



Welton St Mary's Church of England Primary Academy



Early Years Foundation Stage Curriculum

Together we care, learn and thrive

Early Years Foundation Stage

At Welton St Mary's, we aim for every child to have an exciting, inspiring and nurturing start to their school journey, enabling them to develop the skills, knowledge and confidence they need to succeed. In line with our school vision as an inclusive Christian community, we value every child and seek to release their full potential by providing a safe, creative and engaging learning environment where all children can flourish.



Our curriculum is carefully designed to ensure children develop strong foundations for future learning. We place particular emphasis on communication and language, early language development and personal, social and emotional development, as these areas are fundamental to children's success across the curriculum. Through rich conversations, storytelling, role play and high-quality adult interactions, children develop the confidence to communicate effectively, express their ideas and feelings, and build positive relationships with others.



Learning is organised through three overarching themes, which are broken down into smaller topics that respond to children's interests and experiences. This ensures learning is engaging, meaningful and rooted in real-life contexts. Practitioners carefully build on what children already know and can do, providing appropriate support and challenge so that all children can deepen their understanding and make strong progress. Key knowledge and skills are revisited throughout the year to support retention and secure learning.

We are committed to developing children as independent, resilient and enthusiastic learners. Through purposeful play, exploration and guided learning, children develop creativity, curiosity and a growing understanding of the world around them.









Alongside academic learning, we also value the importance of essential life skills. Children are supported to develop independence and responsibility through experiences such as practising table manners, using a knife and fork, and learning about road safety. These experiences help children become respectful and confident members of their community.



Developing a love of reading is a central part of our curriculum. Children share stories every day and have regular opportunities to enjoy books with their peers and with children from other year groups. Early reading and writing are taught through the Read Write Inc. Phonics programme, delivered by trained staff to ensure a consistent and effective approach. This supports children to develop strong phonic knowledge and the confidence to read and write independently.

By the end of the Foundation Stage, we aim for every child to be flourishing as a confident, resilient and responsible learner, equipped with the knowledge, skills and attitudes needed for the next stage of their education.

- **Inclusive**
- **Value each person**
- **All to flourish**
- **Strive for excellence**
- **Rooted in God's love**
- **Agents of positive change**

	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me! 	Let's Celebrate! 	Transport 	Brilliant Buildings 	Amazing Animals 	Seaside 
Guided reading texts	Incredible You Super Duper You What Makes me a me Colour Monster Colour Monster Goes to School The Invisible String All are Welcome	Leaf Thief Leaf Man Pumpkin Soup Diwali Christmas Book Advent c Calendar The Nativity	Mr Gumpy's Outing Mr Gumpy's Motor Car You Can't Take an Elephant on a Bus The 100 Decker Bus Chinese New Year	What we will Build Pancakes Three Little Pigs The Building Boy Hansel and Gretel Easter Katie goes to London Katie goes to Scotland	Mad about Minibeasts Superworm The Very Hungry Caterpillar Jack and the Beanstalk Bad Tempered Ladybird Squash and a Squeeze Farmyard Hulabaloo	Goldilocks Clean Up Lighthouse Keeper's Lunch Snail and the Whale What the Ladybird Heard at the Seaside
Wow Moments & opportunities	Stories from other members of staff Parent pop in- tour of the classroom Parent pop in – physical development Home corner role-play Harvest Festival Autumn walk	Diwali/Fireworks Nativity & Christmas Children in Need Parent pop in Bonfire Night & Fireworks Remembrance Day Advent Santa visit Nativity	Winter walk Chinese New Year Parent pop in –EAD focus	Easter Mother's Day Building Role Play World Book Day Spring walk Parent pop in –maths	Minibeast shed – outdoor explorers Small shed – pizza parlour Easter sports Parent pop in writing – Squash and a Squeeze Sports day Parent pop in – Literacy focus	Summer walk Father's day Wow Beach Day Parent pop in –linked to CW focus Class Collective Worship

Nursery Rhyme & Action Songs Progression

These nursery rhymes and songs have been carefully selected and sequenced to ensure the children are building on prior knowledge. The rhymes and songs get progressively harder through the year in terms of rhythm, pitch and lyrics

Nursery Rhymes	Jack & Jill 1, 2, 3, 4, 5 Once I Caught a Fish Alive	I'm a Little Tea Pot Ring O'Roses Little Bo Peep	Rock-a-bye Baby Twinkle Twinkle The Grand Old Duke of York	Old MacDonald had a farm Row, Row, Row Your Boat London Bridge	Three Blind Mice Incy Wincy Spider	London Bridge Hickory, Dickory Dock
Action Songs	Miss Polly had a Dolly 5 Little Speckled Frogs Dingle Dangle Scarecrow Name Song	I can Wriggle My Fingers Five Little Monkeys Jumping on the Bed 5 Little Ducks	The Wheels on the bus Wind the Bobbin Up If you're happy and you know it Head, Shoulders, Knees and Toes I hear Thunder One Finger One Thumb A sailor went to sea	Tommy Thumb The Hokey Cokey Me This Old Man	The Animals Went in Two by Two. 10 in the Bed Put Your Hand on your Elbow Big bear funk	Frere Jacques 10 Green Bottles A Sailor went to Sea The ABC song

Provision Enhancements and Role-Play

	Term 1 - All About Me!	Term 2- Let's Celebrate!	Term 3- Transport	Term 4- Brilliant Buildings	Term 5- Amazing Animals	Term 6- Seaside
Role-Play Area- Small Shed	Vets for our Pets	Cocoa Corner- Hot chocolate station Candy Cane Cafe	Ready for Take-off	Once Upon a Wardrobe	The Cheesy Dreams Pizza Parlour- linked with Food Tech	Ice Cream Scoops and Smiles (Ice Cream Parlour)
Role-Play Area- Big Shed	The Dress up Den	The Bethlehem Boutique	Suds & Spanners Car Garage	Little Builders HQ	The Creepy Crawly Corner	Minibeast Magic
Week 1	Family stones Colour Monster pom poms	Halloween spiders and web Autumn crafts Pumpkin soup Nature shapes	Ice and snow animals Polar bear Polar tuff spot Diggers with cereal	Magnetic tiles with famous buildings to make Build a city (maths) Food and diggers	Blossom trees painting Blossom tea Blossom threading	Shapes to reinforce learning Numicon Ice cream matching Goldilocks
Week 2	Make your mark play doh Autumn colour maths Feelings nature plates Flower sticking numbers Numicon pincers/pompoms Raisin dancing experiment	Fireworks and Diwali Firework night Fire with lights and sticks Powder paint mark making	Snowflakes & pom poms Loose part decorating gloves Ice painting Number blocks	Pancakes with role play Pancake making Diversity linked to PSHE Building with magnetic tiles	Maths counting Fine motor Play dough rollers Minibeasts Handa's surprise	Sorting rubbish Seaside Fine motor threading Clean up book link
Week 3	Conker matching with numbers Knives and forks Cars and roads Sort the objects m,a,s,t,d	Counting marshmallows in hot chocolate Leaf bonfire	Mobilo- making a vehicle Snowflakes on 10 frames Chinese New Year food	Houses for Three Little Pigs Cleaning pigs in the mud Farmyard	Superworm Maths numbers to 20 Fine motor farm animals	Lighthouse Keeper's Lunch Shaving cream towers Seaside

Week 4	Conkers with tubes and counting Alphabet arc Matching the letters	Remembrance Week – Weaving poppies Ordering poppies Dabbing and making poppies	Wool noodles and letters Rice chopsticks and forming Chinese numbers	Looking at Lincoln Castle and Cathedral KNEX/LEGO Castle role-play knights	Very Hungry Caterpillar Oracy VHC Numicon matching	Clocks and time games
Week 5	Tweezers with sweetcorn Printing with berries Pumpkin fine motor hammering	Enormous Turnip Dinosaurs position	Valentines day- Red pegs in love hearts Love potions Children's mental health week – emotions and books Boats- floating & sinking	Malted Milk houses Maps Gingerbread man Hansel & Gretel Houses Fill up eggs- fine motor links	Jack and the Beanstalk Making levers for the beanstalk Making a castle on the clouds Plants bead threading	Capacity Water play
Week 6	Olden day resources Lincolnshire Life Museum Pumpkin hammering Autumn bags Slate boards	Creating Christmas trees Pompom painting Christmas tree pipe cleaners Decorate a snowman Snowflake patterns		Palm Sunday Easter maths counting chicks and eggs		'What the Ladybird Heard at the Seaside' role play
Week 7		Make reindeer food Snowflake patterns Gingerbread houses Melting snowmen Peeling brussel sprouts				

Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. At Welton St Mary's, securing strong foundational communication and language skills is a key priority, as these form the basis for future learning, thinking and social development.

Children's back-and-forth interactions with adults and peers from an early age build the foundations for language and cognitive development. We recognise that the quality and quantity of conversations children experience throughout the day in a language-rich environment are crucial. Practitioners support this by commenting on children's interests and play, modelling clear language, and extending what children say by introducing new and ambitious vocabulary.

We use the ShREC approach to support high-quality interactions. Practitioners focus on **S**haring attention, **R**esponding, **E**xpanding and having **C**onversations with children. Through this approach, adults tune into children's interests, respond sensitively to their communication, model and extend language, and create meaningful opportunities for sustained conversation. High-quality interactions are central to our practice. Through conversation, storytelling and role play, adults model language, ask thoughtful questions and encourage children to share and develop their ideas. This supports children to become confident communicators who can use an increasingly rich range of vocabulary and language structures. By prioritising strong foundations in communication and language, we support children to develop the confidence, vocabulary and speaking skills they need to thrive across the curriculum.

Ourselves		Our Community		Our World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding					
Understand the importance of listening. Listen carefully to rhymes, songs and poems. Follow one-step instructions. Shift attention between activities when prompted. Begin to ask simple 'what' questions.	Listen and respond during stories and non-fiction texts. Begin to understand 'how' and 'why' questions. Ask who and what questions about stories and experiences. Maintain attention for short group activities.	Ask questions to clarify understanding. Listen to and talk about stories to build familiarity. Follow longer instructions with visual prompts. Begin asking 'when' questions	Retell familiar stories using prompts or story language. Listen attentively in larger group situations (e.g. collective worship) Recall key events or ideas after listening. Begin asking 'where' questions.	Retell stories with increasing independence, using some exact repetition and some own words. Ask 'why' questions to deepen understanding. Listen carefully to extended explanations or stories.	Engage in sustained back-and-forth conversations with adults and peers. Follow complex instructions. Understand and respond appropriately to a range of questions including who, what, where, when, why and how.
Speaking					
Use talk to communicate needs, feelings and ideas.	Use new vocabulary throughout the day to	Use new vocabulary in different contexts.	Use talk during role play and storytelling to develop narratives.	Use talk to organise, sequence and clarify thinking.	Speak in clear sentences using a range of tenses.

<p>Speak in small groups and share simple ideas.</p> <p>Begin asking questions to support understanding.</p> <p>Use talk to support imaginative play.</p>	<p>describe events and experiences.</p> <p>Begin to speak in longer sentences.</p> <p>Start using simple conjunctions such as 'and' and 'because'.</p>	<p>Respond to discussions with comments and questions.</p> <p>Use talk to organise thinking and explain ideas.</p>	<p>Use vocabulary from stories and non-fiction texts.</p> <p>Explain ideas, models or creations and how they were made.</p>	<p>Describe events, ideas and feelings in more detail.</p> <p>Continue applying new vocabulary independently.</p>	<p>Engage in sustained conversations with adults and peers.</p> <p>Use talk confidently to explain, describe and share ideas.</p>
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Assessment- Expected Progress by Term

By the End of Term 2	By the End of Term 4	By the End of Term 6
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen to and join in with rhymes, songs and stories. Show attention during short carpet or group activities. Begin to follow simple instructions. Respond to simple questions such as 'what?', 'where?' and 'who?'. Begin to shift attention between activities with adult support. <p>Speaking</p> <ul style="list-style-type: none"> Use talk to communicate needs, ideas and feelings. Speak in simple phrases and short sentences. Begin to use new vocabulary introduced through stories and experiences. Begin to ask simple questions. Join in with conversations during play with adult support. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen carefully during group discussions, stories and instructions. Follow instructions involving two parts. Recall key events from stories or experiences. Begin to ask questions to clarify understanding. Maintain attention for longer periods during activities. <p>Speaking</p> <ul style="list-style-type: none"> Speak in longer sentences, joining ideas together. Use new vocabulary learned from stories, discussions and topics. Describe events, ideas or experiences with increasing detail. Use talk during role play, storytelling and group discussions. Begin to explain ideas and give reasons 	<p>Early Learning Goals-</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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 <p>Speaking</p> <ul style="list-style-type: none"> 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.

Personal, Social and Emotional Development

Children's Personal, Social and Emotional Development is central to our curriculum and underpins children's ability to learn, build relationships and lead healthy, happy lives. At Welton St Mary's, developing strong foundational personal and social skills is a key priority, enabling every child to feel valued, confident and ready to learn.

As an inclusive Christian community, our approach reflects our school vision of valuing each person and seeking to release everyone's full potential as promised by Jesus Christ. We provide a safe, inspiring and nurturing environment where children feel secure, respected and able to flourish. Through strong, warm and supportive relationships with adults, children learn to understand their own feelings and begin to recognise and respond to the feelings of others.

Practitioners model kindness, empathy and positive behaviour, supporting children to manage their emotions, develop a positive sense of self and build confidence in their abilities.

Children are encouraged to set simple goals, persist with challenges, take turns and focus their attention during activities. Through adult guidance, they develop independence in managing their personal needs and begin to understand how to care for their bodies, including making healthy choices.

Through supported interaction with peers, children learn to build friendships, cooperate and resolve conflicts respectfully. In line with our vision of challenge, support and care, we maintain high expectations while nurturing each child's wellbeing. These experiences provide a strong foundation for children to flourish in school and to grow as caring individuals who can contribute positively to the world around them.

Ourselves		Our Community		Our World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self- Regulation					
<p>Recognise and name different emotions (e.g. happy, sad, worried, excited).</p> <p>Begin to focus during short whole-class activities.</p> <p>Start to share and take turns with others.</p>	<p>Talk about their own feelings and the feelings of others.</p> <p>Begin developing resilience and perseverance when faced with challenges.</p> <p>Continue learning to play cooperatively and resolve simple conflicts.</p>	<p>Maintain attention during longer whole-class or group activities.</p> <p>Talk about improving skills through practice and begin to show pride in achievements.</p>	<p>Begin to identify and manage their emotions in social situations.</p> <p>Show increasing awareness of others' feelings and perspectives.</p>	<p>Use simple strategies to help regulate emotions (e.g. talking to an adult, calming techniques).</p> <p>Demonstrate growing independence in managing feelings.</p>	<p>Follow instructions with three or more steps.</p> <p>Manage emotions appropriately and adapt behaviour to different situations.</p>
Managing-Self					
<p>Begin to develop independence in personal care routines such as handwashing and toileting.</p>	<p>Understand and follow simple class rules and routines and begin to talk</p>	<p>Show resilience and perseverance when facing</p>	<p>Dress and undress independently, including</p>	<p>Manage own basic needs independently and begin to make healthy choices.</p>	<p>Show confidence and a positive 'can-do' attitude</p>

Focus on the importance of oral hygiene. Dress and undress with some support, including putting on coats and simple fastenings.	about why they are important. Dress and undress with increasing independence, including putting on coats and simple fastenings.	challenges and trying new activities.	putting on coats and simple fastenings.		when completing tasks and taking on new challenges.
Building Relationships					
Children interact with others and build positive relationships with adults and children. Children begin to recognise when others may be upset and respond appropriately.	Children begin to play alongside others with increasing interaction. Children start to share resources and take turns with adult support. Children begin to recognise how others may be feeling and respond with growing independence.	Children use taught strategies to take turns and share during play and group activities.	Children listen to the ideas of others and begin to agree on solutions and compromises.	Children work cooperatively with others as part of a group.	Children communicate confidently with adults across the school. Children participate in whole-class events such as Collective Worship.
Assessment- Expected Progress by Term					
By the End of Term 2		By the End of Term 4		By the End of Term 6	
Self-Regulation <ul style="list-style-type: none"> Begin to recognise and name some feelings (e.g. happy, sad, angry, excited). Begin to talk about their feelings and respond to the feelings of others. 		Self-Regulation <ul style="list-style-type: none"> Maintain attention during group activities such as carpet time or story time. Begin to talk about their learning and achievements with support. 		Early Learning Goals- Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 	

- Start to follow simple instructions during group activities.
- Begin to show persistence when attempting new or challenging activities.
- Start to take turns and share resources with support.

Managing Self

- Begin to develop independence in personal care routines, including handwashing and toileting.
- Begin to dress and undress independently, including putting on coats and simple fastenings .
- Follow simple classroom routines with support.
- Begin to understand why rules are important.
- Start to manage simple tasks independently.

Building Relationships

- Interact with others and begin to build positive relationships with adults and peers.
- Begin to play alongside other children.
- Start to recognise how others may be feeling and respond with support from adults.
- Begin to share and take turns during play.

- Show an increasing ability to manage emotions in different situations.
- Begin to understand how others may feel and show awareness of different perspectives.
- Use simple strategies to help regulate emotions (e.g. taking a breath, talking to an adult).

Managing Self

- Show resilience and perseverance when completing tasks or trying new activities.
- Manage basic personal care needs with growing independence.
- Begin to make healthy choices when eating and during physical activity.
- Follow classroom rules and routines with increasing independence.

Building Relationships

- Play and work cooperatively with others during activities and games.
- Begin to understand and use simple strategies to solve conflicts with adult support.
- Share ideas and resources with peers during play.
- Begin to form friendships and play together for longer periods.

- 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 or actions.

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.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Physical activity is vital for children’s all-round development, enabling them to lead happy, healthy and active lives. At Welton St Mary’s, we prioritise strong foundational physical skills, recognising that gross and fine motor development supports children’s independence, wellbeing and readiness to learn.

Through planned opportunities for play both indoors and outdoors, children develop strength, balance, coordination and spatial awareness. Adults provide games, movement activities and access to a range of large apparatus so that children can practise and refine their gross motor skills, building core strength, stability and agility. These experiences support not only physical health but also children’s confidence and social development.

Fine motor development is a key focus, supporting the control and precision needed for early writing. Children are given regular opportunities to explore small world play, puzzles, arts and crafts, and the use of a range of small tools. With guidance and feedback from adults, they develop increasing proficiency, control and confidence.

In line with the wider school, we follow the Get Set 4 PE programme to support the progressive development of physical skills and ensure high-quality physical education experiences for all children. Through challenge, support and care, we encourage children to develop healthy habits and a positive attitude towards physical activity.

Ourselves		Our Community		Our World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor					
<p>Introduction to PE 1 and Games 1</p> <p>Move safely in a space, showing awareness of others.</p> <p>Explore basic travelling movements: run, hop, jump, skip and balance.</p> <p>Begin to stop and change direction with control.</p> <p>Develop core strength and body stability.</p> <p>Follow simple instructions during movement and games.</p>	<p>Ball skills 1 and Introduction into PE 2</p> <p>Roll and stop a ball with control.</p> <p>Begin throwing and catching with large balls.</p> <p>Kick and dribble a ball using feet.</p> <p>Develop hand–eye and foot–eye coordination.</p> <p>Move while maintaining control of a ball.</p>	<p>Dance 1 and Fundamentals 1</p> <p>Explore movement through music and rhythm.</p> <p>Use different body parts to create shapes.</p> <p>Travel in different ways with control.</p> <p>Begin linking simple movements together.</p> <p>Develop balance and coordination.</p>	<p>Dance Unit 2 and Gymnastic 1</p> <p>Move with confidence and expression.</p> <p>Create shapes using different parts of the body.</p> <p>Copy and repeat simple movement patterns.</p> <p>Begin to link movements into short sequences.</p> <p>Develop control when travelling and balancing.</p>	<p>Gymnastics Unit 2 and Games 2</p> <p>Create controlled shapes, balances and jumps.</p> <p>Explore rocking, rolling and travelling movements.</p> <p>Link actions together into simple sequences.</p> <p>Develop agility and coordination.</p> <p>Apply movement skills in simple partner or group games.</p>	<p>Ball skills 2 and Fundamentals 2</p> <p>Throw and catch with increasing accuracy.</p> <p>Dribble and control a ball while moving.</p> <p>Strike and kick a ball in simple games.</p> <p>Change direction and move with coordination.</p> <p>Follow simple rules and work cooperatively with others.</p>

Fine Motor					
<p>Begin to use a tripod grip when using mark-making tools.</p> <p>Develop control when using pencils, crayons and paintbrushes.</p> <p>Build hand strength through play with malleable materials.</p> <p>Begin to use simple tools safely (e.g. spoons, cutters, tweezers).</p> <p>Use cutlery appropriately during mealtimes.</p>	<p>Draw lines, circles and simple shapes with increasing accuracy.</p> <p>Develop consistency when using a tripod pencil grip.</p> <p>Use scissors with growing control, holding them correctly.</p> <p>Cut along straight and curved lines.</p> <p>Manipulate malleable materials using fingers and simple tools.</p>	<p>Use scissors, pencils and glue with increasing independence.</p> <p>Cut along lines with improved control.</p> <p>Apply glue carefully and join materials together.</p> <p>Strengthen finger muscles through threading, construction and tool use.</p>	<p>Develop finger dexterity when handling small objects.</p> <p>Thread, pinch, twist and manipulate small materials. Improve hand-eye coordination during small construction tasks.</p> <p>Use tools with greater precision.</p>	<p>Hold scissors correctly and cut smaller shapes with accuracy.</p> <p>Show control when drawing detailed pictures. Manipulate small objects with confidence.</p> <p>Demonstrate improved hand strength and coordination.</p>	<p>Form letters correctly using a secure tripod grip.</p> <p>Develop the foundations of clear and controlled handwriting.</p> <p>Show accuracy and control when drawing and writing.</p> <p>Use a range of tools confidently and independently.</p>

Assessment- Expected Progress by Term

By the End of Term 2	By the End of Term 4	By the End of Term 6
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Move confidently in a range of ways including running, jumping, climbing and skipping. Begin to show balance and coordination when travelling and landing. Roll, throw and catch a large ball with some control. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Move with increasing control, coordination and balance in different ways. Travel confidently in different ways including running, jumping, hopping and balancing. 	<p>Early Learning Goals-</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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, skipping and climbing.

<ul style="list-style-type: none"> • Begin to negotiate space safely when moving around others. • Follow simple movement instructions during games and activities. • Begin to develop core strength and stability through climbing, balancing and large movements. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil with increasing control, beginning to develop a comfortable grip. • Draw lines, circles and simple shapes with some control. • Begin to form some recognisable letters, particularly from their name. • Use simple tools such as scissors, pencils and paintbrushes with support. • Show increasing hand–eye coordination when manipulating objects and tools. • Use a knife and fork with increasing independence. • Begin to use fingers and hands with greater control in activities such as threading, cutting and construction. 	<ul style="list-style-type: none"> • Throw, catch, roll and kick balls with increasing accuracy and control. • Begin to link movements together (e.g., travelling then balancing or jumping). • Move safely when negotiating space, obstacles and other children. • Participate in simple games and physical activities, following rules and cooperating with others. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a comfortable pencil grip with increasing control. • Form many lowercase letters correctly when writing. • Draw more detailed pictures and begin adding recognisable features. • Use tools such as scissors, pencils, tweezers and small construction equipment with growing accuracy. • Demonstrate improved finger strength and dexterity through activities such as threading, cutting and manipulating small objects. • Begin to show control and precision when drawing and early writing. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
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Literacy

Literacy development at Welton St Mary's builds on the strong foundations of children's communication and language skills. We aim to develop a love of books, stories and language while supporting children to become confident early readers and writers. Children experience a rich reading environment where high-quality texts, rhymes and stories are shared daily, helping them to develop vocabulary, comprehension and an understanding of narrative. Early reading is supported through our systematic phonics programme, Read Write Inc. Phonics, which enables children to develop their knowledge of sounds and apply these to read and write words. Through daily phonics sessions, children learn to recognise, blend and segment sounds to support both reading and spelling. Writing opportunities are embedded across the environment, allowing children to experiment with mark making, develop fine motor control and begin to represent sounds in words using their phonics knowledge. Practitioners model writing for different purposes and encourage children to write labels, captions and simple sentences as their confidence grows. By providing meaningful opportunities for reading and writing throughout the day, we support children to develop the skills, confidence and enjoyment needed to become successful readers and writers.

Ourselves

Our Community

Our World

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Comprehension

Listen attentively to stories, rhymes and songs.

Begin to talk about characters and key events in familiar stories.

Join in with repeated phrases and familiar rhymes.

Develop enjoyment and engagement during daily story time.

Retell key events from familiar stories.

Begin recalling simple facts from non-fiction texts.

Talk about what has happened in a story.

Share favourite books with adults and peers.

Retell stories through role-play and small world play.

Describe key events in stories and rhymes.

Recall simple information from non-fiction texts.

Begin predicting what might happen next in a story.

Use familiar story language in play and discussion.

Repeat and use newly introduced vocabulary.

Recognise and choose familiar stories to re-read.

Request favourite books, poems and rhymes

Listen carefully to longer texts.

Talk about stories during group discussions (e.g. story votes).

Explain what has been read or heard.

Retell simple stories using their own words.

Use recently introduced vocabulary when discussing texts.

Share favourite books and retell them to others.

Anticipate key events in stories where appropriate.

Explain why events happen in stories.

Discuss characters, events and ideas using new vocabulary.

Apply vocabulary from stories, rhymes, poems and non-fiction in conversation.

Word Reading

<p>Develop phonological awareness through rhymes, songs and oral blending</p> <p>Identify and recognise rhyming words</p> <p>Clap and count syllables in words</p> <p>Recognise words with the same initial sound</p> <p>Begin RWI Set 1 sounds</p> <p>Orally blend sounds to read simple CVC words</p>	<p>Read all Set 1 single-letter sounds</p> <p>Blend sounds to read CVC words with increasing confidence</p> <p>Begin recognising 'red' words</p> <p>Develop fluency when reading simple words</p>	<p>Recognise and say all Set 1 sounds confidently</p> <p>Identify some special friends</p> <p>Read words containing special friends and double letters</p> <p>Blend sounds to read words independently</p> <p>Begin reading simple captions and sentences</p> <p>Read short RWI Ditties</p>	<p>Read words containing two or more special friends</p> <p>Apply phonics knowledge to decode unfamiliar words</p> <p>Develop confidence and understanding when reading</p> <p>Read RWI Red Storybooks</p>	<p>Read short vowel CVCC and CCVC words</p> <p>Blend sounds accurately and automatically when reading</p> <p>Begin reading root words and simple word families</p> <p>Read RWI Green Storybooks</p>	<p>Read long vowel CVCC and CCVC words</p> <p>Read words with common suffixes (e.g. -ing, -ed, -er, -est)</p> <p>Recognise and read root words and word families</p> <p>Read simple sentences with increasing fluency and accuracy</p> <p>Read RWI Green Storybooks with growing independence</p>
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Writing

Writing Composition

<p>Use talk to develop and organise ideas.</p> <p>Begin mark making with meaning.</p> <p>Write own name using a name card or attempt from memory.</p> <p>Begin writing initial sounds in words.</p> <p>Understand that print carries meaning.</p>	<p>Begin segmenting simple VC and CVC words.</p> <p>Attempt to write words using known phonics sounds.</p> <p>Write simple labels and captions with support.</p> <p>Begin to understand sound-letter correspondence.</p> <p>Write letters and letter strings that resemble words</p>	<p>Orally compose captions before writing.</p> <p>Hold a short sentence in memory.</p> <p>Attempt to write captions using phonics knowledge.</p> <p>Begin applying segmenting skills when writing.</p>	<p>Write short captions independently.</p> <p>Begin writing simple sentences with support.</p> <p>Use phonics to spell words phonetically.</p> <p>Re-read writing with an adult to check meaning.</p>	<p>Write captions and short sentences independently.</p> <p>Begin to use capital letters and finger spaces.</p> <p>Re-read writing to check it makes sense.</p> <p>Apply phonics knowledge when spelling unfamiliar words.</p>	<p>Write simple sentences using known letter-sound correspondences.</p> <p>Use capital letters and full stops with support.</p> <p>Write for different purposes (e.g. lists, simple stories, instructions).</p> <p>Re-read sentences so they can be understood by others.</p> <p>Show increasing confidence and independence in writing.</p>
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Spelling					
<p>Begin orally segmenting simple words into sounds (e.g. c-a-t).</p> <p>Identify and say initial sounds in words.</p> <p>Recognise and match some letters to their sounds.</p> <p>Develop awareness of phonemes in spoken words.</p>	<p>Write own name using known letters.</p> <p>Identify and record initial sounds.</p> <p>Begin writing simple labels using phonetic attempts.</p> <p>Develop understanding of sound–letter correspondence.</p>	<p>Spell VC and CVC words using taught Set 1 graphemes.</p> <p>Segment simple words into individual sounds when spelling.</p> <p>Begin writing simple phonetic words independently.</p> <p>Apply phonics knowledge during writing activities</p>	<p>Segment and spell words using Set 1 sounds and some Set 2 special friends.</p> <p>Spell some ‘red’ words independently (e.g. <i>the, to</i>).</p> <p>Use Fred fingers to support spelling.</p> <p>Attempt to spell words using phonics knowledge.</p>	<p>Spell words by applying known grapheme–phoneme correspondences.</p> <p>Write phonetically plausible attempts for unfamiliar words.</p> <p>Spell familiar words independently in writing.</p> <p>Use phonics knowledge when writing captions and sentences</p>	<p>Spell a wider range of phonically decodable words.</p> <p>Continue making phonetically plausible attempts at unfamiliar words.</p> <p>Spell common HFWs independently (e.g. <i>he, she, we, be, me</i>).</p> <p>Apply phonics knowledge confidently when writing sentences.</p>
Transcription					
<p>Develop control when drawing lines, circles and patterns.</p> <p>Begin forming recognisable letters, particularly from their name.</p> <p>Explore mark-making in a range of areas across the classroom.</p> <p>Develop early hand strength and pencil control</p>	<p>Begin forming letters from their name correctly.</p> <p>Practise comfortable pencil grip with modelling.</p> <p>Start forming some Set 1 phonics letters using RWI formation phrases.</p> <p>Continue developing control through drawing and mark-making</p> <p>Develop correct sitting posture when writing</p>	<p>Develop a dominant hand for writing.</p> <p>Write from left to right and top to bottom.</p> <p>Form recognisable letters using a tripod grip.</p> <p>Practise anticlockwise letter movements.</p> <p>Begin controlling letter size.</p> <p>Embed correct sitting posture when writing</p>	<p>Hold a pencil effectively using a secure tripod grip.</p> <p>Form recognisable lowercase letters.</p> <p>Begin using some capital letters appropriately.</p> <p>Develop clear ascenders and descenders in letter formation.</p> <p>Continue practising correct letter formation using RWI actions.</p>	<p>Form most lowercase letters correctly, starting and finishing in the right place.</p> <p>Develop consistent letter orientation and direction.</p> <p>Begin leaving spaces between words with support.</p> <p>Continue applying RWI letter formation phrases.</p>	<p>Use a pencil confidently and with control.</p> <p>Form clearly recognisable lowercase letters.</p> <p>Begin forming capital letters correctly.</p> <p>Use finger spaces between words independently.</p> <p>Develop increasing fluency and consistency in handwriting.</p>

Assessment- Expected Progress by Term

By the End of Term 2	By the End of Term 4	By the End of Term 6
<p>Comprehension</p> <ul style="list-style-type: none"> • Listen attentively to stories, rhymes and songs. • Begin to talk about events and characters from familiar stories. • Join in with repeated phrases and story language. • Answer simple questions about what has been read (e.g. who, what, where). • Begin to engage in conversations about stories during play. <p>Word Reading</p> <ul style="list-style-type: none"> • Recognise taught Set 1 single-letter sounds • Orally blend sounds to read simple CVC words • Begin to blend sounds to read simple words • Read simple words and labels using phonics knowledge • Recognise some common exception (tricky) words • Begin to read simple books matched to phonics knowledge <p>Writing Composition</p> <ul style="list-style-type: none"> • Use talk to develop and organise ideas for writing. • Begin to write simple labels and captions. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Retell simple stories and key events in sequence. • Talk about characters and events from familiar stories. • Begin to predict what might happen next. • Discuss stories during group discussions and play. • Show understanding of stories by answering questions and making comments. <p>Word Reading</p> <ul style="list-style-type: none"> • Recognise and read all Set 1 sounds and some special friends (digraphs) • Blend sounds confidently to read unfamiliar words • Read simple captions and sentences using phonics knowledge • Read words containing digraphs and some adjacent consonants • Recognise and read common exception words taught • Read books matched to phonics knowledge with increasing fluency • Begin to self-correct when reading 	<p>Early Learning Goals</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.

- Attempt to write words using known sounds.
- Begin to understand that print carries meaning.
- Write their name and familiar words from memory.

Spelling

- Begin to orally segment simple words into sounds.
- Identify initial sounds in words.
- Attempt to spell simple CVC words using phonics knowledge.
- Represent sounds in writing with some recognisable letters.
- Begin to recognise and spell a few tricky words.

Transcription

- Hold a pencil with increasing control.
- Draw lines, circles and simple shapes.
- Begin to form some recognisable letters.
- Show increasing hand strength and pencil control.
- Begin to form letters from their name correctly.

Writing Composition

- Write short captions.
- Begin to read back their writing to check it makes sense.
- Write for different purposes such as lists, labels or messages.
- Use finger spaces between words.
- Begin to develop independence in writing tasks.

Spelling

- Segment and spell words using phonics knowledge.
- Spell simple words with phonically plausible attempts.
- Begin spelling common tricky words.
- Write words containing adjacent consonants with support.
- Begin to apply phonics knowledge independently in writing.

Transcription

- Form many lowercase letters correctly.
- Begin using correct letter orientation and size.
- Use clear spaces between words when writing.
- Develop greater control in letter formation.
- Maintain correct sitting position and pencil grip when writing.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

Developing a strong foundation in number is essential so that children gain the key building blocks needed to succeed in mathematics. At Welton St Mary's, we prioritise secure foundational mathematical understanding, helping children develop confidence, curiosity and positive attitudes towards maths.

Children learn to count confidently, develop a deep understanding of numbers to 10, and explore the relationships and patterns within them. They are given frequent opportunities to practise and apply their understanding using practical resources which support the development of mathematical vocabulary and secure knowledge.

Teaching follows an "I do, we do, you do" approach, where adults model new learning, practise together with children and then support them to apply their understanding independently.

The curriculum also provides opportunities for children to develop spatial reasoning, exploring shape, space and measures through play and investigation. Children are encouraged to look for patterns, spot connections, talk about their thinking and confidently have a go.

In EYFS, planning is informed by Power Maths and supplemented with NCETM Mastering Number, supporting the development of key skills such as counting, subitising, linking numerals to their cardinal value and comparing quantities.

Ourselves

Our Community

Our World

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Number & Numerical Patterns

Number

Numbers to 5: counting, recognising numerals, one-to-one correspondence

Compare quantities (more, fewer, same)

Composition of numbers to 5

Numerical Patterns

2D and 3D shape exploration

Sorting and matching objects

Simple repeating patterns

Positional language (in, on, under, next to)

Number

Numbers to 10: counting, representing quantities, subitising

Number bonds to 5
Comparing numbers within 10

Numerical Patterns

Shape

Describe and build simple patterns

Explore 2D shapes and begin discussing properties

Spatial language (over, under, around)

Number

Comparing numbers within 10

Composition of numbers to 10

Introduction to addition and subtraction (practical contexts)

Numerical Patterns

Measure

Length and height comparison

Continue repeating patterns

Explore shape in construction and play

Number

Number bonds to 10

Addition and subtraction within 10

Missing number problems

Numerical Patterns

Recognising patterns in numbers

Doubling and sharing in practical contexts

Pattern recognition in shapes and objects

Number

Numbers to 20: counting forwards/backwards

Number patterns beyond 10

Addition and subtraction through problem solving

Numerical Patterns

Measure

Measure (length, weight, capacity)

Explore patterns in counting

Shape composition

Number

Consolidation of number to 20

Problem solving using addition and subtraction

Number bonds within 10

Numerical Patterns

Odd and even (informally)

Combining shapes to make new shapes

Exploring patterns and relationships

Assessment- Expected Progress by Term

By the End of Term 2

Number

- Count objects reliably using one-to-one correspondence to 10.
- Recognise and identify numerals to 10.
- Subitise quantities to 5 in familiar arrangements.
- Begin to understand the composition of numbers to 5 (e.g. 3 can be made from 1 and 2).
- Compare groups of objects and use language such as more, fewer and the same.
- Begin to explore combining and separating groups using practical resources.

Numerical Patterns

- Continue, copy and create simple repeating patterns.
- Begin to recognise patterns in the counting sequence to 10.
- Compare quantities in practical contexts.
- Explore 2D and 3D shapes and talk about simple properties.

By the End of Term 4

Number

- Count reliably to 20 and recognise numerals to 20.
- Understand and represent the composition of numbers to 10 using objects, fingers or drawings.
- Recall some number bonds to 5 and begin to explore number bonds to 10.
- Add and subtract within 10 using practical resources, objects and number lines.
- Identify one more and one less than a number to 10.
- Compare quantities within 10, identifying which is greater, less or equal.

Numerical Patterns

- Recognise and continue repeating patterns.
- Begin to notice patterns in the counting system (e.g. teen numbers).
- Count forwards and backwards to 20.
- Begin exploring doubling and sharing through practical activities.
- Combine and manipulate shapes to create new shapes.

By the End of Term 6

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 reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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.

Understanding the World

Understanding the world involves guiding children to make sense of their physical environment, community and wider society. At Welton St Mary's, we prioritise providing rich and meaningful experiences that help children develop knowledge, curiosity and a sense of belonging, reflecting our vision of an inclusive Christian community where every child can flourish. Children learn through first-hand experiences, from visiting parks, libraries and museums to meeting key members of society such as police officers, nurses and firefighters. Listening to a broad range of stories, non-fiction, rhymes and poems further develops their understanding of our culturally, socially, technologically and ecologically diverse world. These experiences also enrich children's vocabulary, supporting comprehension and communication across all areas of learning.

In line with the wider school, we follow the Lincoln Diocesan RE Syllabus, ensuring children develop an understanding of faith and spirituality as part of their growing awareness of the world. Through challenge, support and care, we provide a safe and inspiring environment where children can explore, question and make connections, laying the foundation for lifelong learning and positive engagement with the world around them.

Ourselves		Our Community		Our World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present					
<p>Children talk about their own life story, including how they have changed since they were babies.</p> <p>Discuss family members and significant events in their lives.</p> <p>Explore images of homes from the past and compare them with homes today.</p> <p>Use resources borrowed from Lincolnshire Life Museum, including kitchen and washday artefacts, to explore how everyday life has changed.</p>	<p>Children talk about and compare the lives of people in the past using stories, artefacts and images.</p> <p>Learn about Guy Fawkes and Bonfire Night.</p> <p>Begin to recognise that events happened before they were born.</p> <p>Use simple language related to time such as past, now, long ago.</p>	<p>Talk about people who help us in society, both now and in the past.</p> <p>Explore historical figures linked to transport, including Henry Ford and George Stephenson.</p> <p>Understand the past through stories, settings and characters.</p> <p>Begin to recognise how transport has changed over time.</p>	<p>Talk about what they can see in photographs and pictures from the past.</p> <p>Compare schools from the past with schools today.</p> <p>Identify similarities and differences between past and present life.</p> <p>Begin to sequence simple events using language such as before, after, then.</p>	<p>Talk about past and present events in their own lives, including what life was like before they were born.</p> <p>Learn about David Attenborough and his contribution to understanding the natural world.</p> <p>Begin to understand that people in the past have influenced the world today.</p> <p>Use stories and discussions to develop awareness of historical figures and their achievements.</p>	<p>Learn about the seaside in the past and compare it with seaside holidays today.</p> <p>Explore images of Victorian transport, including the Victorian bathing machine, and compare them with modern transport.</p> <p>Discuss how holidays, travel and leisure activities have changed over time.</p> <p>Use knowledge gained throughout the year to talk about similarities and differences between past and present.</p>

People, Culture and Communities

<p>Children name and describe people who are familiar to them.</p> <p>Talk about their families and people who are important to them.</p> <p>Begin to understand that families may live in different parts of the country or world.</p> <p>Recognise that significant events and celebrations (e.g. birthdays, religious or cultural celebrations) are important to people.</p>	<p>Learn that people celebrate in different ways around the world.</p> <p>Know that Christmas is a religious celebration.</p> <p>Begin to understand that special places are important to people in their community.</p> <p>Recall that London is the capital city of England.</p>	<p>Learn about people who help us within the community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Draw simple sketch maps of the classroom and talk about familiar spaces.</p> <p>Begin to recognise that communities are made up of different people who help one another.</p>	<p>Identify features of the immediate environment and draw information from a simple map (Rosie's Walk text).</p> <p>Discuss how the local area has changed over time using photos and books.</p> <p>Compare living in Welton and London, including how children travel to school and differences between local environments.</p> <p>Recall London landmarks using texts such as <i>Katie Goes to London</i> and <i>Katie Goes to Scotland</i>.</p> <p>Know that Easter is a religious celebration.</p>	<p>Show awareness of similarities and differences between people in different communities and groups around the world.</p> <p>Share how people live their lives in different ways.</p> <p>Begin to understand that people's lifestyles, homes and traditions may vary across the world.</p>	<p>Recognise similarities and differences between life in this country and life in a contrasting country.</p> <p>Discuss how people travel to go on holiday.</p> <p>Explore the text '<i>Seaside Holidays Now and Then</i>' to compare past and present seaside experiences.</p> <p>Develop understanding of similarities and differences between religious and cultural communities around the world</p>
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The Natural World					
<p>Autumn</p> <p>Children begin to explore the natural world around them and ask questions about what they see.</p> <p>Develop understanding of the vocabulary 'same' and 'different' when comparing aspects of their family and the environment.</p> <p>Begin to make simple observations about the natural world.</p> <p>Notice seasonal changes in autumn, including changes in weather, plants and trees</p>	<p>Autumn/ winter</p> <p>Explore and ask questions about the natural world during seasonal change.</p> <p>Begin to understand the effects of changing seasons on the environment around them.</p> <p>Observe changes in weather, daylight and the outdoor environment.</p> <p>Through stories and discussion, learn about nocturnal animals and animals that hibernate in winter</p>	<p>Winter</p> <p>Sort and group natural materials and resources, discussing how they are similar or different.</p> <p>Continue exploring the natural world through seasonal observations.</p> <p>Learn about British birds, taking part in the Great British Bird Watch and naming familiar birds.</p> <p>Investigate floating and sinking, making observations and designing their own simple boats.</p>	<p>Winter/ Spring</p> <p>Talk about features of the outdoor environment, describing what they can see, hear and feel.</p> <p>Continue asking questions about the natural world during seasonal change.</p> <p>Observe early signs of spring, including changes in plants and animals.</p> <p>Begin identifying and naming some spring plants.</p>	<p>Spring</p> <p>Make observations about animals, discussing similarities and differences between them.</p> <p>Continue exploring the natural world through seasonal change and plant growth.</p> <p>Learn and use vocabulary related to animals such as camouflage, predator, nocturnal and diurnal.</p>	<p>Summer</p> <p>Recognise that some environments are different from the one in which they live.</p> <p>Continue exploring the natural world and asking questions about different habitats and environments.</p> <p>Understand the effects of seasonal change in summer, including changes in plants, animals and weather.</p> <p>Make observations and discuss similarities and differences between environments</p>
Working Scientifically					
	Children will learn how to make predictions	Children will learn about gathering data- table and sorting diagram	Children will learn how to perform simple tests, organising and classifying	Asking questions	Using observations to suggest answers to questions
Experiment Opportunities					
Dancing raisins Skittles in liquids	Floating letters Rain cloud in a glass Mentos in coke Fireworks in a glass Melting ice Moving stars	Cars down a ramp Floating and sinking Lemon experiment Salty ice	Building with different materials	Planting a wildflower garden Growing seeds in different places Planting beans	Changing materials when participating in Food Tech.

Assessment- Expected Progress by Term

By the End of Term 2	By the End of Term 4	By the End of Term 6
<p>Past and Present-</p> <ul style="list-style-type: none"> • Talks about own life and immediate experiences • Begins to describe familiar routines (e.g. daily timetable) • Recognises that events happened in the past (e.g. birthdays, holidays) • Uses simple language: before, now <p>People, Culture and Communities-</p> <ul style="list-style-type: none"> • Talks about family, home, and people who are important • Recognises familiar celebrations (e.g. birthdays, Christmas) • Begins to notice differences between people • Shows interest in role play linked to real life <p>The Natural World</p> <ul style="list-style-type: none"> • Explores the immediate environment • Notices changes in the season (Autumn) 	<p>Past and Present-</p> <ul style="list-style-type: none"> • Describes events in more detail (e.g. trips, celebrations) • Begins to sequence familiar events • Talks about how things change over time (e.g. seasons, growing) • Uses vocabulary: past, present, then, now <p>People, Culture and Communities-</p> <ul style="list-style-type: none"> • Describes different celebrations and traditions (e.g. Diwali, Lunar New Year) • Talks about similarities and differences between cultures • Explores different roles in the community (e.g. people who help us) • Begins to understand that people live differently around the world <p>The Natural World</p> <ul style="list-style-type: none"> • Observes and describes seasonal changes (Winter → Spring) 	<p>Early Learning Goals</p> <p>Past and Present-</p> <ul style="list-style-type: none"> • 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 <p>People, Culture & Communities-</p> <ul style="list-style-type: none"> • 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. <p>The Natural World-</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

<ul style="list-style-type: none">• Talks about what they see, hear, and feel• Begins to name plants, animals, and natural features	<ul style="list-style-type: none">• Talks about animals, habitats, and environments• Begins to understand life cycles• Uses simple vocabulary to describe changes	<ul style="list-style-type: none">• 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.
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Expressive Art and Design

The development of children's artistic and cultural awareness supports imagination, creativity and self-expression. At Welton St Mary's, we prioritise providing rich and varied artistic experiences that enable every child to explore, experiment and flourish, reflecting our vision of a safe, inspiring and creative learning environment where all can reach their full potential. Children engage regularly with a wide range of media and materials, exploring and playing with colour, texture, shape, sound and movement. The quality, variety and repetition of these experiences are essential for developing understanding, vocabulary and the ability to communicate ideas through the arts. By observing, responding to and participating in creative activities, children build confidence, interpret the world around them and develop the foundations for lifelong appreciation and enjoyment of the arts.

Ourselves		Our Community		Our World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials					
<p>Children experiment with mixing primary colours.</p> <p>Explore a variety of materials, tools and techniques to express their ideas and feelings.</p> <p>Begin to develop observational drawing skills by drawing self-portraits.</p> <p>Explore mark making using different media such as paint, pencils, crayons and collage material</p>	<p>Experiment with different textures and materials, creating firework and poppy pictures.</p> <p>Learn how to mould and shape clay, making a Diva lamp.</p> <p>Begin to make independent choices about materials and tools.</p> <p>Continue developing observational drawing skill</p>	<p>Continue exploring colour mixing and how colours can change.</p> <p>Develop observational drawing skills by drawing bikes and other familiar objects.</p> <p>Select and use materials and tools independently.</p> <p>Begin to talk about their creations and the process they used</p>	<p>Create props for role play scenarios using a range of materials.</p> <p>Further develop colour mixing skills and understanding of colour.</p> <p>Strengthen observational drawing skills by drawing spring flowers.</p> <p>Begin combining materials to create more detailed artwork.</p>	<p>Explore and use a wide range of artistic materials and techniques to express ideas and feelings.</p> <p>Use natural resources to create artwork inspired by the environment.</p> <p>Learn how to mould, shape and join clay, creating a clay animal.</p> <p>Begin to design and create for a purpose, e.g. designing a minibeast model.</p>	<p>Create collaborative artwork, sharing ideas and resources with others.</p> <p>Reflect on and talk about the creative process, explaining how their work was made.</p> <p>Return to and refine previous creations, improving ideas and techniques.</p> <p>Create a seaside pointillism picture inspired by artists and environments.</p>
Being Imaginative					
<p>Children will sing and perform nursery rhymes.</p>	<p>Children continue to learn to sing in unison with a focus on Nativity songs.</p>	<p>Children sing in unison, find the pulse and show it through movement.</p>	<p>Children make suggestions about song actions and play rhythms on instruments.</p>	<p>Children practise songs and improvise using the pentatonic scale and untuned percussion.</p>	<p>Children find the pulse and try to keep it noticing when the tempo changes.</p>

<p>They will start to learn to sing in unison and explore finding the pulse and beating in time to the music.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Rehearse and perform in the Nativity.</p> <p>Children will develop their role-play skills when playing alongside their friends, e.g. Santa's workshop or home corner.</p>	<p>Children will clap back simple rhythms.</p> <p>Children will create narratives based around stories.</p>	<p>Children will move in time to music.</p> <p>Children will watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Children will explore and engage in music making and dance, performing solo or in groups.</p>	<p>Children will invent their own narratives and perform stories and poems.</p>
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Assessment- Expected Progress by Term

By the End of Term 2	By the End of Term 4	By the End of Term 6
<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explores a range of materials (paint, pencils, collage, junk modelling) • Experiments with colour, texture, and simple techniques • Begins to give meaning to marks and creations • Uses simple tools (brushes, glue, scissors) with increasing control • Talks about what they have made • Begins to develop observational drawing skills <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Joins in with songs, rhymes, and simple performances • Experiments with instruments and sound-making • Engages in role play based on familiar experiences • Begins to move rhythmically to music • Expresses ideas through play and small world activities • Shows imagination in storytelling and pretend play 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Uses a wider range of materials with purpose (e.g. selecting tools independently) • Mixes colours with increasing accuracy • Develops observational drawings with more detail • Begins to plan and adapt creations • Combines materials to create more complex models and artwork • Talks about the process and choices they have made <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Joins in with songs, rhymes, and simple performances • Experiments with instruments and sound-making • Engages in role play based on familiar experiences • Begins to move rhythmically to music • Expresses ideas through play and small world activities • Shows imagination in storytelling and pretend play 	<p>Early Learning Goals</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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.