Northfield Road Primary School – Curriculum and Progression of skills 2025-2026

Area of Learning	Autumn 1 – Amazing Me!	Autumn 2 – Let's celebrate!	Spring 1 – All Aboard!	Spring 2 – Once upon a time	Summer 1 – Everyday Heroes!	Summer 2 – One world, One me	KS1 Readiness
Other Possible Themes	My Family My house My school Pets	Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Eid Places of worship	Valentine's Day Chinese New Year Around the World!!! National story telling week Transport Space	Pancake Day Easter International Women's Day Farm animals	People who help us Everyday Heroes	Looking after the ocean Recycling Wider animals Wider world	**By the end of their time in reception, the children will be ready to move into Year 1 with the skills and tools they ned to succeed. Our curriculum builds this throughout the year and gives them the underpinning knowledge to ensure a smooth transition into Year 1. They will leave EYFS, Year one ready.**
Enrichment Activities	Settling in sessions Exploring our new school Explore the local environment – with parents.(Library/Netherton Park) Handwashing session with the nurse	Nursery Rhyme Week Trip to Dudley Zoo Barefoot sensory walk Carol service *Nativity Performance* *Christmas Jumper/Dinner Day*	Chinese New Year Parade Chinese food tasting Visit to the library *'Go on a boat trip'* Reading day with parents Bikeability Trip to Little Owl Park Farm	Trip to the local shops Pancake 'bake off' Growing Herbs for the mud kitchen Cress Heads Go to a restaurant *World Book Day* *Easter Bonnet Parade*	Write and post a letter home Thank a hero Visit from PSCOS Visit from a paramedic Dress up as a super hero! What's you superpower?	Family junk modelling – save the seas! Water clean-up challenge Trip to Birmingham Think Tank!	
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, phonics 1:1 And Talk About interventions.	***Listening, Attention and Understanding*** Children will be able to understand how to listen carefully and know why it is important. ***Speaking*** Children will talk in front of small groups and their teacher offering their own ideas.	***Listening, Attention and Understanding*** Children will begin to understand how and why questions. ***Speaking*** Children will use new vocabulary throughout the day.	***Listening, Attention and Understanding*** Children will learn to ask questions to find out more. ***Speaking*** Children will talk in sentences using conjunctions, e.g. and, because.	***Listening, Attention and Understanding*** Children will retell a story and follow a story without pictures or props. ***Speaking*** Children will engage in non-fiction books and to use new vocabulary in different contexts.	***Listening, Attention and Understanding*** Children will be able to understand a question such as who, what, where, when, why and how. ***Speaking*** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	***Listening, Attention and Understanding*** Children will be able to have conversations with adults and peers with back-and-forth exchanges. ***Speaking*** Children will use talk in sentences using a range of tenses.	
	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ***Speaking:*** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Personal, Social and Emotional Development 	***Self-Regulation*** Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities.	***Self-Regulation*** Children will talk about how they are feeling and to consider others feelings. Children will see themselves as a valuable individual.	***Self-Regulation*** Children will be able to focus during longer whole class lessons. Children will identify and moderate their own feelings socially and emotionally. ***Managing Self***	***Self-Regulation*** Children will identify and moderate their own feelings socially and emotionally. ***Managing Self*** Children will develop independence when dressing and undressing.	***Self-Regulation*** Children will be able to control their emotions using a range of techniques. Children will express their feelings and consider the feelings of others. ***Managing Self***	***Self-Regulation*** Children will be able to follow instructions of three steps or more. Children will express their feelings and consider the feelings of others. ***Managing Self***	·Knows right from wrong and can explain why it is important to have boundaries and routines ·Working and play co-operatively and taking turns with others ·Recognise and show sensitivity to their own and others needs ·Recognise similarities and differences between themselves and others

Children develop their personal, social and emotional skills throughout the year through Talk About sessions, circle times, social stories, diversity stories	Children will see themselves as a valuable individual. ***Managing Self*** Children will learn to wash their hands independently. ***Building Relationships*** Children will seek support from adults and gain confidence to speak to peers and adults.	***Managing Self*** Children will understand the need to have rules. ***Building Relationships*** Children will begin to develop friendships.	Children will begin to show resilience and perseverance in the face of a challenge. ***Building Relationships*** Children will be able to use taught strategies to support in turn taking.	***Building Relationships*** Children will sit and listen to the ideas of other children and agree on a solution and compromise.	Children will manage their own basic needs independently. Children will learn to dress themselves independently. ***Building Relationships*** Children will learn to work as a group. Children will build constructive and respectful relationships and think about the perspectives of others.	Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. ***Building Relationships*** Children will have the confidence to communicate with adults around the school. Children will build constructive and respectful relationships and think about the perspectives of others.	·Managing their own personal hygiene and basic needs ·Shows an understanding of their own feelings; and those of others ·Being to regulate their behaviour ·Shows an understanding of how to stay safe in a range of common situations.
	Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. ***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  Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing and Squiggle at the start of the year. Children will follow the GetSet4PE scheme of work for 45 minutes per week	***Gross Motor*** Begin to develop overall body strength, coordination, balance and agility. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ***Fine Motor*** Children will develop core strength and stability to support fine motor skills. They will begin to use a range of tools. GetSet4PE: Introduction to PE	***Gross Motor*** Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes. ***Fine Motor*** Children will develop core strength and stability to support fine motor skills. They will begin to use a range of tools. GetSet4PE: Fundamentals	***Gross Motor*** Progress towards a more fluent style of moving with developing control and grace. Combine different movements with with ease and fluency. ***Fine Motor*** Children will explore a wider range of tools for cutting, drawing, painting and eating. Children will focus on accurate letter formations before working on speed. GetSet4PE: Gymnastics	***Gross Motor*** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Revise and refine the fundamental movement skills they have already acquired. ***Fine Motor*** Children will explore a wider range of tools for cutting, drawing, painting and eating. Children will apply their learning in the wider curriculum and demonstrate correct letter formation GetSet4PE: Dance	***Gross Motor*** Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming, ***Fine Motor*** Children will use a range of tools competently, safely and confidently. This may include pencils, paintbrushes, scissors, knives, forks and spoons. Children will develop the foundations of a handwriting style which is fast, accurate and efficient. GetSet4PE: Ball skills Unit 1	***Gross Motor*** Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ***Fine Motor*** Children will use a range of tools competently, safely and confidently. This may include pencils, paintbrushes, scissors, knives, forks and spoons. Children will develop the foundations of a handwriting style which is fast, accurate and efficient. GetSet4PE: Games Unit 1	·To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. ·To use their core muscle strength to achieve a good posture. ·To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ·To combine different movements with ease and fluency. ·To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ·To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ·To negotiate space and obstacles safely, with consideration for themselves and others. ·To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ·To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. ·To combine different movements with ease and fluency. ·To use a more fluent style of moving, developing control and grace. ·To combine different movements with ease and fluency.
	Gross Motor: 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. ***Fine Motor:*** 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.						
Literacy  Reading – Taught following RWI Government SSP scheme. Literacy – As a school we follow Pie Corbett's Talk for Writing. We introduce this through	***Comprehension*** Children will independently look at a book, hold it the correct way and turn pages. ***Word Reading*** Children will read the first 16 sounds and begin to blend orally. ***Writing***	***Comprehension*** Children will engage and enjoy an increasing range of books. ***Word Reading*** Children will read the first 25 sounds. They will form cvc words and blend. ***Writing***	***Comprehension*** Children will act out stories using recently introduced vocabulary. ***Word Reading*** Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	***Comprehension*** Children will be able to talk about the characters in the books they are reading. ***Word Reading*** Read Red Storybooks Read 4 double consonants ***Writing*** Children will write labels/phrases representing the sounds with a letter/letters.	***Comprehension*** Children will retell a story using vocabulary influenced by their book. ***Word Reading*** Read Green Storybooks ***Writing*** Children will write words which are spelt phonetically.	***Comprehension*** Children will be able to answer questions about what they have read. ***Word Reading*** Read Green or Purple Storybooks Read first 6 Set 2 sounds ***Writing***	•Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. •To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. •Write independently to communicate their thoughts and ideas about their lived experiences. •Write words and sentences to help them to remember what they have done.

text mapping, retelling, sequencing and reading texts as a reader and a writer.	Children will give meanings to the marks they make.	Children will form letters correctly.	***Writing*** Children will write words representing the sounds with a letter/letters. Form lowercase and capital letters correctly.			Children will write short sentences with words with known siund-letter correspondences using a capital letter and a full stop. They will reread what they have written to make sure it makes sense.	
Key texts	Peace at Last Olivia! Monkey Puzzle I Will Not Ever Eat a Tomato Tiddler Something Else She Rex 5 Minutes Peace	Superhero like you People who help us Elf hunt More story rhymes We are going on a bear hunt Elves and the shoemaker	Smartest Giant in Town (ROB) Naughty Bus Whatever Next Mr Gumpy's Outing The Train Ride Q-pootle 5 Toys in Space	The Little Red Hen Goldilocks Hansel and Gretel Gingerbread Man Jack and the Beanstalk Magic Porridge Pot Little Red Riding Hood The Three Little Pigs	Burglar Bill is he a hero? Real Superheroes Non-fiction people who help us books for DLS The Jolly Postman Popcorn: People Who Help Us (series) Cops and Robbers	Barry the Fish with Fingers! Snail and the Whale Someone Swallowed Stanley Whale Gets Stuck Emma Jane's Aeroplanes The Storm Whale in Winter The Storm Whale The Hungry Caterpillar Dear Greenpeace by Simon James	
	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ***Word Reading:*** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Writing:*** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.						
Mathematics  We follow the White Rose Scheme of work and NCTEM Mastering number programme.	***White Rose Block:*** ***Getting to know you*** ***Just like me!*** *-Match and sort* *-Compare amounts* *-Compare size, mass & capacity* *-Exploring pattern*	***White Rose Block:*** ***It's me 1, 2, 3!*** *-Representing 1, 2 & 3* *-Comparing 1, 2 & 3* *-Composition of 1, 2 & 3* *-Circles and triangles* *-Positional language* ***Light & dark*** *-Representing numbers to 5* *-One more or less* *-Shapes with 4 sides* *-Time*	***White Rose Block:*** **Alive in 5!** -Introducing zero -Comparing numbers to 5 -Composition of 4 & 5 -Compare mass (2) -Compare capacity (2) **Growing 6, 7, 8 6, 7 & 8** -Combining two amounts -Making pairs -Length & height -Time (2)	**White Rose Block:** **Building 9 & 10** -Counting to 9 & 10 -Comparing numbers to 10 -Bonds to 10 -3-D shapes -Spatial awareness -Patterns	**White Rose Block:** **To 20 and beyond** -Build numbers beyond 10 -Count patterns beyond 10 -Spatial reasoning 1 -Match, rotate, manipulate **First, then, now** -Adding more -Taking away -Spatial reasoning 2 -Compose and decompose	***White Rose Block:*** ***Find my pattern*** *Doubling* *Sharing & grouping* *Even & odd* *Spatial reasoning 3* *Visualise and build* ***On the move*** *-Deepening understanding* *-Patterns & relationships* *-Spatial mapping (4)* *-Mapping*	
	Number: Have a deep understanding of number 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	*Past and Present* Children will know about their own life story and how they have changed. Through sharing of pictures, texts and images, children will begin to develop and understanding of past and present. *The Natural World* Children will describe what they hear, see and feel whilst outside. *People, Culture and Communities* Children will name and describe people who are familiar to them Children will talk about their own experiences with people who are familiar to them. Children will talk about members of their immediate family and community.	*Past and Present* Children will talk about the lives of people around them and recognise some things that happened before they were born. Children will begin to order events using basic chronology. *The Natural world* *Start to understand processes of their natural environment – explore seasons* *People, Culture and Communities* . Children will recognise that people have different beliefs and celebrate special times in different ways. Children will name and explain the purpose of places of worship and places of local importance.	*Past and Present* Children will know some similarities and differences between things in the past and now. Children will see images of familiar situations in the past such as homes, schools and transport. Children will be introduced to characters including those from the past using songs, poems, puppets, role play and T4W text maps. *The Natural World* Children will explore the natural world around them. *People, Culture and Communities* Children will engage with other religious and cultural practices as appropriate. Children will explore different communities within our locality and identify similarities and differences between them	*Past and Present* Children will be given the opportunity to comment on familiar situations and how these may have been different in the past. Children will see images of familiar situations in the past such as homes, schools and transport. *The Natural World* They will name simple plants and animals They will recognise that some environments are different from the one in which they live. Children will draw information from a simple map. *People, Culture and Communities* Children will explore many different types of families, both in fiction and non-fiction text. They will independently identify some similarities and differences to their own. Children will ask meaningful questions to gain a deeper understanding.	*Past and Present* Children will discuss their experiences with themes such as bravery and kindness through fiction and non-fiction stories. *The Natural World* Children will understand the effect of the changing seasons on the natural world around them. Children will recognise some similarities and differences between life in this country and life in other countries. *People, Culture and Communities* Children will name and describe those that are familiar to them: They will talk about people in their community and identify those that help us. Children will engage with a range of visitors from our community.	*Past and Present* Children will know about the past through settings and characters from a range of cultures and times. They will discuss the lives of people and their roles in society. Children will identify similarities and differences of things in the past compared with present day. *The Natural World* Children will know some important processes and changes in the natural world, including states of matter. *People, Culture and Communities* Children will describe their immediate environment with confidence. They will identify similarities and differences between life in this country and life in other countries, drawing on what has been read, what they have read themselves and what they have engaged with in school.	*Use words associated with the past including yesterday, last week, last year *Use past tense when speaking about things that happened in the past *Share their memories of significant events in their own lives. *Talk about things that have changed. Begin to put these events in order *Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. *Begin to put events in order. *Talk about the order of events in a range of familiar stories. *Recognise language in stories that shows the story happened in the past.
	Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ***People, Culture and Communities:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.						

	The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Expressive Arts and Design 	*Being Imaginative* Children will sing in a group or on their own. *See Charanga Progression of Skills document.* *Creating with Materials* Children will be provided with a range of materials and tools and be taught to use with care and precision – scissor skills as a focus Children will be taught a number of different joining techniques such as tape and how to use different types of glue	*Being Imaginative* Children will sing in a group or on their own increasingly matching the pitch and following the melody. *See Charanga Progression of Skills document.* *Creating with Materials* Children will experiment with different textures. Children will return to and build on previous learning developing their ability to represent their ideas	*Being Imaginative* Children will create narratives based around stories. Children will engage in music making and dance, performing solo or in groups. *See Charanga Progression of Skills document.* *Creating with Materials* Children will safely explore different techniques for joining materials. Children will explore a variety of artistic effects to express ideas and feelings Children will develop their colour mixing skills to match colours they see and want – with step by step guidance where appropriate. Children will have the opportunity to work together to develop and realise creative ideas.	*Being Imaginative* Children will listen attentively, move to and talk about music, expressing their feelings and responses. *See Charanga Progression of Skills document.* *Creating with Materials* Children will use a variety of artistic effects to express ideas and feelings Children will have the opportunity to work together to develop and realise creative ideas.	*Being Imaginative* Children will invent their own narratives, stories and poems. They will develop storylines in their play. *See Charanga Progression of Skills document.* *Creating with Materials* Children will refine a variety of artistic effects to express their ideas and feelings. Children will be encouraged to notice features in the natural world and define shapes, colours, textures and smells.	*Being Imaginative* Children will watch and talk about dance and performance art, expressing their feelings and responses. *See Charanga Progression of Skills document.* *Creating with Materials* Children will create collaboratively, sharing ideas, resources and skills. Children will refine a variety of artistic effects to express their ideas and feelings.	***•Hold tools like pencils, paint brushes, scissors with increasing precision*** ***•Experiment with using different everyday and art materials to explore colour, texture and form*** ***•To explore their ideas and imagination by creating drawings, paintings and sculptures.*** ***•To explore creating designs and art work on a range of scales.*** ***•To explore a range techniques to draw, paint, print and sculpt to help them create art work.*** ***•Recognising and exploring the colour, patterns and shapes in other artist's work.*** ***•Expressing opinions and feelings in response to their own art work and other artist's work.*** ***•Sharing their work with other people, talking about what they have created it.***
	Creating with Materials: 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. ***Being Imaginative:*** 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.						