using all senses in provision</p>                                                                                                                                                                                                                                                                                                      | <p>Explore rhythmical and repetitive sounds in provision and in Phonics.</p> <p>Start to make meaningful marks.</p>                                                                                                                                                                                                                                                                                                                                                      | <p>Join in with a range of songs and rhymes during carpet time.</p> <p>Explore changing volume/speed with</p>                                                                                                                                                                                                                                                                                                                                 | <p>Sing the melodic shape and pitch of familiar songs during carpet time.</p> <p>Play instruments with increasing control</p>                                                                                                                                                                                                                                                                                                            | <p>Experiment with scissors independently.</p> <p>Create representations using drawings etc.</p>                                                                                                                                                                                                                                                                                 | <p>Using scissors.</p> <p>Designing and creating representations using junk modelling, drawing etc.</p>                                                                                                                                                   |

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|                                                                                                                      | <p>and adult-led activities.<br/>Explore and create simple models which express their ideas.<br/>Join in with songs and rhymes during carpet time.<br/>Add instruments to the provision -<br/>Explore a range of sound makers/ instruments.<br/>Explore paint in the provision, using fingers and other tools.</p> | <p>Participate in simple pretend play, using objects and imagination.<br/>Beginning to describe sounds/music imaginatively.<br/>Explore colour and colour mixing in provision.<br/>Join different materials and explore different textures in provision and through sensory activities.<br/>Uses various construction materials.<br/>Paint poppy/remembrance stones.</p> | <p>instruments/sound makers.<br/>Explore meaningful marks and using shapes to do this.<br/>Explore 3D and 2D structures.</p>                                                                                                                                        | <p>Express through making meaningful marks.<br/>Create closed shapes to represent objects.<br/>Draw with increasing complexity and detail.<br/>Uses 3D and 2D structures to explore and/or to express.</p>   | <p>Discuss creations.<br/>Model creating our own superhero story.<br/>Model adapting songs and rhymes (using the same rhythm) – superhero rhyme.</p>                                              | <p>Talk about creations.<br/>Large scale painting.<br/>Demonstrate using musical instruments with strong control.<br/>Join in with familiar songs and rhymes, using this to create our own.<br/>Clap the beats in a word.<br/>Change and create new traditional/ twisted tales in a group.</p> |
| <p><b>British Values</b><br/><br/><i>(implemented by story times, circle times, topics, and Key Person time)</i></p> | <p><b>Rule of Law</b><br/>-Knowing that we have rules at school that we must follow.<br/>We have 7 core values, with the overarching umbrella of kindness: endurance, forgiveness, friendship, koinonia, peace, thankfulness, and trust. We believe</p>                                                            | <p><b>Mutual Respect</b><br/>-Learning that we are all wonderfully unique.<br/>-Demonstrating that we respect differences between different people and their beliefs in our community, culture and all around the world.</p>                                                                                                                                             | <p><b>Mutual Tolerance</b><br/>-Learning and understanding that every individual should be valued and treated with the same level of respect, irrespective of culture, gender, race, ethnicity, etc.<br/>-Learning to respect opinions and cultures that differ</p> | <p><b>Individual Liberty</b><br/>-Learning and understanding that we all have the right to have our own views.<br/>-Knowing that we are all respected as individuals (and we demonstrate this to others)</p> | <p><b>Democracy</b><br/>-Understanding that we all have the right to be listened to.<br/>-Knowing and demonstrating respect to everyone.<br/>-Listening with intrigue, valuing and respecting</p> | <p><b>Recap of all British Values</b><br/>Fundamental British values underpin what it is to be a citizen in a modern and diverse Britain, valuing our community and celebrating diversity of the UK. Fundamental British values are</p>                                                        |

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|  | <p>that an understanding of these values, and integration of them into school life, will help to equip our children as they forge relationships within our school community, the local community within Haslingden and society as a whole.</p> <p>-Alongside our core values, we have our 5Rs: resilience, resourcefulness, responsibility, reflectiveness, all of which prepare children for our 5<sup>th</sup> R, a readiness to learn.</p> <p>-Knowing who to talk to if we don't feel safe.</p> <p>-Knowing right from wrong.</p> <p>-Recognising that we are accountable for our actions.</p> <p>-Working together as a team when necessary.</p> <p>-Following our class rules.</p> | <p>-Learning about other cultures, respecting these cultures and how festivals and events are celebrated across cultures.</p> <p>-Showing respect to others by demonstrating our 7 core values and our 5 Rs.</p> <p>-Celebrating cultural diversity by exploring different faiths, beliefs and significant individuals.</p> | <p>to our own beliefs - we demonstrate an awareness of the 7 core values to illustrate this.</p> <p>-Celebrating cultural diversity by exploring different faiths, beliefs and significant individuals.</p> | <p>-Feeling safe to have a go at new activities.</p> <p>-Knowing, understanding and celebrating the fact that everyone is different.</p> <p>-Boosting self-esteem, self-awareness and encouraging a positive sense of self.</p> <p>-Demonstrating the 5Rs each and every day.</p> | <p>different ideas and opinions.</p> <p>-Having the opportunity to play with who we want to play with.</p> <p>-Making decisions that reflect our opinions.</p> <p>-Learning that everyone has equal rights and is treated equally.</p> | <p>not exclusive to being British and are shared by other democratic countries.</p> |
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| <p>Parental involvement may include:</p> <p>(Class Dojo updated weekly)</p> | <ul style="list-style-type: none"> <li>Teaching staff available at the start/end of day.</li> <li>Half-termly newsletter</li> <li>Parent's evening?</li> <li>Fortnightly Pop in &amp; Play sessions?</li> </ul>                              | <ul style="list-style-type: none"> <li>EYFS Nativity</li> <li>Parent's evening?</li> <li>Half-termly newsletter</li> <li>Mystery Reader opportunities</li> <li>Christmas Fair</li> <li>Fortnightly Pop in &amp; Play sessions?</li> </ul> | <ul style="list-style-type: none"> <li>Half-termly newsletter</li> <li>Mystery Reader opportunities</li> <li>Fortnightly Pop in &amp; Play sessions?</li> </ul>                                         | <ul style="list-style-type: none"> <li>Parent's evening</li> <li>Half-termly newsletter</li> <li>Whole school Church service – Parents?</li> <li>Fortnightly Pop in &amp; Play sessions</li> <li>Mystery Reader opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Welcome meeting for new parents</li> <li>Half-termly newsletter</li> <li>Whole school Church service – Parents?</li> <li>Fortnightly Pop in &amp; Play sessions</li> <li>Mystery Reader opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Half-termly newsletter</li> <li>Sports Day</li> <li>Summer Fair</li> <li>Mystery Reader opportunities</li> <li>Fortnightly Pop in &amp; Play sessions?</li> </ul> |
| <p>Assessment opportunities</p>                                             | <ul style="list-style-type: none"> <li>Review Nursery assessments (where applicable)</li> <li>In-house baseline data on entry</li> <li>Introduce Phonics and interventions as necessary e.g. dough gym/disco/ PSED nurture group.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil progress meetings.</li> <li>EYFS Team briefings</li> <li>On-going assessments</li> <li>Autumn assessments</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>EYFS Team briefings</li> <li>On-going assessments</li> <li>Internal moderation.</li> <li>Review of the interventions on offer and satellite children.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil progress meetings.</li> <li>EYFS Team briefings</li> <li>On-going assessments</li> <li>Spring assessments</li> <li>Parent's evening – share all learning to date.</li> </ul>                | <ul style="list-style-type: none"> <li>EYFS Team briefings</li> <li>On-going assessments.</li> <li>External moderation with cluster schools and/or LCC</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Pupil progress meetings.</li> <li>Handover with class teacher.</li> <li>EYFS Team briefings</li> <li>On-going assessments</li> <li>Summer assessments</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• EYFS team briefings.</li> <li>• Parent's evening – share how child has settled in, and learning to date.</li> </ul> |  |  |  |  | <ul style="list-style-type: none"> <li>• EOY data.</li> </ul> |
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