

EYFS Curriculum 2024/25

Curriculum Intent Statement:

Our school motto 'Learning to Live, Living to Learn' is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.

Our curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- allow the children to develop interpersonal skills
- build resilience and become creative, critical thinkers.
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning.



Topics						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	All about Me My Family My School	Seasons - Autumn Long Ago Celebrations - Remembrance - Diwali - Christmas	Celebrations - New Year - Chinese New Year Keeping Healthy Light and Dark	Seasons - Spring Growing Things How things Work Jobs	Animals and Humans Africa Fairytale	Robots Seasons - Summer Moving On

English						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Genres	Writing their own name.	Writing short letters to others, using envelopes.	Writing about themselves. Labelling posters or writing about experiences.	Writing about experiences or special moments.	Orally saying or writing stories of others and their own. Lists of instructions linked to actions or procedures e.g. baking.	Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).
Writing Skills	Children handle equipment and tools effectively, including pencils for writing.	Children write in print.	Write simple sentences which can be read by themselves.		Write simple sentences which can be read by themselves and others.	
Reading		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.	Anticipate – where appropriate – key events in stories. Understand simple sentences they read.	Demonstrate understanding when talking to others about what they have read.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Phonics – Sounds Write	Develop phonological awareness and listening skills.	Initial Code Unit 1 – a,i,m,s,t Unit 2 – n,p,o Unit 3 – b,c,g,h	Initial Code Unit 4 – d,f,v,e Unit 5 – k,l,r,u Unit 6 – j,w,z	Initial Code Unit 7 – x,y,ff,ll,ss,zz Unit 8 Unit 9	Initial Code Unit 10 Unit 11 – sh,ch,th,ck,wh,ng,qu	Say a sound for each letter in the alphabet and at least 10 digraphs.

Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	<p>Baseline Assessment</p> <p>Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>It's me 1, 2, 3!</p> <p>Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</p> <p>Light & dark</p> <p>Representing numbers to 5 One more or less Shapes with 4 sides Time</p>	<p>Alive in 5!</p> <p>Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)</p> <p>Growing 6, 7, 8</p> <p>6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</p>	<p>Building 9 & 10</p> <p>Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p> <p>Consolidation Work</p>	<p>To 20 and beyond</p> <p>Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p>First, then, now</p> <p>Adding more Taking away Spatial reasoning 2 Compose and decompose</p>	<p>Find my pattern</p> <p>Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>On the move</p> <p>Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</p>

Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics - Animals, including humans Everyday materials Forces and magnets Seasonal changes Plants Living things and their habitats	I know how to about the features of my immediate environment and how environments might vary from one another.	I know that if I wash my hands then that will kill off germs. I know how to talk about the features of my own immediate environment and how environments might vary from one another. I know how to identify that it is Autumn, Winter, Summer and Spring. I know how to identify seasonal colours.	I know about the importance of a healthy diet. I know I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food. I know about the importance of a healthy exercise regime. I know that exercise is good for my body.	I know how to make observations of animals and plants and explain why some things occur, and talk about changes. I know that magnets are 'sticky' without being sticky. I know magnets stick to certain materials (metals). I know how to find an object which a magnet will stick to. I know how to identify that it is Autumn, Winter, Summer and Spring. I know that lots of new life begins in the Spring time. I know that plants need sun to grow. I know that plants need water to grow.	I know that butterflies do not start out looking like butterflies (undergo metamorphosis). I know that objects are made from different materials. I know about similarities and differences in relation to places, objects, materials and living things. I know how to identify that it is Autumn, Winter, Summer and Spring. I know how to choose appropriate clothing for the seasons.	I know that different animals have different body parts (some have no legs, some have lots). I know that different animals like different foods and live in difference places. I know that some animals are big and some animals are small. I know how to talk about different places an animals might live. I know that some animals hibernate. I know that some animals are adapted to live under the sea and that humans are adapted to live on land. I know about similarities and differences in relation to living

				<p>I know that most plants need soil and nutrients to grow.</p> <p>I know some plants grow from seeds.</p> <p>I know how to make observations of animals and plants and explain why some things occur, and talk about changes.</p>		<p>things and their habitats.</p> <p>I know how to make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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Computing	To be able to use ICT hardware to interact with an age appropriate computer software.	To be able to develop their small motor skills so they can use a range of tools competently, safely and confidently.	To be able to talk and understand about different factors that keep us healthy.	<p>To be able to show confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p>To be able to find and retrieve information of interest to the child with adult supervision.</p>	To be able to show resilience and perseverance when faced with a challenge.	To be able to develop digital literacy skills by being able to access, understand and interact with a range of technologies.

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History	My Family - Sequence events in your own life.	Compare and contrast characters from stories, including figures from the past - Guy Fawkes Remembrance Day.	Discuss images of familiar situations from the past. Compare them to today.	Talk about the lives of people around them and their roles in society.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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Geography	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Draw information from a simple map. Maps of the classroom, maps of walks to school or around the school, story maps. Explore the natural world around them. 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.	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.	Understand some important processes and changes in the natural world around them, including the seasons.	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. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	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.

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Art/D&T	<p>Hold a pencil effectively in preparation for fluent writing and drawing.</p> <p>Use a large muscle movement to paint and make mark.</p> <p>Created close shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Use a small range of small tools, including scissors, paintbrushes.</p> <p>Create collaboratively, share ideas, resources and skills.</p> <p>Explore colour and colour mixing.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p>	<p>Join different materials to explore different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas.</p> <p>Use drawing to represent ideas like movement and loud noises.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Show different emotions in their drawings and paintings.</p>	<p>Return to and build on their previous learning, refining ideas and developing their own ability to represent them.</p> <p>Develop their own ideas and then decide what materials to use to express this.</p>

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PSHE	<p>To talk about similarities and differences.</p> <p>To name special people in their lives.</p> <p>To describe different feelings.</p> <p>To identify who can help if they are sad, worried or scared.</p> <p>To identify ways to help others or themselves if they are sad or worried.</p>	<p>To be sensitive towards others and celebrate what makes each person unique.</p> <p>To recognise that we can have things in common with others.</p> <p>To use speaking and listening skills to learn about the lives of their peers.</p> <p>To know the importance of showing care and kindness towards others.</p> <p>To demonstrate skills in building friendships and cooperation.</p>	<p>To talk about how to keep their bodies healthy and safe.</p> <p>To name ways to stay safe around medicines.</p> <p>To know how to stay safe in their home, classroom and outside.</p> <p>To know age-appropriate ways to stay safe online.</p> <p>To name adults in their lives and those in their community who keep them safe.</p>	<p>To understand that they can make a difference.</p> <p>To identify how they can care for their home, school and special people.</p> <p>To talk about how they can make an impact on the natural world.</p> <p>To talk about similarities and differences between themselves.</p> <p>To demonstrate building relationships with friends.</p>	<p>To feel resilient and confident in their learning.</p> <p>To name and discuss different types of feelings and emotions.</p> <p>To learn and use strategies or skills in approaching challenges.</p> <p>To understand that they can make healthy choices.</p> <p>To name and recognise how healthy choices can keep us well.</p>	<p>To understand that there are changes in nature and humans.</p> <p>To name the different stages in childhood and growing up.</p> <p>To understand that babies are made by a man and a woman.</p> <p>To use the correct vocabulary when naming the different parts of the body.</p> <p>To know how to keep themselves safe.</p>

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RE	To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experience.	To recognise and describe special times or events for family or friends. To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	To enjoy joining in with family customs and routines. To show interest in different occupations and ways of life.	To talk about past and present events in their own lives and in the lives of family members.	To know that other children don't always enjoy the same things, and be sensitive to this.	To know about similarities and differences between themselves and others.
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PE		Gymnastics Movement, balance, shapes, control	Movement to music Exploring various ways to move our bodies. Develop emotion and simple sequences.	Ball Skills Send, Chase, Trap, and Return. Sports Day Sports Day prep; Run, jump, score, throw. Teamwork	Bat and Ball Skills Co-ordination, control. Balance.	Multi-sports Strike, Power, Control, Teamwork, Application of Skills.

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Music	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p>	<p>Listen to recorded performances and experience live music making in school. Explore the different sounds of instruments. Begin to move rhythmically. Imitate movement in response to music.</p>	<p>Recognise and respond to: High and low sounds, long and short sounds, a steady beat, fast and slow, a range of sound makers, one sound or many sounds combined. Recognise and explore how sounds can be made and changed (such as holding a triangle by the string instead of with your hand).</p>	<p>Tap out simple repeated rhythms. Describe musical stories: same and different, happy and sad. Begin to develop shared knowledge and understanding of the stories and social context of the music they are listening to, singing and playing.</p>	<p>Begins to build a repertoire of songs and dances. Begin to understand and use words and phrases such as: Sing, song, chant, rhyme, sound, fast, slow, loud, quiet.</p>	<p>Demonstrate some awareness of beat and mood.</p>