

ST STEPHEN'S CATHOLIC PRIMARY SCHOOL AND NURSERY, A VOLUNTARY ACADEMY

Learning, living and loving one another in God's name

Gargrave Road, Skipton, North Yorkshire BD23 1PJ

Tel. 01756 709451

Email: admin@st-stephens.n-yorks.sch.uk

Headteacher: Mrs Jo Sykes

St Stephen (Nursery)
St George (Reception)
2026-2027



Subject	Autumn term		Spring term		Summer term	
Topics	Marvellous Me & Everyone Else	Sparkle and Shine	Signs of Spring	Sowing a seed	Under the Sea	Healthy Me
The Big Question	How am I special?	How do people celebrate special times?	What happens when spring arrives?	How can I care for nature?	What is the world like beneath the sea?	What can we do to keep our bodies healthy?
Interests/Lines of Enquiry Linked to Understanding the World People, Culture and Communities Past and Present The Natural World	Nursery Who am I and what makes me special? Who is important to me? What makes us the same and different? What do I need to keep my body healthy? What makes me feel happy, safe and cared for?	Nursery What special celebrations do we know? How do we celebrate with our families? What can we see, hear, taste and smell at celebrations? How are celebrations different? What makes a celebration special?	Nursery What changes when spring arrives? What can we see, hear and find outside? What happens to plants and flowers? Which animals appear in spring? How does the weather change?	Nursery What can we find outside? What plants and animals live around us? How do plants grow? What do living things need? How can we look after our environment?	Nursery What lives under the sea? What do sea creatures look and feel like? Where do sea creatures live? What can we find at the seaside? How can we keep our oceans clean?	Nursery What makes our bodies healthy? What foods help us grow? Why do we need exercise? Why do we sleep and rest? How can we look after our teeth?
	Reception How have I changed since I was a baby? What makes each of us unique? How are families similar and different? How can we look after ourselves and others? How have our interests and abilities developed?	Reception Why do people celebrate? How do different families and cultures celebrate? How have celebrations changed over time? What traditions are important to different communities? How can we celebrate respectfully?	Reception How does the natural world change in spring? How do plants grow and change? What happens to animals in spring? How does spring compare with other seasons? How can we care for plants and animals?	Reception How do plants and animals depend on their environment? How do plants change throughout the seasons? What happens to living things during winter? How can we protect habitats and wildlife? What can we do to care for our local environment?	Reception How are sea creatures adapted to life underwater? How are different ocean habitats different? How do humans use the sea? What dangers do our oceans face? How can we protect marine life?	Reception How does our body change as we grow? How do food, exercise and sleep affect our bodies? Why is personal hygiene important? How can we make healthy choices? How can we look after ourselves?

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RE	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue and Encounter
World Faiths	Islam	Judaism	Sikhism	Buddhism	Hinduism	Other Christian Denominations
Personal, Social and Emotional Development	Nursery Develop responsibility and membership of community Be more outgoing with unfamiliar people Show confidence in new social situations		Nursery Extend and elaborate play ideas Increasingly follow rules Help to find solutions to conflicts		Nursery Talk with others to resolve conflicts Talk about their feelings Begin to understand how others might feel	
	Self-regulation My feelings	Building relationships Special relationships My family and friends			Managing self Why do we have rules?	Managing self My wellbeing
			Module 1 Unit 1 Handmade with love Module 1 Unit 2 Head, Shoulders, Knees and Toes. Ready Teddy? Module 1 Unit 3 I like, You Like, We all like! Good feelings, Bad feelings. Let's get ready	Module 1 Unit 4 Growing up Module 3 Unit 1 God is love Module 3 Unit 1 Loving God, Loving others Module 3 Unit 2 Me, You, Us		

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Communication and Language	Nursery Listen to others and respond appropriately. Develop vocabulary through conversations, stories and play. Begin to ask and answer questions. Use talk to express ideas, feelings and experiences. Begin to use longer sentences to communicate. Retell familiar stories and talk about events. Use talk to solve simple problems and organise play.					
	Reception Understand how to listen carefully and why listening is important. Engage in story times. ‘Being respectful, Promote and develop vocabulary linked to topic & interests. Chatting about what they like, important people in their lives. Model & develop social phrases.	Reception Ask questions to find out more and to check they understand what has been said to them. Model & develop social phrases. Engage in story times. Promote and develop vocabulary Instruction following. Small group discussions. Talk about past and present events. Sequence a story Ask how and why questions. Look at rhyming words.	Reception Articulate their ideas and thoughts in well-formed sentences. Connecting ideas. Promote and develop vocabulary. Start to develop retrieval questions with ‘who, what, why, when, where’ questions. Use language to promote past and present tenses. Listen to and think about rhymes and poems.	Reception Describe events in more detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Understanding why listening is an important skill. Talk about past and present events. Use time connectives to develop the correct tenses and past and present events.	Reception Listen to and talk about stories to build familiarity and understanding. Promote and develop vocabulary. Use new vocabulary in different contexts. Engage in non-fiction books. Predictions, how do the illustrations, characters help to understand the story better? Revisit stories already read.	Reception Retell a story once they have developed a deep familiarity with the text; some as repetition and some in their own words. Use new vocabulary in different contexts. Talk about past and present events. Use the correct pronouns (e.g. his / her) and prepositions of place (e.g. next to, on top of, and in front of. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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Physical Development Fine motor Gross Motor	Nursery Developing gross motor skills outdoors Climbing, balancing, running and jumping Fine motor activities (threading, playdough, tweezers) Beginning to hold mark-making tools with increasing control Toileting and handwashing routines	Nursery Fine motor activities linked to celebrations (threading, decorating, wrapping) Using scissors with increasing control Exploring movement through music and dancing Outdoor balancing, climbing and movement Developing self-care and hygiene routines	Nursery Action songs and movement rhymes Fine motor activities linked to story making Building and creating story settings Dancing and movement to nursery rhymes Developing pencil and tool control Gross motor development outdoors	Nursery Moving like different animals Obstacle courses inspired by habitats Fine motor activities (threading, tweezers, playdough animals) Developing pencil control through drawing patterns Outdoor movement Developing self-care skills	Nursery Large movement activities Fine motor activities (construction, threading, tool use) Outdoor balancing and climbing Developing coordination	Nursery Exploring outdoors Fine motor activities Water play and sensory Mark making using large and small movements Developing independence and self-care
	Reception Further develop the skills to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Starting to develop a dominant hand, using tools such as scissors, brushes, pens & pencils to support fine motor skills activities Develop and refine a range of ball skills including throwing, catching How we keep ourselves healthy including our minds / bodies / oral health.	Reception Revise and refine movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. How we keep ourselves healthy including our minds / bodies / oral health.	Reception Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. How we keep ourselves healthy including our minds / bodies / oral health.	Reception Progress towards a more fluent style of moving, with developing control and grace. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Reception Combine different movements with ease and fluency Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop the foundations of a handwriting style which is fast, accurate and efficient. How we keep ourselves healthy including our minds / bodies / oral health.	Reception Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop the foundations of a handwriting style which is fast, accurate and efficient. How we keep ourselves healthy including our minds / bodies / oral health.

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PE	Nursery Dough Disco Climbing Frame	Nursery Dough Disco Gymnastics Balance bikes	Nursery Dough Disco Balance bikes	Nursery Throw & Catch Squiggle & Wiggle	Nursery Squiggle & Wiggle Balance bikes	Nursery Sports Day Parachute games
	Reception Throwing & Catching.	Reception Gymnastics & Dance	Reception Bat and ball skills	Reception Invasion Games	Reception Batting skills	Reception Athletics & Sports day skills.
Literacy	Nursery Books, rhyme and talk Handle books carefully Begin to understand print carries meaning Join in with repeated phrases Talk about familiar stories Recognise their name	Nursery Story language, rhyme and celebrations Join in with repeated refrains Begin to talk about characters and events Continue recognising their name Enjoy sharing books with adults and peers	Nursery Storytelling, rhyme and repetition Retell familiar stories with support Begin to sequence simple events Recognise familiar book features Enjoy rhyme and repeated language Begin to talk about favourite books and characters	Nursery Story language and information books Talk about favourite animals, habitats and characters Begin to talk about story events Enjoy non-fiction texts about animals and plants	Nursery Stories, journeys and information texts Join in with repeated refrains Talk about seashores and sea life Enjoy books about transport Begin to talk about events in stories Recognise familiar signs and symbols	Nursery Stories, adventures and experiences Join in with repeated refrains Talk about characters and settings Explore books about different places and communities Begin to retell familiar events Enjoy sharing favourite stories with peers
	Reception Joining in with rhymes and showing an interest in stories with repeated refrains. Role play and small world area acting out stories they have heard. Talk about title, blurb and author and illustrators' jobs. Engage in extended conversations about stories, learning new vocabulary. Starting to sequence stories verbally or with pictures.		Reception Read simple phrases and sentences made up of words with known letter sound correspondences and a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Reception Demonstrate their 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.	
Literacy Comprehension						

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Word reading	Shared class reading Read individual letters by saying the sounds Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read a few common exception words Following text with their finger.	Shared class reading and Individual reading Blending VC / CVC / CCVC/ CVCC words. Tracking from L to R. Read some digraphs. Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words Checking understanding of what they have read. Look at rhyming, alliteration within stories.	Shared class reading, Individual reading and Guided 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. Introduce expression and intonation within reading. Sounding out in their heads to help with fluency. Identifying the punctuation within the text –full stop, capital letters, question marks, exclamation marks Explore poetry / rhyming / non-fiction books. Start to write dictated or independent sentences that they can read and so can others.			
Writing	Nursery Mark making with big pens, chalks, pencils and tools. Large movements and patterns ·Drawing circles and lines ·Giving meaning to marks Reception Drawing Club Dominant hand & pencil grip. Mark making & labelling. Name writing. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Letter formation - start to form lower-case and capital letters correctly Use ‘phoneme fingers’ to count out how many phonemes they can hear in words.		Nursery Mark making with big pens, chalks pencils and tools. Beginning to represent stories through pictures Reception Drawing Club Start to incorporate tricky words such as ‘I, the, no, go into’ within their writing. Use ‘phoneme fingers’ to count how many phonemes in CVC, CVCC, CCVC words. Model developing short sentences in a meaningful context. Speech bubbles and sentences. Form lower-case and capital letters correctly. Spell words by identifying the sounds, then writing the sound with letter/s.		Nursery Mark making with big pens chalks, pencils and tools. Treasure maps Drawing holidays and journeys Reception Drawing Club 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 (graphemes). Write simple phrases and sentences that can be read by others using a range of irregular words that are spelt correctly. Retell & write about a familiar book. Form lower-case and capital letters correctly. Introduce capital letters & full stops & finger spaces within writing.	
Phonics	Nursery Rhyme Time Reception Bug Club Phase 1 Sound discrimination,	Nursery Rhyme Time Maths linked stories Reception Bug Club Phase 2	Nursery Maths linked stories Reception Bug Club Phase 3 Consonant digraphs Link sounds to letters	Nursery Maths linked stories Reception Bug Club Phase 3 Vowel digraphs	Nursery Maths linked stories Bug Club Phase 1 Sound discrimination Introduction to sounds satpin	Nursery Maths linked stories Bug Club Phase 1 Sound discrimination Introduction to sounds mdgcko

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	Oral blending and segmenting Bug Club Phase 2 introduction Phoneme/grapheme recognition	Hear and say sounds in words and know which letter represents some of the sounds	Naming and sounding Letters of the alphabet	Use phonic knowledge to write simple regular words	Reception Bug Club Phase 3 trigraphs Use phonic knowledge to write plausible attempts at more complex words	Reception Bug Club Phase 4 Use phonic knowledge to write simple sentences with regular, irregular and phonetically plausible words.
Mathematics	Nursery More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names Begin to order number names Reception Getting to know you Match, sort, and compare Talk about measure and patterns	Nursery I see 1, 2, 3 Join in with repeats Explore position and space Show me 1, 2, 3 Reception It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Nursery Move and label 1, 2, 3 Explore position and routes Explore own first patterns Take and give 1, 2, 3 Reception Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height, and time	Nursery Match, talk, push and pull Talk about dots Compare and sort collections Lead on own repeats Reception Building 9 and 10 Explore 3D shapes	Nursery Starting to puzzle Making patterns together Make games and actions Reception To 20 and beyond How many now? Manipulate, compose, and decompose	Nursery Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare Reception Sharing and grouping Visualise, build and map Make connections and consolidate
Understanding the World	Nursery Family history and special people Similarities and differences ·My body and senses ·Homes and environments ·Seasonal changes – Autumn Harvest	Nursery Family celebrations and traditions Diwali Christmas Bonfire Night Similarities and differences between celebrations Seasonal change – Winter ·Light and dark	Nursery Materials linked to animal habitats Comparing homes and environments Seasonal changes – Winter to Spring Cooking and baking Exploring similarities and differences	Nursery Wild animals and habitats Animal babies and life cycles Plant lifecycles Caring for living things Seasonal change – Spring Minibeasts Similarities and differences between animals	Nursery Maps and simple directions Road safety Seaside environments	Nursery Communities around the world Different homes, foods and celebrations Maps and journeys Water exploration Seasonal change – Summer Similarities and differences between people and places

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	Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about the lives of the people around them and their roles in society. Go on an autumn walk Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps	Reception Comment on celebrations, why people celebrate, different cultural celebrations and how they change over time Look at the changes around us in Autumn and winter describing what they see, hear and feel whilst outside.	Reception Looking at the changes around us during Spring describing what they see, hear and feel whilst outside. Investigate properties of different liquids such as how water turns to ice then back Understand that some places are special to members of their community. Talks about the features of their immediate environment and how environments vary from one another	Reception Go on a trip to Skipton woods and Skipton Castle Draw information from a simple map. ICT – Use Bee-Bots for direction and mapping. Growing and planting different seeds, what happens, the life cycle of beans? Parts of plants. What plants need to grow?	Reception Explore the natural world around them. Investigating what is at the seaside and under the sea Looking at past and present seashores Seaside safety – e.g. sunscreen and hats Go on a trip to the local park Lido visit? Beach at Bolton Abbey?	Reception Looking at the changes around us during Summer describing what they see, hear and feel whilst outside. Draw information from a simple map. Go on a trip to the farm and talk about how animals grow and change Recognise some similarities and differences between life in this country and life in other countries
Expressive Arts and Design	Develop storylines in their pretend play Self portraits Introduction to colour mixing. Modelling with clay Music & instruments / movement & singing Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Music, movement & Singing Watch and talk about dance and performance art, expressing their feelings and responses. Observational drawings of Spring flowers and comparing to Van Gogh Sunflowers Music & instruments / movement & singing		Listen attentively, move to, and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Look at artist Yayoi Kusama and circle/dot paintings Role play / drama in RE ICT - 2 Paint programme to create their own pictures. Use clay to make their own sculpture Colour mixing – looking at light and dark	

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Music	My Musical Classroom – Hear my Voice - Here I am - My Voice can ... What's the Music Saying? - Stretch, Flop, Jig and Rock - Sound and Silence Instruments Everywhere - Spy an Instrument Playing with Songs - Find that Rhyme	Musical Patterns and Performing What's the Pattern? - What's the Weather Today? - A Week of Sounds Playing Musical Patterns and Accompaniments - Pass the parcel - Spider Beats Exploring Descriptive Sounds - Train Music Let's Perform - Movement Patterns	Sound Stories Pitch Play and Changing Sounds - Sound Books - Different Voices Sounds from Nature: Patterns and Sequence - Journey Sticks - Musical Sticks Meet the Characters - Come to the Party Perform a Story! - Sound Maps
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