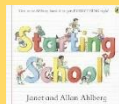









# St. Wilfrid's CE Primary Academy Curriculum Overview 2025-2026



## Reception

Term:	Autumn Term		Spring Term		Summer Term	
Focus Theme:	Good to be me!	Come and celebrate!	All around us	Spring Time	Once upon a time...	Growing
<b>Focus Theme Summary</b>	<p><i>"Good to be Me!" centres on helping children learn about themselves as they begin their journey in school. Using the focus text Starting School by Janet and Allan Ahlberg, children explore their feelings about starting in Reception, discussing their emotions and how they feel about new beginnings. They learn about their bodies, senses, and families, reflecting on how they have grown and changed from babies to their current selves. The topic also encourages children to consider their personal history, looking at how they have developed over time. Discussions will include what they are good at, the uniqueness of their families, and the changes they will experience as they grow. This exploration of self, fosters confidence and a sense of identity as they embark on this new chapter.</i></p>	<p><i>"Come and Celebrate!" invites children to explore and learn about the many cultural and religious festivals that take place during the autumn, using 'The Christmas Story' by Heather Amery as a central text. Throughout this half term, children will discover how different cultures and communities celebrate occasions such as Harvest, Diwali, Bonfire Night, and Christmas. The topic emphasises the importance of respecting and appreciating the diverse traditions and beliefs that make each person unique. Children will share their family and community customs, learning that people celebrate in various ways around the world. Supporting texts like 'Where the Poppies Now Grow' by Hilary Robinson and 'The Scarecrow's Wedding' by Julia Donaldson will enrich their understanding of celebration and remembrance.</i></p>	<p><i>"All Around Us!" offers exciting learning opportunities centred on the theme of travel. With the focus text 'The Journey Home from Grandpa's' by Jemima Lumley, children embark on an exploration walk around the school and take a virtual tour of Standish, discovering their local environment. This topic also includes visits from community helpers and emergency services, who bring their vehicles along, helping children understand the important roles these individuals play in society. Through diverse texts like 'Coming to England' by Baroness Floella Benjamin and 'We're Going on a Lion Hunt' by David Axtell, children gain perspectives on different experiences and communities. They explore various modes of travel and consider how they move through their local area and where they go on holidays.</i></p>	<p><i>"Spring Time" invites children to explore the wonders of the changing season through a variety of engaging activities and texts. With the focus text 'We're Going on an Egg Hunt' by Martha Mumford, children will embark on an exciting adventure to discover the signs of new life emerging all around them. A visit to St Wilfrid's Church, paired with a signs of spring walk, allows them to observe the natural world waking up after winter. The topic also introduces the concept of Easter, giving children the opportunity to learn about this important event in the Christian calendar. Through these experiences, children will gain an understanding of how the changing seasons affect the weather, environment, trees, and animals, fostering a deeper connection with the natural world around them.</i></p>	<p><i>"Once Upon a Time..." sparks children's imagination and nurtures a love for stories and reading by diving into the magical world of fairy tales. With 'Goldilocks and the Three Bears' by Heather Amery as the focus text, children engage in a hands-on Porridge Experiment, blending science with storytelling. A storytelling workshop centred on fairy tales further enriches their experience, allowing them to learn, retell, and act out beloved tales such as Cinderella, Little Red Riding Hood, The Three Little Pigs, and The Three Billy Goats Gruff. Throughout this topic, children will enjoy retelling their favourite stories, imagining alternative endings, and bringing the tales to life through role-play activities, deepening their understanding of narrative structure and character development.</i></p>	<p><i>"Growing" invites children to explore the wonders of nature and growth through the classic tale of 'Jack and the Beanstalk' by Mara Alperin. This theme encourages children to observe, discuss, and describe real plants, as they engage in hands-on activities like planting and caring for beans, learning first-hand about what a seed needs to grow and the stages of the growth process. The topic includes games, songs, and rhymes centred around plants, making learning interactive and fun. Children will compare life on a farm in the UK with one in Uganda, and study life cycles, reflecting on how they have changed from babies to now. A visit to Smithills Farm provides an exciting opportunity to connect classroom learning with real-world experiences, deepening their understanding of growth and change in both plants and animals.</i></p>
<b>Hook:</b>	Family Photos	Santa's Grotto role play	Exploration Walk round school and Virtual tour of Standish	Visit to Church	Porridge 'Experiment'	Planting Beans/sunflowers
<b>Focus Reading Text:</b>	<p>Starting School by Janet and Allan Ahlberg</p> 	<p>The Christmas Story by Heather Amery</p> 	<p>The Journey home from Grandpa's by Jemima Lumley</p> 	<p>The Easter Story</p> 	<p>Goldilocks and the Three Bears by Heather Amery</p> 	<p>The Growing story by Ruth Krauss</p> 
<b>Home Learning project:</b>	‘Bring Home Bear’		Easter bonnet		Character masks	
<b>Showcase:</b>	Painting Portraits Nursery to visit Reception art gallery	Nativity Performance	Exhibition of Vehicle Models Mini presentation to Year 1	Easter Bonnet parade	Grandparent Questionnaire	Portrait Gallery
<b>Focus Theme Enrichment:</b>	Let's Pretend Celebration of story		Visit from police officer/fire service/ambulance from our community (with vehicles)		Freshwater Workshop – Fairy tales	Smithills Farm

## Literacy:

### Developing a passion for reading

#### Comprehension

#### Word Reading

#### ELS

*It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the **speedy working out of the pronunciation of unfamiliar printed words (decoding)** and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)*

#### Autumn Term

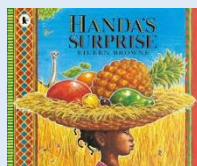
##### Good to be me!

##### Funny Bones

by Allan Ahlberg and Janet Ahlberg

##### Handa's Surprise

by Eileen Browne

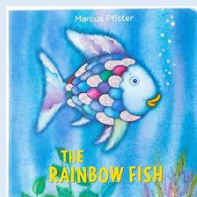


##### Peepo

by Allan Ahlberg and Janet Ahlberg

##### Rainbow Fish

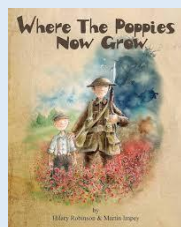
by Marcus Pfister



##### Come and celebrate!

##### Where the Poppies Now Grow

by Hilary Robinson



##### The Nativity

by Gemma Barden

##### The Story of Baby Jesus

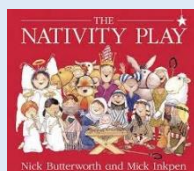
by Mary Kelly

##### Dear Santa

by Rod Campbell

##### The Nativity Play

by Nick Butterworth



##### Christmas around the world

#### Spring Term

##### All around us

##### Through my Window

by Tony Bradman

##### The Mitten

by Jan Brett

##### Coming to England

by Baroness Floella Benjamin



##### The Journey Home from Grandpa's

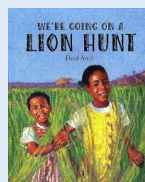
by Jemima Lumley

##### We're going on a bear hunt

by Michael Rosen

##### We're going on a lion hunt

by David Axtell



##### Non-fiction books on transport

##### Spring Time

##### Seasons come seasons go tree

by Patricia Hegarty

##### Busy Spring- Nature wakes up

by Sean Taylor



##### Little Baa

by Kim Lewis

##### This is Our Church

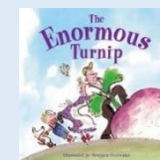
#### Summer Term

##### Once upon a time...

##### Goldilocks

##### The Three little pigs

##### The Enormous turnip



##### The Three Billy Goat's Gruff

##### The Gingerbread Man

##### Jack and the Beanstalk



##### The Little Red Hen

##### Growing

##### The Tiny Seed

by Eric Carle

##### The Very Hungry Caterpillar

by Eric Carle

##### 'A super hero like you'

by Dr. Ranj Singh



##### Monkey Puzzle

by Julia Donaldson

##### Jasper's Beanstalk

by Nick Butterworth

#### Poetry

##### Daily Read and Recite:

Collection of rhymes, poems and songs

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## Writing:

### Texts used as stimulus across the year

Writing is an important **lifelong skill**. Learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop the fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to **make connections between spoken and written words**. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children should be provided with opportunities to build their **physical strength and control in the core, upper body, hands and fingers**. Writing develops alongside all learning areas, especially communication and language, reading and mathematics. Writing, along with reading, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS).

#### Autumn Term

Dominant hand, tripod grip, mark making, giving meaning to marks

Writing initial sounds and simple captions.

Use initial sounds to label characters and images.

Write name correctly

Use some of their print and letter knowledge in their early writing

Begin to form lower-case letters correctly

Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs

Use initial sounds VC Words

Oral rehearsal

Consolidate Autumn One

Help children identify the sound that is tricky to spell.

Sequence the story

Write a caption

Use correct letter formation

Begin to reread what they have written

Begin to spell CVC words correctly using GPC

Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs

Write labels

Begin to write lists and captions, focusing on ...label, caption, space

Invitations, cards, Letters,

#### Spring Term

Writing based around developing short sentences in a meaningful context.

Form most lower-case and capital letter correctly

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter and word Spacing

Re-read what they have written to make sure it makes sense

Begin to write a variety of fiction and non-fiction sentences/captions

Labelling, instructions and Sentences

Writing based around developing short sentences in a meaningful context.

Form most lower-case and capital letter correctly

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter and word Spacing

Re-read what they have written to make sure it makes sense

Begin to write a variety of fiction and non-fiction sentences/ captions

Instructions and adjectives

Mothering Sunday poems and descriptions.

#### Summer Term

Write recognisable letters (lower case and capital) most of which are formed correctly

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

Write simple phrases and sentences that can be read by others including: word spacing, full stop, capital letter

Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3-part story, (e.g., using story map/planner)

Instructions, Fact cards

Write recognisable letters (lower case and capital) most of which are formed correctly

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

Write simple phrases and sentences that can be read by others including: word spacing full stop, capital letter

Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3-part story, (e.g., using story map/planner)

Instructions, Fact cards

Labelling, close activities, alphabetical order, recount, sentences retelling and ordering stories.

### Phonics: ELS

Phonics Phase 1 aspects 5,6,7 Phase 2 as children are ready

Continue Phase 2 and introduce Phase 3 when children are ready

Phase 2 and Phase 3

Phase 3

Phase 4 recap all sounds

Phase 4 recap all sounds and key words

Physical Development:

Gross Motor Skills:  
through outdoor learning  
in the outdoor area and  
weekly PE lessons

Fine Motor Skills:  
daily opportunities for  
fine motor activities

Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child’s **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Autumn Term		Spring Term		Summer Term	
Be increasingly independent as they get dressed and undressed Use a comfortable grip with good control when holding pens and pencil Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent in meeting their own care needs Introduction to how to use resources safely, construction and outdoors area, bikes etc., Fundamental P.E Skills-agility	Be increasingly independent as they get dressed and undressed Use a comfortable grip with good control when holding pens and pencil Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent in meeting their own care needs Negotiates space, avoid obstacles Uses tools to change materials Develop pincer control with small objects Fundamental P.E Skills- throwing and catching	Develop their small motor skills to use a range of tools competently, safely and confidently Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style Develop self-regulation skills Handle objects safely: Malleable materials. Develop larger control using balance bikes Fundamental P.E Skills gymnastics (circuits)	Develop their small motor skills to use a range of tools competently, safely and confidently Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style Develop self-regulation skills Use large construction materials to build Improve balance and mobility Fundamental P.E Skills- balancing and jumping	Spatial awareness Demonstrate balance, strength and coordination Move in a variety of ways energetically Tripod grip Develop fluency Accurate and careful drawing Understand health and exercise Fundamental P.E Skills- ball skills, team games	Spatial awareness Demonstrate balance, strength and coordination Move in a variety of ways energetically Tripod grip Develop fluency Accurate and careful drawing Children to know impact of exercise on body, manage hygiene etc. Healthy Eating. Fundamental P.E Skills- agility

Maths:

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between them** and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **‘have a go’**, talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn Term		Spring Term		Summer Term	
<b>Early Mathematical Experiences</b> Counting rhymes, songs and games. Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. 1-5 Ordering objects and sets/ introduce manipulatives. Number recognition. Begin to form numbers <b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment.	<b>Numbers within 5</b> Count up to six objects. One more or one fewer Order numerals 1 – 5 Conservation of numbers within five <b>Addition and subtraction within 5</b> Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths <b>Shape and sorting</b> Describe and sort 2-D shapes Describe position accurately <b>Calendar and time</b> Days of the week, seasons Night and Daytime Positional language	<b>Zero</b> Understanding of concept of Zero <b>Numbers within 10</b> Count up to ten objects Represent, order and explore numbers to ten Composition One more or fewer, one greater or less Subitise Comparing 2 quantities, ordering quantities Pairing Writing numbers <b>Addition and subtraction within 10</b> Explore addition –combining two groups Subtraction as taking away Number Bonds to 10 addition, subtraction and equals symbols <b>Sharing equally</b>	<b>Measures</b> Vocabulary for, comparing weight and height and length and capacity (full and empty estimation)  Time – sequence events, yesterday/today/tomorrow Days of the Week  <b>Patterns</b> Repeating patterns  <b>Shape</b> Describe and sort 3-D shapes Describe similarities and differences	<b>Numbers beyond 10</b> Build and identify numbers to 20 and begin to understand order and place value Composition Count on and back to beyond 10 Subitise One more/one less Missing Numbers, Estimating Writing numbers <b>Addition and subtraction within 20</b> Understand an amount can be changed by adding more or taking away Begin to add on by counting on Begin to problem solve and reason Recall number bonds to 5/10 <b>Doubling</b> Double means twice the amount. Say doubles of numbers to 10	<b>Sharing/Even and Odd</b> Share to make equal groups Recognise some quantities can’t be paired or shared equally – begin to understand odd one left Begin to understand the odd and even number structure <b>Shape and Space</b> Positional language Spatial reasoning Shapes can be combined or separated to make a new shape <b>Patterns</b> Patterns in numbers and shape Repeating patterns Symmetry

## Communication and Language: Listening, Attention and Understanding, Speaking

Whole EYFS Focus –C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Poetry, speech and language interventions, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions

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

Autumn Term		Spring Term		Summer Term	
Understand 'why' questions	Understand 'why' questions	Learn new relevant vocabulary	Learn new relevant vocabulary	Listening and responding	Listening and responding
Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Articulate ideas and thoughts in well-formed sentences	Articulate ideas and thoughts in well-formed sentences	Making comments	Making comments
Understand a question or instruction that has two parts	Understand a question or instruction that has two parts	Listen to and talk about stories to build familiarity and understanding	Listen to and talk about stories to build familiarity and understanding	Holding back and forth conversations	Holding back and forth conversations
Understand how to listen carefully and why listening is important	Understand how to listen carefully and why listening is important	Listen carefully to rhymes and songs, paying attention to how they sound	Listen carefully to rhymes and songs, paying attention to how they sound	Participate in discussions	Participate in discussions
Connect one idea or action to another using a range of connectives	Role play: Explore roles and characters	Learn rhymes, poems and songs	Learn rhymes, poems and songs	Offer explanations	Offer explanations
Listening to stories and sequencing ideas	Maintain attention	Learn from non-fiction books	Learn from non-fiction books	Express ideas and feelings in full sentences including different tenses and conjunctions	Express ideas and feelings in full sentences including different tenses and conjunctions
Model: Show, tell and question.		Listening games to a collection of sounds	Follow stories and respond to questions	Respond to ideas expressed by others – begin to ask how and why questions,	Respond and ask questions
		Make up stories, different endings	Respond to what others might say	Begin to use past, present in vocabulary,	Explain ideas and connect events
		Begin to anticipate events in stories		Respond/ask questions	

## Personal, Social and Emotional Development:

Self -Regulation

*Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can **achieve at school and in later life**.*

Managing Self

Autumn Term		Spring Term		Summer Term	
Become more outgoing with unfamiliar people, in the safe context of their setting	Become more outgoing with unfamiliar people, in the safe context of their setting	Express feelings	Express feelings	Understand own and others feelings	Understand own and others feelings
Talk about their feelings	Talk about their feelings	Identify own feelings socially and emotionally	Identify own feelings socially and emotionally	Focus attention	Focus attention
Play with other children, extending and elaborating play ideas	Play with other children, extending and elaborating play ideas	Show resilience and perseverance	Show resilience and perseverance	Respond appropriately	Respond appropriately
Follow simple instructions	Increasingly follow rules without reminders, understanding why they are important	Think about the perspectives of others	Think about the perspectives of others	Show independence resilience and perseverance	Show independence resilience and perseverance
Increasingly follow rules without reminders, understanding why they are important	Following two-part instructions	See themselves as a valuable individual	See themselves as a valuable individual	Know right from wrong	Know right from wrong
				Manage own hygiene and basic needs	Manage own hygiene and basic needs
				Work cooperatively, positively and sensitively	Work cooperatively, positively and sensitively
Circle time: Rules of school, getting to know each other, family names, Harvest	Circle time: Making friends, falling out and consequences of actions	Community: What's around us?	Belonging	Explore emotions: How to deal with upsets	What we want to be when we grow up
Marvellous me	Special people	Understand the importance of listening and following instructions.		Getting along with each other	Follow more complex instructions and answer how and why questions



## Understanding the world:

### People, culture and Communities

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own and the wider community.

Children will have opportunity to develop their emerging moral and cultural awareness.

*Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

Autumn Term		Spring Term		Summer Term	
<b>Where I Live My family Maps of school</b>	<b>Different celebrations between different religions and cultural communities in this country</b>	<b>Investigate their immediate environment- Standish, linking with people in our society</b>	<b>Different celebrations between different religions and cultural communities in this country</b>	<b>Map work</b>	<b>Compare a farm in the UK with one in Uganda</b>
Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.	Develop a knowledge and awareness of other festivals ... Harvest, Diwali	Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Can talk about what they do with their family and places they have been with their family.	Begin to understand that some places are special to members of their community	Listen to what children say about what they see	Listen to what children say about what they see	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	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
Can draw similarities and make comparisons between other families.	Talk about special places they go with their family... places of worship visited by children	Talk about members of their immediate family and community	Talk about members of their immediate family and community	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	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
Name and describe people who are familiar to them.	Begin to recognise that people have different beliefs and celebrate special times	Name and describe people who are familiar to them	Name and describe people who are familiar to them		
Read fictional stories about families and start to tell the difference between real and fiction.	Develop a knowledge and awareness of other festivals ... Bonfire Night, Christmas	Understand that some places are special to members of their community	Understand that some places are special to members of their community		
Talk about members of their immediate family and community.	To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year	Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year		
Stranger danger/Road Safety		Recognise some similarities and differences between life in this country and other countries	Recognise some similarities and differences between life in this country and other countries		
Talking about occupations and how to identify strangers that can help them when they are in need.	Introduce children to different occupations and how they do their jobs.				
Name and describe people who are familiar to them People in their local/school community... site manager, office manager, lollypop person, shop keeper	Talk about members of their immediate family and community				
	Describe family members ... grandparent, older, younger				
	Understand that there are many different types of families				

## Understanding the world:

### Past and Present

Children begin to explore History by first starting with their own and through reading and exploring high quality texts

*Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

#### Autumn Term

##### Personal History: When I was in Nursery. What is old? What is new?

Talk about members of their immediate family and community.

Begin to make sense of their own life-story and family's history in terms of their family dynamics linked to All About Me. Grandparent, older, younger etc.

Begin to comment on images of familiar situations in the past, when mum was little...

Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations

##### The Christmas Story Christmas in the past

Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali. Can children talk about what they have done with their families during past celebrations?

Show photos of how Christmas used to be celebrated in the past.

Begin to identify similarities and differences. -Family history – Christmas focus - what was life like for children's parents/grandparents when they were 4/5 years old – what is the same /different – toys/celebrations/ traditions

Listen to what children say about their own past experiences with people who are familiar to them.

Comment on images of familiar situations in the past  
Think about a time it snowed / was frosty – what did you do?  
What is the same / different about the experience now? How? Why?

#### Spring Term

##### Talk about the lives of people around us and their roles in society.

Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.

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

Listening to stories and placing events in chronological order -linked to text focus for Literacy.

##### Stories from the past (Easter)

Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't in the past.

Listening to stories and placing events in chronological order – linked to text focus for Literacy.

#### Summer Term

##### Stories our parents and grandparents heard

Traditional Tale Settings – use as a stimulus to discuss what life is like in the setting for the characters – then and now

Listening to stories and placing events in chronological order – linked to text focus for Literacy.

##### Adult and Baby Life-cycles Personal History: How have I changed? Jobs

Changes in living things – Think about life cycles and place in order events to show change over time.

Additionally link to seasonal change over the year 'now and then'

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.

## Understanding the world:

<b>The natural world</b>  We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.  We use our outdoor provision to provide first hand experiences of the natural world	<i>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>					
	Autumn Term		Spring Term		Summer Term	
	Exploring our immediate environment. Talk about local environment and where we live. Mapwork of Standish.	Observing similarities & differences. What happens in Autumn? Observing changes, colours and patterns in environment Colour and Light How can we help the wildlife in Winter?	Exploring our immediate environment. Field Trip: Looking for the signs of Spring including Observing changes drawing pictures of animals and plants Compare our environment to a contrasting one	Investigating the Spring season. Observing changes drawing pictures of animals and plants	Materials, Natural and Man-Made. Exploring properties Explore the settings of the tales and compare. Investigate changing states of matter- bread baking, porridge	Growing plants, Observing changes. Sorting and classifying Farm animals Trip to farm

## Expressive Arts and Design:

<b>Creating with Materials</b>  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures,  Lots of links to Fine Motor Skills. Children to explain their work to others.	<i>The development of children's artistic and cultural awareness supports their <b>imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i>					
	Autumn Term		Spring Term		Summer Term	
	Painting and drawing Self-portraits Collage work: My friends Cutting and sticking skills <b>Artist: Archimboldo</b>	Craft. Making cards, calendars and decorations. Selecting appropriate materials. Collage <b>Artist: Van Gogh</b>	Build their own town or city of helpful people in the small World.	Architecture Observational drawings Stained Glass Windows Planning large scale models Selecting materials <b>Artist: Helen Whittaker</b>	Sculpture, Den Making, using a variety of materials. Drama, making character masks. <b>Artist: Sandra Suarez</b>	Textiles and Collage, Printing onto textiles Making costumes and props for class assemblies <b>Artist: Andy Goldsworthy</b>

## Expressive Arts and Design:

<b>Being Imaginative and Expressive</b>  Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.  Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	<i>The development of children's artistic and cultural awareness supports their <b>imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i>					
	Autumn Term		Spring Term		Summer Term	
	Actions, movement and imagination – Me Sing well known nursery rhymes and songs	Singing and performing Recount the narrative of the First Christmas	Singing and body percussion - Everyone!	Singing and percussion – Our World	Invent, adapt and recount Traditional Tales Traditional Tales – Big Bear Funk	Dance/Drama, Performing for others Pitched instruments



Specific Areas:

<b><u>Religious Education</u></b>	<b>EYFS 2 Harvest:</b> Why do people of faith say thank you to God at harvest time?  <b>EYFS 3 Special People:</b> Why do Christians believe Jesus is special?  <b>Links to World Faiths:</b> Founders and Leaders of faith	<b>EYFS 4 Christmas:</b> How do Christians celebrate Jesus' birthday?  <b>Links to World Faiths:</b> Hanukah, Diwali	<b>EYFS 5 Stories Jesus Heard:</b> What stories did Jesus hear when he was a child?  <b>EYFS 6 Stories Jesus Told:</b> Why did Jesus tell Stories?	<b>EYFS 7 Easter:</b> Why do Christians believe that Easter is all about love?	<b>EYFS 9 Special Places:</b> What makes a place holy?  <b>Links to World Faiths:</b> Prayer	<b>EYFS 11 Special Times:</b> How do you celebrate special times?  <b>Links to World Faiths:</b> Festivals and Celebrations
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	Me	You	World	God
<b><u>Spirituality</u></b>	<b>At St. Wilfrid's, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).</b>			
	<i>Children learn about the importance of family and special people in a child's life. These special people can be family members, friends, or carers.</i>  <i>They are described as people we trust, who make us feel safe and loved, and who take care of us and our feelings. This feeling of being loved and cared for by "special people" is presented as fundamental for well-being and could contribute to a child's sense of being valued or special friendship, highlighting that friends play, share, compliment, listen, and make us laugh.</i>  <i>Giving and receiving compliments. Saying "thank you" when complimented and ensuring compliments are nice and genuine children learn about diversity by illustrating that families come in all shapes and sizes and about family life, homes, mealtimes, and free time in different parts of the world. diversity makes the world an exciting place understanding others and the world's diversity, exposure to variety and difference is a component in understanding one's own unique identity within that diverse world.</i>  <i>Children learn about emotions and how to identify feelings like happy, sad, angry, and scared; how talking to others can help manage feelings. Being supported in expressing and managing emotions contributes to a child feeling understood and cared for.</i>	<i>In Reception, children are supported to recognise their own unique inner world of feelings and experiences, and how these relate to their interactions with others and the wider world. Through exploring family, friends, and special people, they learn that families come in all shapes and sizes but are all bound by love, helping them to value their own family and feel secure within it.</i>  <i>Activities such as sharing something they have learned, or reflecting on who their special people are, affirm their individuality and highlight the importance of relationships where they feel safe, loved, and cared for. Lessons on friendship emphasise kindness, listening, sharing, and giving compliments, helping children recognise the positive impact they can have on others while building their own sense of self-worth.</i>  <i>Discussions about different families, cultures, and celebrations broaden their understanding of uniqueness and difference on a wider scale, reinforcing the importance of treating everyone with kindness and respect.</i>  <i>By reflecting on how feelings and responses vary between people, children begin to understand that emotions are personal and unique, and that their own responses can influence how others feel. In this way, children learn that they are special, that their relationships matter, and that they can use their uniqueness to connect positively with others.</i>	<i>In Reception we offer opportunities for children to develop a simple "voice" by sharing their observations and what they have learned about the natural world. Lessons focus on introducing children to the physical aspects of the natural world, its inhabitants, and its seasonal changes, and provide basic opportunities for them to use their voice to share their observations and what they have learned.</i>  <i>Appreciating Their Place in the World: Exploring the natural world, such as the seasons (autumn and spring), and observing changes in nature like leaves falling or new life appearing can foster a sense of wonder and connection to something larger than themselves.</i>  <i>Learning about different places like Africa or comparing life in Trinidad and Tobago with the UK, or exploring Christmas around the world and Diwali can help children understand the vastness and diversity of the world, while simultaneously recognising their own place within it and the unique cultural context they may come from.</i>  <i>Discussions about how everyone deserves to be treated with kindness and respect and how learning about others helps us live happy, safe, and healthy lives can also reinforce the inherent value of every individual, including themselves.</i>	<i>The curriculum introduces children to the idea that people pray and believe in God or other deities, recounting religious stories, describing celebrations, or explaining the beliefs and actions of others.</i>

Subject Area:	Autumn Term	Spring Term		Summer Term	
SMSC	Our Reception Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.				
	<p><b><i>"Good to be Me!"</i></b> <i>develops spiritual awareness by reflecting on their uniqueness, personal history, and how they have grown and changed. They explore their moral understanding by recognising and respecting differences within their families and peers. Social skills are nurtured through discussions about feelings, sharing personal experiences, and learning to listen to and value others’ contributions. Cultural understanding is fostered as they learn about the variety of family structures and traditions, helping them appreciate diversity from the start of their school journey.</i></p>	<p><b><i>"Come and Celebrate!"</i></b> <i>encourages children to reflect on the meaning and significance of different celebrations, fostering a sense of wonder about the traditions and beliefs of others. It promotes moral understanding through learning to respect and value diversity, recognising that people may celebrate in different ways. Socially, children develop communication and collaboration skills as they share their own experiences and listen to those of others. Culturally, the unit broadens their awareness of a variety of customs and festivals, helping them appreciate the richness of different heritages.</i></p>	<p><b><i>"All Around Us!"</i></b> <i>encourages children to appreciate and take an interest in the world around them, fostering a sense of belonging to their local community. Social development is promoted through interactions with community helpers and learning about the roles people play in keeping society safe and functioning. Moral understanding is nurtured by recognising the importance of helping others and contributing positively to the community. Cultural development is supported through stories that introduce children to diverse experiences, places, and traditions, helping them to respect and value different ways of life.</i></p>	<p><b><i>"Spring Time"</i></b> <i>fosters spiritual growth through awe and wonder at the signs of new life and seasonal change, and by introducing children to the Christian celebration of Easter, encouraging respect for different beliefs. It promotes moral understanding by nurturing care and responsibility for living things and the environment. Social development is supported through shared experiences such as the spring walk and the visit to St Wilfrid’s Church, helping children work together and build community connections. Cultural awareness is developed by exploring Christian traditions and recognising how seasonal changes are celebrated within the local community.</i></p>	<p><b><i>"Once Upon a Time..."</i></b> fosters creativity, imagination, and a love of storytelling. Through exploring classic fairy tales, children reflect on moral themes such as kindness, honesty, and fairness, and consider the consequences of characters’ actions. Collaborative role-play and storytelling workshops promote cooperation, turn-taking, and respect for others’ ideas, while engaging with a variety of tales from different cultures broadens their appreciation of diverse traditions and narratives.</p>

## EDIJ

**Our Reception Curriculum actively fosters Equity, Diversity, Justice, and Inclusion (EDIJ) by celebrating differences, promoting fairness, encouraging empathy, and ensuring every child feels valued and respected, laying the foundation for a compassionate and inclusive society.**

***"Good to be Me!"***  
*helps to develop an early understanding of equality by recognising that everyone is unique and has their own strengths. The celebration of different families, backgrounds, and experiences fosters appreciation of diversity. By sharing personal histories and listening to others, they begin to understand inclusion—that everyone's story matters and should be valued. These early discussions help lay the foundations for justice, encouraging fairness, kindness, and respect for differences from the start of their school journey.*

***"Come and Celebrate!"***  
*introduces children to a range of cultural and religious celebrations, helping them to recognise and respect differences while valuing what makes each person unique. By sharing their own family traditions and listening to those of their peers, children learn to appreciate diverse backgrounds and experiences. The topic encourages inclusion by ensuring all voices and customs are represented and celebrated, fostering a sense of belonging and mutual respect within the classroom community.*

***"All Around Us!"***  
*introduces children to a range of experiences and perspectives, fostering understanding and respect for diversity. Through texts like 'Coming to England', children learn about different cultural backgrounds and life experiences, promoting empathy and inclusion. Encounters with community helpers and emergency services highlight the value of everyone's contribution to society, reinforcing fairness and equality. The exploration of various modes of travel and different environments encourages children to recognise and celebrate both the similarities and differences between people and communities.*

***"Spring Time"***  
*introduces children to the Christian celebration of Easter while fostering respect for different cultural and religious traditions. By exploring seasonal changes and signs of new life, all children are included in shared experiences that value their observations and contributions, regardless of background. The unit promotes inclusion by creating opportunities for every child to engage in meaningful activities, encouraging curiosity about similarities and differences in the ways people celebrate and connect with nature.*

***"Once Upon a Time..."***  
*introduces children to a range of fairy tales from different cultures, helping them recognise and value stories beyond their own experiences. Through discussions about characters and plotlines, children explore themes of fairness, kindness, and empathy, developing an awareness of how actions affect others. Storytelling and role-play activities encourage every child to participate, ensuring that all voices and ideas are respected and celebrated within the group.*

***"Growing"***  
*helps children develop awareness of similarities and differences in lifestyles through comparing life on a UK farm with one in Uganda, fostering respect for other cultures and communities. Discussions about life cycles and personal growth encourage children to value and celebrate individual differences, such as the unique ways people grow and change. The hands-on, inclusive activities ensure that all children can participate and contribute, promoting a sense of belonging and equal opportunity in learning.*

## Fundamental British Values

Our Reception Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.

***"Good to be Me!"***  
*promotes individual liberty as children share their likes, dislikes, and personal experiences, celebrating what makes them unique. Learning about the uniqueness of their families and listening to others' experiences fosters mutual respect and tolerance for different backgrounds, beliefs, and traditions. Discussions about starting school also introduce the rule of law, helping children understand the importance of simple rules and routines in keeping everyone safe and happy.*

***"Come and Celebrate!"***  
*encourages mutual respect and tolerance of those with different faiths and beliefs through the exploration of a variety of cultural and religious celebrations. Children learn about individual liberty as they share their own customs and traditions, while understanding that others may celebrate differently. The topic also fosters respect for diversity within the school and wider community, helping children recognise the importance of valuing and accepting different ways of life.*

***"All Around Us!"***  
*helps children understand the role of individual liberty through choosing how they travel and exploring places of personal interest. Meeting community helpers and emergency services promotes respect for the rule of law and highlights how these roles keep people safe. Learning about different communities through stories encourages mutual respect and tolerance of those with different faiths and beliefs. Exploring their local area also nurtures a sense of belonging and responsibility within their community.*

***"Spring Time"***  
*encourages mutual respect and tolerance through learning about the Christian celebration of Easter and understanding its importance to those who observe it. It develops respect for individual beliefs and practices, fostering an inclusive attitude towards cultural and religious diversity. The unit also supports children in understanding the value of community by visiting St Wilfrid's Church and engaging with local traditions, helping them appreciate their role in society and the importance of shared experiences.*

***"Once Upon a Time..."***  
*encourages mutual respect and tolerance through the sharing and exploration of traditional tales from different cultures. Children develop an understanding of right and wrong by discussing characters' choices and the consequences of their actions, supporting the value of the rule of law. Role-play and group storytelling activities foster individual liberty by allowing children to express their own ideas and creativity while respecting the viewpoints of others.*

***"Growing"***  
*develops mutual respect and tolerance for different cultures and ways of life through comparing life on a UK farm with one in Uganda. Caring for plants and animals promotes individual responsibility and an understanding of how our actions affect living things, linking to the value of rule of law through following agreed routines (e.g., watering plants, treating animals gently). Working together in planting and farm activities encourages teamwork and democracy, as children share ideas, take turns, and make decisions collaboratively.*

## Christian Values

Our Christian Values underpin all of our Curriculum at St. Wilfrid's:  
FAIR, FORGIVE, TRUST, HOPE, **LOVE**, JOY, COURAGE, KIND and PEACE.