

Hey with Zion Primary School – Steps in Learning – Nursery & Reception Cycle A

Our EYFS mission statement is to provide the best possible outcomes for all our children by providing care, learning and play of the highest standards, thereby preparing children for their later stages of education. In our role as Teachers and Early Years Practitioners, we encourage, guide and scaffold each child in all areas of learning and development, thereby creating individuals who are independent, confident and critical thinkers. We work in accordance to the ‘Early Years Statutory Framework’. The framework specifies the requirements of learning and development from birth to 5 and provides prime and specific areas, which form the basis of our curriculum. Here at Hey with Zion Primary school, we have chosen to follow ‘Development Matters’ as we believe this fits well with who we are and the ethos we promote. The 7 seven key features of effective practice have steered and formed our curriculum. There is a clear balance between child-initiated and adult-focused activities to enable the children to learn, consolidate and embed new skills. Children regularly follow their own interests in their learning.

Class: Nursery/Reception Updated August 2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Over Arching Topic	Magical Me	Seasons and Celebrations	Once upon a time...	Little Explorers	Our Wonderful World	Let's Travel...
Themes, celebrations, enrichments and lines of enquiry	<ol style="list-style-type: none"> All about me – what makes me unique? All about me – friends and each other My Family Where we live - local area Harvest My Body People who help us including Florence Nightingale 	<ol style="list-style-type: none"> Diwali and Bonfire Night; fire safety Local Walk to Medlock Valley & Remembrance Day Autumn Seasonal Changes & Hibernation. David Attenborough 	<ol style="list-style-type: none"> Let's Imagine & Infinite Eight Traditional Tales - Goldilocks, Little Red Riding Hood, 3 Little Pigs, Billy Goats Gruff and The Gingerbread Man Nature Week, Andy Goldsworthy 	<ol style="list-style-type: none"> Mini beasts and habitats Lifecycles/New Life WBD and Spring/Seasonal Changes Mother's Day, Science Week and Gardening Eid al-Fitr Easter 	<ol style="list-style-type: none"> Journey around the world Foods around the world Caring for our environment - Recycling– Litter picking Pollution – Land & Sea 	<ol style="list-style-type: none"> Transport – boat, plane, car, bike, bus with links to Rosa Parks Summer and Seasonal Changes & Father's Day Types of Holidays – postcards Keeping safe – sun, road, water Transition Transition

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		4. Birthdays – class mascot birthday, months of the year 5. Winter Seasonal Changes 6. Christmas/Hannukah – Infinity Eight – Place of Worship - church 7. Christmas	& National Birdwatch 4. Ramadan 5. Story Telling Week & Mental Health Week 6. CNY, Strove Tuesday, Lent & Valentines Day		4. Land & Sea Animals 5. Maps and Local Area – Helen Bradley 6. Eid ul Adha/Hajj and Building and homes around the world	
Hooks Into Learning	Children to be given an ‘All about Me’ Bag to share with their class. Children to bring in photographs of their family.	Children see a real image of Mr Hoot in the garage. Children to be given a present with the knitted characters of the Christmas story.	Children to find a basket full of sticks – who could have left these here? Children receive a basket full of traditional tales.	Children to see a real Wasp Nest in the curiosity cube. Children find a variety of seeds left in a tray. What should we do this them?	Children to receive a variety of fruits – do we know what these fruits are? Children to find a letter and a basket full of plastic lids.	Children to come dressed as a pilot or air hostess to introduce our new book. Children receive a basket with objects relating to England.
Parental Involvement	Nursery/Home Visits Staggered Start Phonics Stay and Play People Who Help Us Reading Workshop	Lees Library Visit Medlock Valley Trip Parents Evening Nativity Performance Christmas Stay and Play	Reading Stay and Play Storytelling Volunteers	Reports Sent Home Eid Volunteers WBD Volunteers Smithills Farm Trip Easter Stay and Play	Maths Stay and Play Lees Village Trip	Reports sent home Forest School Stay and Play Sports Day
Visits & Visitors	People Who Help Us	Medlock Valley Lees Library St John’s Church	Residential Home	Smithills Farm	Lees Village - Transport	Bus Ride
Characteristics of	Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning					

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<p>Effective Learning</p>	<p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Over Arching Principles</p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>Learning through Play: At Hey with Zion Primary school, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children’s development across all areas of learning. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p>					
<p>Assessment Opportunities</p>	<p>RBA Baseline Wellcomm Assessments Teacher Baseline Help Parents Access ClassDojo Phonics Assessments</p>	<p>Phonics Assessments End of Term Assessments Pupil Progress Meetings Parents Evening Trust Moderation</p>	<p>Wellcomm Assessments Phonics Assessments</p>	<p>Phonics Assessments End of Term Assessments Pupil Progress Meetings Parents Evening Trust Moderation</p>	<p>Wellcomm Assessments Trust Moderation Phonics Assessments</p>	<p>GLD Data Pupil Progress Meetings Reports Phonics Assessments</p>
<p>HWZ Expectations</p>	<p style="text-align: center;">Termly Expectations</p>			<p style="text-align: center;">Environment Expectations</p>		
	<p style="text-align: center;">Areas enhanced with resources that reflect the topic being taught. Reading area books changed to match the topic. A variety of books selected per half term to be displayed and the books to be read to the children frequently throughout the half term. These books could be displayed in the environment. Displays enhanced to reflect topic and children’s learning and progress.</p>			<p style="text-align: center;">Essential: Home corner, reading area, mark making/Writing area, construction area, small world area, water area, maths area, creative area, investigation area, finger gym area and computing provision must be provided in the classroom and resourced to a high standard.</p>		

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	<p>Learning wall to be updated every 3 weeks to reflect the English and Maths learning.</p> <p>Outdoor environment to be enhanced with resources to match topic and planned effectively on the Shared Drive.</p> <p>Areas should be planned for and enhanced weekly to develop engagement and skills ensuring children are developing the skill.</p> <p>Role play opportunities to link to learning.</p>	<p>Displays to be neutral where possible to display children’s learning. No bright colour backgrounds.</p> <p>-Photographs of independent learning to be displayed in areas.</p> <p>Familiar logos & labels, alphabet, names & numbers are to be display in the classroom and must be accessible to all children.</p> <p>Pictures to accompany labels and words to be displayed in the environment.</p> <p>Key questions must be displayed in areas and updated regularly using acrylic stands.</p> <p>Resources to be stocked daily and enhanced weekly building on the previous skill.</p> <p>Children’s interest must be reflected in the environment.</p> <p>Opportunities for marking making and reading in all areas.</p> <p>Opportunity for self-registration, identifying and writing names.</p> <p><u>Desirable:</u></p> <p>Malleable area, music area, transient art, wellbeing zone, hygiene station (If these areas cannot be created, resources must be embedded in other areas to support independent learning).</p> <p>Talking points such as unusual pictures to be displayed around the classroom to encourage discussion.</p>
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Topics	Magical Me 7 Weeks	Seasons and Celebrations 7 Weeks	Once upon a time... 6 Weeks	Little Explorers 5 Weeks	Our Wonderful World 6 Weeks	Let's Travel... 6 Weeks
Core Texts	 	 	 	 	 	 
Linked Texts	<p>Fiction: The Best Diwali Ever by Sonali Shah</p> <p>Superduper you! By Sophy Henn</p> <p>Be You! By Karl Newson</p>	<p>Fiction: Owl Babies by Martin Waddell</p> <p>The very helpful hedgehog by Rosie Wellesley</p> <p>Tidy by Emily Gravett</p>	<p>Fiction: Little Red and the very hungry lion by Alex T.Smith</p> <p>The magic porridge pot by Usborne.</p> <p>A little bit of winter</p>	<p>Fiction: The journey home by Frann Preston-Gannon.</p> <p>The very hungry caterpillar by Eric Carle.</p>	<p>Fiction: Michael Recycle by Ellie Bethel.</p> <p>Astro Girl by Ken Wilson-Max.</p> <p>Last stop on Market Street by Matt de la</p>	<p>Fiction: The Hundred Decker Bus by Mike Smith.</p> <p>The Lost Property Office by Emily Rand.</p> <p>The Naughty Bus by Jan and Jerry Oke.</p>

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	<p>Not Now, Bernard By David McKee</p> <p>Non-Fiction: What makes me a me? By Ben Faulks & David Tazzyman</p> <p>Amazing By Seve Athony</p> <p>Big Feelings By Rebekah Ballagh</p>	<p>A little bit worried by Ciara Gavin</p> <p>Stickman by Julia Donaldson</p> <p>Two hungry bears by Linda Cornwell.</p> <p>Leaf man by Lois Ehlert.</p> <p>The owl who was afraid of the dark by Jill Thomlinson.</p> <p>Rosie’s walk by Pat Hutchins.</p> <p>The Scarecrow’s Wedding by Julia Donaldson.</p> <p>Non-Fiction: Autumn is here! by Heidi Pross Gray</p> <p>What can you see in Autumn? By Sian Smith.</p>	<p>by Paul Stewart.</p> <p>Elmer in the snow by David Mckee.</p> <p>Non-Fiction: Welcome to the Arctic by Honor Head.</p> <p>Chinese New Year by Holidays & Festivals.</p> <p>I love Chinese New Year by Eva Wong Nava.</p> <p>What is love? by Usborne</p>	<p>Superworm by Julia Donaldson.</p> <p>Five little Easter books by Matha Mumford.</p> <p>Oh no Bear! By Joanne Partis.</p> <p>Non-Fiction: Flowers by Usborne.</p> <p>Living Habitats by Jon Richards.</p> <p>How I grow by Natalie Ann Blue Doodle Books.</p>	<p>Pena and Christian Robinson.</p> <p>Non-Fiction: Martha Maps it out by Leigh Hodginson.</p> <p>Last stop on Market Street by Matt de la Pena and Christian Robinson.</p> <p>Our World by Usborne.</p> <p>Children’s Picture Atlas by Collins.</p>	<p>We catch the Bus by Katie Abey.</p> <p>Non-Fiction: Martha Maps it out by Leigh Hodginson.</p> <p>How Airports Work by Lonely Planet Kids, Tom Cornell & Clive Gifford</p> <p>Transport by Alain Gree.</p> <p>Trains by James Prunier.</p>
<p>Poetry & Rhymes</p>	<p>Baa, Baa, Black Sheep, Twinkle Twinkl Little Star Head, Shoulders,</p>	<p>All the leaves are falling down. I’m a Dingle Dangle Scarecrow. Incy Wincy Spider.</p>	<p>Traditional Nursery Rhymes</p>	<p>Old Mac Donald had a farm. 5 Little Speckled Frogs. 5 Little Ducks. The Farmer in his den.</p>	<p>Traditional Nursery Rhymes</p>	<p>A Sailor went to see. Row, Row, Row your boat. The big ship sails on the ally ally oh. The wheels on the bus.</p>

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	Knees & Toes If you're happy and you know it. I'm a Dingle Dangle Scarecrow			There's a worm at the bottom of the garden.		5 Little Men in a Flying Saucer. London Bridge is falling down.
Phonics This is our half-termly focus however, Phonics is integrated and a central focus of all learning opportunities all the time.	Nursery: Environmental Sounds Reception: Basics 2 – Groups 1 and 2 Tricky Words: I and is	Nursery: Instrumental Sounds Reception: Basics 2 – Groups 3,4 and 5. Tricky Words: the, to, no, go, has, his, and as.	Nursery: Body Percussion and Rhythm & Rhyme Reception: Basics 2 – Group 6 Basics 3 – Groups 1,2 and 3. Tricky Words: of, into, her, was, you, he, she, we, me, be, they, my and by.	Nursery: Alliteration Reception: Basics 3 – Groups 4,5 and 6. Tricky words: are, all, some, come and so.	Nursery: Voice Sounds Reception: Basics 3 – Groups 6 and 7. Tricky Words: do, little, out.	Nursery: Oral Blending and Segmenting Reception: Phase 2 and 3 Consolidation of phonemes and tricky words.
Mathematics	Nursery: -More, Fewer, Same -Building with shapes and objects -Exploring patterns and repeats -Hear and say number names -Order number names -I see 1,2,3 -Join in with repeats -Explore position and space Reception: -Baseline -Matching, sorting and comparing -Measure and patterns -1,2,3 -Circles and Triangles		Nursery: -Show me 1,2,3 -Move and label 1,2,3 -Exploring positions and routes -Exploring first patterns -Taking and giving 1,2,3 -Matching, talking, pulling and pushing -Comparing and sorting collections Reception: -0-5 -Mass and Capacity -6,7,8 -Length, height and time -Building 9 and 10 -3-D shapes		Nursery: -Own repeats -Starting to puzzle -Making patterns together -Make games and actions -Show me 5 -My own pattern -Stop at 1,2,3,4,5 Reception: -Numbers to 20 and beyond -Adding and subtracting -Manipulating, composing and decomposing shapes -Sharing and grouping equally -Shape, position and direction -Making connections.	

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	-1 to 5 -Four sided shapes					
UTW: Science	<p style="text-align: center;"><u>Animals and their Habitats</u></p> <p>Lesson 1: Finding Similarities and Differences Lesson 2: Asking Where Animals Live (Being Curious and Asking Questions) Lesson 3: Finding the Best Places for Animals to Live (Performing Simple Tests and Using Equipment) Lesson 4: Using My Senses (Using Senses to Observe and Look Closely) Lesson 5: How Living Things Change (Looking Closely and Noticing Changes) Lesson 6: Making Simple Records and Talking About Observations</p> <p style="text-align: center;"><u>Plants and Growth</u></p> <p>Lesson 1: Finding similarities and differences Lesson 2: Being curious and asking questions Lesson 3: Performing simple tests and using equipment Lesson 4: Using senses to observe and look closely Lesson 5: Looking closely and noticing changes Lesson 6: Making simple records and talking about observations</p>			<p style="text-align: center;"><u>Exploring Materials</u></p> <p>Lesson 1: Finding similarities and differences Lesson 2: Being curious and asking questions Lesson 3: Performing simple tests and using equipment Lesson 4: Using senses to observe and look closely Lesson 5: Looking closely and noticing changes Lesson 6: Making simple records and talking about observations</p>		
UTW: Geography	<p style="text-align: center;"><u>Street and House Detectives (Features of the local area/Creating simple maps)</u></p> <p>Week 1: What did you see on your way to school today? Week 2: What journeys can we find in the stories we read? Week 3: Let's go on our own story journey! Week 4: Where in the world are we? Week 5: Can we help with the post? Week 6: What have we learnt as street detectives?</p>		<p style="text-align: center;"><u>What's the weather like? (Describing the weather/Exploring contrasting hot and cold places in the world)</u></p> <p>Week 1: What is the weather like outside? Week 2: What will the weather be like tomorrow? Week 3: Let's record the weather outside! Week 4: Where in the world is it cold? Week 5: Where in the world is it hot? Week 6: Where would you like to live in the world?</p>		<p style="text-align: center;"><u>What can we explore? (Similarities and differences in the UK and in other countries/Exploring the changing seasons)</u></p> <p>Week 1: Where can we go today? Week 2: Where do people work? Week 3: Is this a city? Week 4: Can we find a beach? Week 5: Let's explore the seasons. Week 6: Where can we go on holiday?</p>	
UTW: History	<p style="text-align: center;"><u>Changes within living memory</u></p> <p>Sharing family portraits</p>	<p style="text-align: center;"><u>Significant historical figure</u></p> <p>David Attenborough</p> <p style="text-align: center;"><u>Changes within living memory</u></p>	N/A	N/A	<p style="text-align: center;"><u>Significant historical figure and place</u></p> <p>Helen Bradley</p>	<p style="text-align: center;"><u>Significant historical figure</u></p> <p>Rosa Parks</p>

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	Significant historical figure Florence Nightingale	Remembrance Day				
UTW: R.E	Belonging – where do we belong?	F2 –Why is Christmas special for Christians?	Special Places – Can I talk about special places? Ramadan Chinese New Year	F3- Why is Easter special for Christians? Eid – ul- Fitr	Our community – Who is in our community? Hajj/Eid-ul-Adha	F6- Which stories are special and why?
Collective Worship (In progress) Wiggle Worship	Sonia – please can you complete this Belonging	Christmas		Easter		
UTW: Computing	Digital Literacy -Introduction to Ipads	Digital Literacy -Introduction to the computer	Computer Science	Computer Science	Information Technology	Information Technology
PSED: PSHE	Think Equal: Marvellous Me These Feelings The weather inside me Exploring kindness Ted the tiger tamer	Think Equal: The secret adventures of anonyouse Curly the chameleon Practising Kindness Ahmed’s Journey Faisal’s not himself Biyu the brave pea Thabo and the trees Exploring Sensations	Think Equal: Passing Clouds Yoshi is different. Nisha and the tiger. Francisco’s family Help now! Passing Clouds	Think Equal: Yoshi is different. Nisha and the tiger. Francisco’s Family. Help now! Zelda goes on holiday.	Think Equal: The monster in the smoke Northando’s journey Reha to the rescue My amazing brain A tiny seed. My amazing brain	Think Equal: Our home Gokul’s Game My dream in the drawer Sydney the seahorse Deji and Nedi and the very large cushion.
EAD: Art	Self-Portraits	Sculpture – Hedgehog	Andy Goldsworthy	N/A	Helen Bradley	N/A

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EAD: D&T	N/A	Design & Create Diva lamps	N/A	N/A	Cookery & Nutrition	N/A
EAD: Music	Charanga: Me!	Charanga: My stories	Charanga: Everyone!	Charanga: Our World	Charanga: Big Bear Funk	Charanga: Reflect, Rewind, Replay
PD: P.E	Negotiating space	Ways of travelling	Throwing & catching	Balancing	Sports Day Prep	Sports Day Prep