



Creating our Curriculum ambitions:

As a team we thought carefully about what was important for our children at St Bartholomew's to learn and to be able to do by the end of Reception. We then thought about the sequence of skills that needed to be taught in order for each child to achieve these ambitions. It is our hope that by reaching these ambitions our children will be confident, resilient learners that are ready for the next stage in the educational journey.

Curriculum ambition	Core skills progression	Adults' role	Links to statutory ELG's	Activity Areas/Zones
To know what numbers go together to make 10.	<ul style="list-style-type: none"> -Subitise to 5 -Count out familiar objects with 1:1 correspondence. -Recognise each numbers corresponding digit. -To find different ways to make 5 -Count two groups to find how many altogether. -Recognise composition of numbers to 10. -To recognise number bonds to 10. 	<ul style="list-style-type: none"> -Giving the opportunity to use counting objects. -Providing access to board games, snap games and dice. Provide support aids such as Numicon. 	Mathematics Have a deep understanding of numbers to 10 including the composition of each number.	Maths area
To use imagination to re-enact familiar and unfamiliar roles and experiences.	<ul style="list-style-type: none"> -To hold conversations including back and forth exchanges with peers. -Can use familiar and new vocabulary independently. -To develop and extend narrative independently and in a group play activity. To retell past experiences. To act out a variety of roles and scenarios. 	<ul style="list-style-type: none"> -Provide an engaging role play area including props. -Model taking on roles. -Support and join in with play. 	EAD Make use of props and materials when role playing characters in narratives and stories.	Role play area
To independently create models knowing how to cut and join appropriately.	<ul style="list-style-type: none"> -Use one handed tools independently e.g., playdoh tools. -To use scissors to cut accurately and carefully. -To know which joining resources to use with different materials. -Self evaluate in order to improve quality. -Be independent in selection of resources. -To create imaginative designs which are evaluated and adapted. 	<ul style="list-style-type: none"> -Provide a variety of creative resources that are freely available. -Model joining and cutting. -Encourage children to evaluate their designs. -To provide an opportunity to share/display models. 	EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, technique and function.	Creative area

St Bartholomew's School – EYFS Curriculum ambitions

To perform confidently in front of an audience.	<ul style="list-style-type: none"> -To be confident to talk in front of a group. -Learn a variety of songs and dances. -Listen attentively to an adult and follow simple instructions. -Perform a variety of songs and dances with confidence. 	<ul style="list-style-type: none"> -Teaching a variety of songs -Play different genres of familiar and unfamiliar music. -Provide access to adequate space. -Provide to opportunity to practise, perform and showcase their songs and dances. 	EAD Perform songs, rhymes, poems with others and when appropriate try to move intime to music.	Classroom
To know the uppercase and lowercase letters of the alphabet	<ul style="list-style-type: none"> -To learn letter sounds during phonics lessons. -Know the alphabet song. -To match the alphabet letter names to corresponding letters. -Be able to match the lower case and capital letters. 	<ul style="list-style-type: none"> -Provide access to letters. -Daily phonics sessions. -Have letters available to view in classroom at all times. -Provide opportunities to practise. - Writing resources, readily available. 	Writing-Literacy Write recognisable letters most of which are correctly formed.	Writing area
To respect and care for all living things and to know how to look after an animal including chicks and dogs.	<ul style="list-style-type: none"> -Know the difference between a living and non-living thing. -Respect and observe mini beasts, animals and plants. -Learn what plants and animals need to grow and flourish. -To understand how to be safe around animals. -To be able to care, handle, clean and feed chicks and other school animals. 	<ul style="list-style-type: none"> -Weekly forest school sessions. -Provide supporting topic related learning. -Provide the opportunity to hatch chicks. -Model handling and caring for animals. -Offer the opportunity to plant seeds. -Access to investigation resources. 	UW – Natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.	Outdoor classroom