

The table below provides an outline of the EYFS curriculum for the year. There are also termly weekly overviews which provide further details about the curriculum delivered. However, it is important to note that as a school we follow a child centred approach to learning. So these themes are subject to change depending on the children's interests and any new events that may arise during the year in the local community, nationally or worldwide

Term	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me		Let's Celebrate!	All Around the World		The Great outdoors	Back in time
Curriculum links with KS1	Cycle A	Superheroes	Homes and houses	Transport	Travel -Countries	Our Local Living world	Dinosaurs to dolls
	Cycle B	Kings, Queens and us	People who help us	Frozen lands-Arctic and Antarctic	Our planet	Amazing Africa	Seaside adventures
Curious questions	Cycle A	What is super about me?	What kinds of homes do children live in around the world?	Do all forms of travel have wheels?	If you could travel anywhere, where would you go?	Where and how do living things survive?	What would you take to play with on a dinosaur adventure?
	Cycle B	Do Knights exist in Pebmarsh?	What is a Celebration?	How do animals and humans survive in frozen lands?	What is below our feet and above our head?	Where and how do livings things survive?	What adventures have happened at the seaside?
Key Texts- These may change due to the children's interests	Cycle A	Super Duper You My Mum and Dad make me Laugh Supertato	Three Little Pigs Gruffalo A place called Home	The naughty bus Mrs Armitage's new wheels Cars trucks and things that go	Emma Jane's aeroplane One Hundred Decker rocket Lost and found	What the lady bird heard The giant jam sandwich Jack and the Beanstalk	How to grow a dinosaur Non-fiction dinosaurs Pinocchio
	Cycle B	Knight School How to catch a dragon Sleeping beauty	Doctorsaurus Mog goes to the VET Cops and Robbers	Non-fiction of Arctic and Antarctic Poles Apart The Emperor's Egg	The way back home, Alien tea on planet zum zee	Non- fiction African animals Handa's Surprise, Alan's big scary teeth	The Night Pirates Non-fiction seaside The Singing Mermaid
Phonics- We follow Read, Write Inc	Phase 1- listening and oral segmenting games Week4-8 m,d,s,a,t l n p g o c k		U b f e l h r j v y w z x ll ff ss zz	Sh ck qu th ng nk Consolidation and fluency	Consolidation and fluency	Consolidation and fluency	Consolidation and fluency
Literacy- Reading	Listen to and talk about stories Handle books carefully and correctly Suggest how it may end. Show an interest in illustrations Show an awareness of rhyme		Talk about the beginning, middle and end of the story Join in with repeated refrains from a story Begin to talk about the characters, setting and main events Know that print carries meaning Show an awareness of rhyme and alliteration Recognise familiar signs and logos Hear and say some initial sounds Begin to segment and blend simple words and captions	Continue a rhyming string Discuss the characters, events and setting in more detail Link sounds to letters Segment and blend simple words	Extend vocabulary through retelling Read some simple words including keywords Read some simple sentences Enjoy an increasing range of books	Use phonics to Read simple words and sentences Read some high frequency words with fluency Talk about they have read	Use phonics to read words and sentences. Read high frequency words Show an understanding of what they have read.
Literacy- Writing For guidance we use, Story Dough and Drawing club by Greg Bottrill	Giving meaning to marks we make Hear and say initial sounds Linking sounds with letters Writing for a purpose		Linking sounds to letters Form recognisable letters Hear and say and write initial and final sounds in words	Break the flow of speech into words Segment and write simple words Write a simple caption <i>Writing for a purpose</i> <i>Focus: Drawing club</i>	Attempt to write a simple sentence Spell some keywords correctly Use finger spaces <i>Focus: Drawing club</i>	Use phonic knowledge to write words that match the spoken sound Write sentences that can be read by themselves and others <i>Focus: Drawing club vol 2</i>	Write sentences with some words spelt correctly, and others phonetically plausible

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	<i>Focus: Story dough</i>	Form some recognisable letters and represent some sounds in order to write simple words Begin to write captions <i>Writing for a purpose</i>				Focus: Drawing club vol 2
Maths For guidance we use, White Rose Maths alongside Greg Bottrill's Zoomer maths	Weeks 1 – 3 – Settling in Build trusting relationships Ensure children have good levels of well-being and involvement to be ready to learn. Weeks 4 – 6 – Just Like Me: - Matching the same - Comparing different - Sorting - Odd one out - Comparing amounts/size/mass/capacity - Make simple patterns	Weeks 7 – 9: It's Me 1,2, 3 - Representing 1,2,3 - Comparing 1,2,3 - Composition of 1,2,3 - Subitising - Circles and triangles - Spatial awareness - Positional language Weeks 10 – 12: Light and Dark - Counting, representing, building number 1-5 - Mark making - One more, one less - Ordering numbers - Shapes with 4 sides - Combining shapes - Ordering routines - Positional language	Weeks 1 – 3: Alive in 5 - Introducing 0 - Compare numbers to 5 - Composition on 4 and 5 - Compare mass - Compare capacity - Balancing numicon - Number bonds to 10 Weeks 4 – 6: Growing - Numbers 1-10 mainly 6, 7, 8 - Making pairs - Using 10 frames - Composition of 6,7,8 - Combining 2 groups - Length and height - Time and measuring	Weeks 7 – 9: Building 9 & 10 - Numbers 1-10 mainly 9 and 10 - Comparing numbers to 10 - Number bonds to 10 - 3D shapes - Pattern Weeks 10 – 12: Consolidation - Subitising - Counting - Composition - Sorting and matching - Comparing and ordering	Weeks 1 – 3: To 20 and beyond - Subitising - Counting - Composition - Sorting and matching - Comparing and ordering - Number bonds 10-20 - Counting patterns beyond 10 - Spatial reasoning Weeks 4 – 6: First, Then, Now - Subitising - Counting - Composition - Sorting and matching - Comparing and ordering - Adding more - Taking away - Spatial reasoning	Weeks 7 – 9: Find My Pattern - Doubling - Sharing equally - Count to 100 - Recognise the counting system - Explorer and represent patterns in number like odds and evens Weeks 10 – 12: On the Move - Doubling - Count to 100 - Recognise the counting system - Explorer and represent patterns in number like odds and evens - Adding more - Taking away
UTW Past and Present (History) For guidance we use Kapow Primary	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	
UTW People, Culture and Communities For guidance we use Kapow Primary	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	
UTW The Natural World For guidance we use Kapow Primary	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.		Draw information from a simple map. Explore the natural world around them. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.		Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	
EAD Creating with materials	Create collaboratively, sharing ideas, resources and skills.		Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	

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<p>EAD Being expressive and imaginative</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>
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The development of the below prime areas will take place throughout the whole year. This will occur through providing opportunities linked to the class topics, the children's interests and continuous provision. Providing a rich enabling environment, having strong purposeful adult focus interactions with the children and building close links with parents will support with the development of these areas. The termly coverage documents do break the objectives below into smaller groups. However, it is widely shared and understood that the objectives are all vitally important and need continual reinforcement in order for children to be able to engage confidently with the specific areas of learning.

<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
<p>PSED</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - Personal hygiene 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</p>
<p>Physical Development</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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 their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up</p>

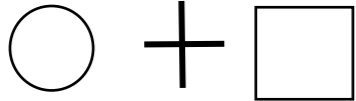



RE curriculum . These units all contribute to the ELG's within the 'People, Culture + Communities' aspect of the Understanding The World programme of learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE coverage	Why is the Church important to our school?	Why do Christians celebrate the Nativity?	Why do Christians put a cross in an Easter garden?	Why do Christians put a cross in an Easter garden?	Why is the word God so important to Christians?	Why is the word God so important to Christians?

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Other festivals and experiences to celebrate	Harvest	Diwali Remembrance Hanukah Bonfire night	New Year Chinese New Year Holi Mother's Day	St Patricks day	Father's Day	Sports Day
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Reception receive PE lessons from a coach one day a week as well as Bike Ability in the spring and summer terms.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills						
PE	Net and Wall	Gymnastics	Invasion	Invasion	Athletics	Striking and fielding
Bike ability			Intro to bike ability skills	Balance bikes	Own pedal bikes	Own pedal bikes
Fine Motor skills						
Stage 1- wrist, arm and finger dexterity	Pivot my shoulder using upper body strength, e.g. pushing, pulling and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down.	Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.		Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.	
Stage 1- holding a pencil, hand dominance	Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip, sometimes hold pencil correctly with support	Consistently use a dominant hand	Hold a pencil with a tripod grip	correctly hold a pencil and use it with good control and pressure.	
Stage 1- writing Symbols	I can record a circle, vertical cross and Square 		I can record diagonal lines going left and right 	I can record a cross using diagonal lines 	I can record a triangle. 	
Stage 2- name	I can begin to form some marks resembling my name	I can form most of my name.	I can form my name correctly.		I can form the letters of my full name correctly.	
Stage 2- letter formation	I can begin to form some single letters.		I can form most letters that have been taught so far.		I can form all the letters that have been taught.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Forest school	<ul style="list-style-type: none"> -Site and tool safety -Tree/fruit/nut ID -Cooking apples and frankfurters on a stick -Listening and use of all senses games -Habitats and shelters -Slack lines and hammocks -Drilling into wood/conkers safely -Leaf hammering craft -Discuss rules and hygiene -Invertebrate hunting -Toilet independence -Sharing 	<ul style="list-style-type: none"> -Fire safety -Tree planting/ID -Cooking bread and Popcorn -Nature observation games -Construction and weather -Swings and rope ladders -Sawing wood safely -Lashing sticks craft and safe hammer use Nature walk -Discuss activity ideas and dress code, dressing independently 	<ul style="list-style-type: none"> -Poisonous plant safety -Animal tracking/ID -Survival/animals/health -Fire steel skills and safety -Site maintenance -Cooking in a saucepan, eating with chopsticks, world foods -Painting with natural materials -Whittling sticks safely -Introduce main Kingdoms/categories of living organisms 	<ul style="list-style-type: none"> -Foraging safety -Pond dipping -Cooking soup/foraging -Where does your food come from -Animals bones/ID -Whittling knife safety -Seasons -Planting and growing -Leaf ID/photosynthesis -Make your own charcoal drawing materials 	<ul style="list-style-type: none"> -Lopper safety -Wild flower ID -Caring for the site and plants/saplings -Tree beatings for insects -Art works with clay 	<ul style="list-style-type: none"> -Heat safety -Pond creature care, pond maintenance -Grass hoppers and crickets -Berries and natural tie dye flags -Wild flowers and herb mocktails