

**Corpus Christi Catholic Primary School**  
**Early Years Foundation Stage – Nursery Class**



RE Topics	Autumn Term			Spring Term			Summer Term		
	Welcome	Baptism	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
Topics	Me and My Family – Autumn Days – Advent and Christmas – Local Area			The Living and Growing World – Springtime – On the Farm - Easter			Journeys and Transport – Summer Adventures – In the Forest – Holidays		
<u>Communication and Language</u> <ul style="list-style-type: none"> <li>Listening &amp; attention</li> <li>Understanding</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Listening to adults modelling language</li> <li>Key worker activities</li> <li>Role play – house, owl’s nest, shop, Santa’s workshop, Nativity</li> <li>Developing social phrases</li> <li>Songs, stories, sounds and rhymes enjoyment and repetition</li> <li>Following simple instructions</li> <li>Small world play</li> <li>Small group adult input</li> <li>Continuous provision discussions</li> <li>Importance of good listening</li> <li>Vocabulary of school, family, home, birthdays, my body, feelings, local area</li> <li>Vocabulary of Autumn, trees, Advent, Christmas</li> <li>Plan-Do-Review, share ideas</li> <li>Sharing feelings, experiences and thoughts</li> <li>Understanding and using simple questions</li> <li>Using longer sentences</li> </ul>			<ul style="list-style-type: none"> <li>Speaking in 1:1 situations and small groups</li> <li>Key worker activities, listening to others</li> <li>Role play Vets, Pet Shop,</li> <li>Retelling simple past events and experiences</li> <li>Listening to familiar stories with increasing attention and recall, joining in with repeated refrains</li> <li>Understanding simple concepts</li> <li>Showing listening behaviours</li> <li>Developing understanding of prepositions</li> <li>Following simple instructions</li> <li>Understanding of who, what, when, where questions</li> <li>Vocabulary of animals and plants – spring, wild animals, pet animals, farm animals, growing, Africa</li> <li>Uses language to share feelings, experiences and thoughts</li> <li>Vocabulary of Lent and Easter</li> <li>Continuous provision discussions</li> <li>Plan-Do-Review</li> <li>Asking simple questions</li> </ul>			<ul style="list-style-type: none"> <li>Speaking and listening in 1:1 situations and small groups</li> <li>Circle time discussions</li> <li>Role play Garage,</li> <li>Beginning to use a range of tenses</li> <li>Using language to share feelings, experiences and thoughts</li> <li>Listening to stories with increasing attention and recall, joining with repeated refrains</li> <li>Anticipating key events and phrases in rhymes and stories</li> <li>Following directions and instructions</li> <li>Vocabulary of Pentecost, travel and transport, summer, holidays, forest, the natural world and conservation, weather maps and journeys</li> <li>Beginning to understand “why” and “how” questions</li> <li>Beginning to use more complex sentences</li> <li>Listening and responding to story, song, rhyme</li> <li>Beginning to question why things happen</li> <li>Continuous provision discussions</li> </ul>		
<u>Personal, Social &amp; Emotional Development</u> <ul style="list-style-type: none"> <li>Self-regulation</li> <li>Managing self</li> <li>Building relationships</li> </ul>	<ul style="list-style-type: none"> <li>Settling into school routines</li> <li>Learning names and showing interest in others</li> <li>Separating from carers and building relationships with familiar people</li> <li>Exploring new environments</li> <li>Beginning to co-operate with routines</li> <li>Seeking out others</li> <li>Beginning to understand that everyone is different</li> <li>Beginning to understand what makes me special</li> <li>Beginning to choose own experiences and learning</li> </ul>			<ul style="list-style-type: none"> <li>Building relationships with special people</li> <li>Explore environments with increasing confidence</li> <li>Understanding others may have different ideas and thoughts</li> <li>Beginning to co-operate</li> <li>Seeks out others, sharing experiences</li> <li>Becoming aware of their unique abilities</li> <li>Making choices and decisions</li> <li>Learning that actions have consequences</li> <li>Becoming involved in everyday tasks</li> <li>Beginning to take risks and trying new things</li> </ul>			<ul style="list-style-type: none"> <li>Seeking out others, sharing experiences</li> <li>Continuing to build confidence to speak with others about interests, opinions, ideas and needs</li> <li>Copying adult behaviour</li> <li>Showing increasing consideration of other people’s needs</li> <li>Seeking supportive adult for help in resolving conflict</li> <li>Road safety and Safety</li> <li>Respecting and caring for our world</li> <li>Showing increasing confidence and self-esteem</li> </ul>		

<ul style="list-style-type: none"> <li>Selecting resources with support</li> <li>Following adult modelling</li> <li>Talking about feelings</li> <li>Beginning to explore own culture</li> <li>Beginning to stop themselves from doing actions that they shouldn't do</li> </ul>	<ul style="list-style-type: none"> <li>Expressing feelings of pride and embarrassment</li> <li>Becoming more responsive to comfort when distressed</li> <li>Participating in collective cooperation</li> <li>Talking about how others may be feeling</li> </ul>	<ul style="list-style-type: none"> <li>Developing perseverance</li> <li>Expressing a wide range of feelings</li> <li>Adapting behaviour to different settings</li> <li>Knowing that actions and words may hurt others' feelings</li> </ul>
---	---	--

	Autumn Term			Spring Term			Summer Term		
RE Topics	Welcome	Baptism	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
Topics	Me and My Family – Autumn Days – Advent and Christmas – Local Area			The Living and Growing World – Springtime – On the Farm - Easter			Journeys and Transport – Summer Adventures – In the Forest – Holidays		
<u>Physical Development</u> <ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Moving through different levels with steadiness</li> <li>Sitting comfortably on a chair with both feet on the ground</li> <li>Running safely on whole foot</li> <li>Moving in response to music</li> <li>Jumping two feet to two feet – short distance</li> <li>Walking, running and climbing on different levels and surfaces</li> <li>Understanding and choosing different ways of moving</li> <li>Beginning to throw, kick and catch balls</li> <li>Walking down stairs, 2 feet to 1 step</li> <li>Using wheeled toys with increasing skill</li> <li>Beginning to show preference for dominant hand/foot</li> <li>Turning pages in book, sometimes several at once</li> <li>Showing increasing control using tools</li> <li>Mark-making and drawing</li> <li>Practising scissor skills</li> <li>Activities to encourage pencil hold and pencil control</li> <li>Manipulatives like dough, clay</li> <li>Forest Friday outdoor activities</li> <li>Developing self-care when dressing and toileting</li> </ul>	<ul style="list-style-type: none"> <li>Climbing stairs and climbing equipment with alternate feet</li> <li>Developing throwing, catching and kicking ball skills</li> <li>Walking down steps and slopes, carrying a small object, retaining balance and stability</li> <li>Continuing to develop control when riding scooters and bikes</li> <li>Balancing momentarily on one foot, skip, hop</li> <li>Starting to take part in made-up group games</li> <li>Developing comfortable pencil grip and increasing pencil control</li> <li>Obstacle courses, soft play</li> <li>Continuing to develop game skills</li> <li>Forest Friday adventures</li> <li>Using a variety of tools – hammers, saws, tweezers, scissors, knife and fork</li> <li>Using anti-clockwise movements and re-tracing vertical lines</li> <li>Talking about healthy food and drink and activity choices</li> <li>Showing preference for dominant hand, foot</li> <li>Being increasingly independent when dressing and undressing</li> <li>Being increasingly independent in meeting own care needs</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop movement, balancing, climbing and ball skills</li> <li>Using large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Running with spatial awareness, negotiating space successfully, adjusting speed or direction to avoid obstacles</li> <li>Continuing to develop hand-eye co-ordination</li> <li>Handling tools and equipment safely</li> <li>Sports Day activities and games</li> <li>Sequencing movements</li> <li>Safe transportation and storage of equipment</li> <li>Continuing fine motor activities</li> <li>Forest Friday activities</li> <li>Travelling confidently around, under, over and through when balancing and climbing in soft play/apparatus sessions</li> <li>Talking about having a good sleep routine</li> <li>Safety in and around the house and on the roads</li> </ul>						
<u>Literacy</u> <ul style="list-style-type: none"> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories, rhymes, songs and jingles, developing favourites</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and join in with stories and poems, 1:1 and in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and join in with stories and poems, 1:1 and in small groups</li> <li>Re-enacting made up and familiar stories</li> </ul>						

<ul style="list-style-type: none"> <li>• Word reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Repeating refrains and familiar phrases from familiar stories</li> <li>• Filling in missing words in known rhymes</li> <li>• Rhythmic and musical activity with rhymes and songs</li> <li>• Playing percussion instruments</li> <li>• Clapping along with the beat</li> <li>• Joining in with the words of familiar songs and rhymes</li> <li>• Understanding how to hold a book correctly, turning the pages, one at a time, with care</li> <li>• Distinguishing between the difference marks they make</li> <li>• Making marks, draw and write on paper, screen and different textures</li> </ul>	<ul style="list-style-type: none"> <li>• Repeating refrains and anticipate key events and phrases in rhymes and stories</li> <li>• Filling in the missing word in nursery rhymes</li> <li>• Rhythmic and musical activity with rhymes and songs</li> <li>• Playing percussion instruments</li> <li>• Clapping along with the beat</li> <li>• Joining in with the words of familiar songs and rhymes</li> <li>• Understanding how to hold a book correctly, turn the pages, one at a time, with care</li> <li>• Showing interest in illustrations, print and words in the environment</li> <li>• Recognising familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looking at print and digital books independently</li> <li>• Giving meaning to drawings and paintings</li> <li>• Mark making and early writing in play</li> <li>• Attempting to write own name</li> <li>• Imitating adults' writing by making continuous lines, circles, curves and letter-type shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events in narratives and role play</li> <li>• Listening to and joining in with stories and poems, repeating refrains, anticipating key events and phrases in 1:1 and small groups</li> <li>• Develop awareness of how stories are structured</li> <li>• Telling own stories</li> <li>• Talking about events and principal characters and how story might end</li> <li>• Showing interest in illustrations and printed word, digital books and environment</li> <li>• Recognising name, advertising logos, screen icons and familiar words</li> <li>• Looking at and enjoy print and digital books independently</li> <li>• Knowing that print carries meaning and, in English is read from left to right, top to bottom</li> <li>• Knowing info can be relayed through signs and symbols in various forms</li> <li>• Handling books and touch screen technology carefully and the correct way up with increasing competence</li> <li>• Beginning to navigate apps and websites on digital media using drop down menu and apps</li> <li>• Beginning to develop phonological and phonemic awareness</li> <li>• Showing awareness of rhyme and alliteration</li> <li>• Recognising rhythm in spoken words, songs, poem and rhymes</li> <li>• Clapping and tapping syllables</li> <li>• Hearing and saying initial sound in words</li> <li>• Making up stories, play scenarios and drawing in response to experiences such as outings or events</li> <li>• Giving meaning to drawings and paintings</li> <li>• Ascribing meaning to signs, symbols, and words they see, including their own</li> <li>• Including mark making and early writing in play</li> <li>• Imitating adults' writing</li> <li>• Attempting to write their own name or other names and words</li> <li>• Showing interest in letters on a keyboard</li> </ul>
---	--	---	--

							<ul style="list-style-type: none"> <li>Beginning to make letter type shapes to represent the initial sound of their name and other familiar words</li> </ul>		
	<b>Autumn Term</b>			<b>Spring Term</b>			<b>Summer Term</b>		
<b>RE Topics</b>	<b>Welcome</b>	<b>Baptism</b>	<b>Birthday</b>	<b>Celebrating</b>	<b>Gathering</b>	<b>Growing</b>	<b>Good News</b>	<b>Friends</b>	<b>Our World</b>
Topics	Me and My Family – Autumn Days – Advent and Christmas – Local Area			The Living and Growing World – Springtime – On the Farm - Easter			Journeys and Transport – Summer Adventures – In the Forest – Holidays		
<u>Mathematics</u>	<ul style="list-style-type: none"> <li>Matching and sorting</li> <li>Number rhymes and counting songs</li> <li>Reciting numbers past 5</li> <li>Twoness of 2</li> <li>Developing 1:1 correspondence</li> </ul>			<ul style="list-style-type: none"> <li>Matching and sorting</li> <li>Number rhymes and counting songs</li> <li>Reciting numbers up to 10 and back from 10</li> <li>Developing 1:1 correspondence up to 5</li> <li>Subitising up to 3</li> <li>Developing understanding that last number reached gives total (cardinal principle)</li> </ul>			<ul style="list-style-type: none"> <li>Matching and sorting</li> <li>Number rhymes and counting songs</li> <li>Reciting numbers up to 10 and 10 to 0</li> <li>Developing 1:1 correspondence past 5</li> <li>Developing understanding that last number reached gives total (cardinal principle)</li> <li>Subitising small quantities</li> </ul>		
	<b>Autumn Term</b>			<b>Spring Term</b>			<b>Summer Term</b>		
<b>RE Topics</b>	<b>Welcome</b>	<b>Baptism</b>	<b>Birthday</b>	<b>Celebrating</b>	<b>Gathering</b>	<b>Growing</b>	<b>Good News</b>	<b>Friends</b>	<b>Our World</b>
Topics	Me and My Family – Autumn Days – Advent and Christmas – Local Area			The Living and Growing World – Springtime – On the Farm - Easter			Journeys and Transport – Summer Adventures – In the Forest – Holidays		
	<ul style="list-style-type: none"> <li>Developing understanding that last number reached gives total (cardinal principle)</li> <li>Showing up to five fingers</li> <li>Giving 2 or three objects</li> <li>Comparing size and quantities using more than and fewer than</li> <li>Talking about and exploring 2D and 3D shape using informal language</li> <li>Developing positional language</li> <li>Developing understanding of pattern</li> <li>Counting objects, actions and sounds</li> <li>Building towers and small structures</li> <li>Subitising up to 3</li> <li>Time – develop vocabulary to talk about routine</li> <li>Numeral recognition</li> <li>Rote counting within 10 forwards and backwards</li> <li>Developing vocabulary to talk about simple concepts such as colour, size, height, weight</li> <li>Counting in a variety of situations for a purpose e.g. children in line</li> </ul>			<ul style="list-style-type: none"> <li>Showing finger numbers up to 5</li> <li>Linking numerals and amounts up to 5</li> <li>Experimenting with own symbols and marks as well as numerals</li> <li>Solving real world mathematical problems with numbers up to 5</li> <li>Comparing numbers using language more than and fewer than</li> <li>Talking about and exploring 2D and 3D shape using informal and mathematical language</li> <li>Understanding position through words alone</li> <li>Describing a familiar route</li> <li>Discussing routes and locations</li> <li>Comparing capacity between objects</li> <li>Comparing length, height, weight and size between objects</li> <li>Talking about and identifying the patterns around them</li> <li>Counting objects, actions and sounds</li> <li>Subitising small quantities</li> </ul>			<ul style="list-style-type: none"> <li>Number in context – counting days of the week</li> <li>Linking numerals and amount up to five</li> <li>Experimenting with own symbols and marks as well as numerals</li> <li>Solving real world mathematical problems up to 5</li> <li>Comparing numbers using language more than and fewer than, introducing one more, one less</li> <li>Talking about and explore 2D and 3D shape using informal and mathematical language</li> <li>Using positional vocabulary</li> <li>Describing familiar routes using words such as in front or behind</li> <li>Making comparisons between objects relating to size, length, weight, and capacity</li> <li>Selecting shapes appropriately</li> <li>Combining shapes to make new ones</li> <li>Talking about and identifying patterns around them using informal language</li> <li>Extending and create ABAB patterns</li> <li>Noticing and correct an error in a repeating pattern</li> <li>Beginning to describe a sequence of events</li> </ul>		

<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Past and present</li> <li>• People, culture and communities</li> <li>• The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>• Developing sense of own family, relations and pets through talking about photographs, events and celebrations</li> <li>• Imitating everyday actions and events from own family and cultural background.</li> <li>• Beginning to develop friendships</li> <li>• Diwali, Harvest, Bonfire Night and Hanukah and Christmas</li> <li>• Noticing detailed features of objects in environment</li> <li>• Commenting on and talking about things they have observed, such as plants, animals, natural and found objects</li> <li>• Enjoying playing with small world reconstructions, building on first-hand experience</li> <li>• Seeking to acquire basic skills turning on and operating some basic equipment</li> <li>• Operating mechanical toys</li> <li>• Playing with water to investigate low technology</li> <li>• Using pipes, funnels and tools to carry and transport</li> <li>• Using all senses in hands-on exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Using all senses in hands-on exploration</li> <li>• Showing interest in the lives of familiar people</li> <li>• Planting seeds and care for growing plants</li> <li>• Developing understanding of growth, decay and changes over time</li> <li>• Talking about similarities and differences</li> <li>• Commenting, remembering and talking about significant events and special times in our own lives such as birthdays, Christmas, Easter</li> <li>• Showing interest in different occupations and ways of life indoors and outdoors</li> <li>• Talking about differences and changes to materials when cooking and baking</li> <li>• Continuing to explore cultural differences through festivals – Chinese New Year, Easter</li> <li>• Continuing to explore the weather and seasonal change – signs of Spring</li> <li>• Forest Friday visits continue</li> <li>• Commenting on and talk about why things happen and how they work</li> <li>• Knowing how to operate simple equipment</li> <li>• Showing interest in technological toys</li> <li>• Showing interest in cause and effect toys</li> </ul>	<ul style="list-style-type: none"> <li>• Counting objects, actions and sounds</li> <li>• Continuing to observe the natural world and seasonal change</li> <li>• Developing understanding of seasonal weather</li> <li>• Creating opportunities to discuss how we care for the natural world, such as incubation projects</li> <li>• Continuing to develop positive attitudes about the differences between people, families and communities</li> <li>• Talking about different journeys and holidays comparing places to our own environment</li> <li>• Continuing to use all senses in hands-on exploration</li> <li>• Developing understanding of growth, decay and changes over time</li> <li>• Talking about similarities and differences</li> <li>• Talking about significant events and special times, developing vocabulary to talk about past and present</li> <li>• Talking about change when cooking</li> <li>• Talking about different environments – parks, beach, woods</li> </ul>
--	---	---	---

	Autumn Term			Spring Term			Summer Term		
RE Topics	Welcome	Baptism	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
Topics	Me and My Family – Autumn Days – Advent and Christmas – Local Area			The Living and Growing World – Springtime – On the Farm - Easter			Journeys and Transport – Summer Adventures –In the Forest – Holidays		
	<ul style="list-style-type: none"> <li>• Talking about different occupations and people who help us e.g. firefighters, medics</li> <li>• Exploring the local environment around school, our homes</li> <li>• Exploring seasonal change – Autumn</li> <li>• Forest Fridays – Saltwell Park visits</li> <li>• Animals and plants – trees, leaves, hibernation, nocturnal creature</li> <li>• Combining ingredients in cooking and baking, heating and cooling effects.</li> </ul>								

<p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring various construction materials including block play and junk modelling</li> <li>• Introduction to woodwork and safe use of tools</li> <li>• Exploring joining materials and techniques</li> <li>• Exploring textures in collage</li> <li>• Exploring colour mixing and using powder paint</li> <li>• Playing with, naming, sorting colour and shade</li> <li>• Experimenting with different ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Investigating loose parts</li> <li>• Role play opportunities – real and imagined, using objects to represent something else</li> <li>• Showing an interest in musical instruments</li> <li>• Singing familiar nursery rhymes and songs</li> <li>• Introduction to Charanga Music Scheme</li> <li>• Exploring musical instruments</li> <li>• Introduction to plan, do, review</li> <li>• Developing mark making – exploring different media</li> <li>• Using everyday materials to represent their world, ideas, interests and fascinations</li> <li>• Beginning to make believe by pretending</li> </ul>			<ul style="list-style-type: none"> <li>• Developing collage creation</li> <li>• Transient art representations</li> <li>• Observational drawing and painting</li> <li>• Reviewing their creations</li> <li>• Malleable modelling – dough, clay</li> <li>• Using various construction materials, joining, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Continuing to explore colour and how colour can be changed</li> <li>• Developing understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Singing familiar songs</li> <li>• Exploring how sounds can be changed</li> <li>• Enjoying joining in with moving, dancing and ring games</li> <li>• Tapping out repeated rhythms</li> <li>• Developing understanding of how to create and use sounds intentionally</li> <li>• Using music and sound to express experiences, expertise, ideas and feelings</li> <li>• Singing to self and make up simple songs</li> <li>• Creating sounds, movements, drawings to accompany stories</li> </ul>			<ul style="list-style-type: none"> <li>• Natural materials collage and representations</li> <li>• Continuing to develop block play</li> <li>• Using tools for a purpose</li> <li>• Developing collage creation</li> <li>• Transient art representations</li> <li>• Observational drawing and painting</li> <li>• Reviewing their creations</li> <li>• Malleable modelling – dough, clay</li> <li>• Use various construction materials, joining, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Continuing to explore colour and how colour can be changed</li> <li>• Developing understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Singing familiar songs</li> <li>• Exploring how sounds can be changed</li> <li>• Enjoying joining in with moving, dancing and ring games</li> <li>• Tapping out repeated rhythms</li> <li>• Developing understanding of how to create and use sounds intentionally</li> <li>• Using music and sound to express experiences, expertise, ideas and feelings</li> <li>• Singing to self and make up simple songs</li> <li>• Creating sounds, movements, drawings to accompany stories</li> <li>•</li> </ul>		
	<b>Autumn Term</b>			<b>Spring Term</b>			<b>Summer Term</b>		
<b>RE Topics</b>	<b>Welcome</b>	<b>Baptism</b>	<b>Birthday</b>	<b>Celebrating</b>	<b>Gathering</b>	<b>Growing</b>	<b>Good News</b>	<b>Friends</b>	<b>Our World</b>
Topics	Me and My Family – Autumn Days – Advent and Christmas – Local Area			The Living and Growing World – Springtime – On the Farm - Easter			Journeys and Transport – Summer Adventures – In the Forest – Holidays		
							<ul style="list-style-type: none"> <li>• Giving opinions on work of other artists</li> </ul>		