EYFS Curriculum 2024-2025

Area of Learning	Autumn 1 (Super Me)	Autumn 2 (Let's Celebrate)	Spring 1 (Space)	Spring 2 (Dinosaurs)	Summer 1 (Bon Voyage)	Summer 2 (Minibeasts)
Possible Themes/Interests/Lines of Enquiry	Teddy Bears Autumn Family Super heroes	Autumn Stick Man Diwali Bonfire Night Remembrance Day Christmas/Father Christmas story Christmas around the world	Winter Chinese New Year Space Moon landings Aliens	Pancake Day Easter Planting/Gardening/Spring Dinosaurs	Summer holidays (past and present) Hot places Rockpools Mermaids	Life cycles – Frog/butterfly/plant/sunflowers Local Area – Local park visit
Communication and Language	**Understand how to listen carefully and why listening is important.** **Engage in story times**, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. **Understand 'why' questions.** **Use sentences 4-6 words.** **Use talk to organise play**.	Listen in familiar & new situations. **Engage in story times.** Maintain attention in new situations. **Ask questions to find out more and to check they understand what has been said to them.** Follow **instructions with 2 parts** in a familiar situation. **Start a conversation with peers and familiar adults and continue for many turns.** **Develop social phrases**	Listen attentively in a range of situations. Maintain attention during appropriate activity. **Engage in non-fiction books.** Consider the listener and take turns. **Use talk to organise/stand for something else in play.** Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** **Ask questions to find out more and check understanding.** **Articulate their ideas and thoughts in well-formed sentences.** **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary** **Begin to connect one idea or action to another using a range of connectives.** Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. **Describe events in some detail.** Express ideas about feelings and experiences. **Articulate their ideas and thoughts in well-formed sentences.** Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. **Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.** Speak in well-formed sentences with some detail. **Use new vocabulary in different contexts**. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary **Use new vocabulary through the day** **understanding**.	**Listen carefully to rhymes and songs, paying attention to how they sound.** **Learn rhymes, poems, and songs.**			**Use new vocabulary in different contexts** **Listen to and talk about stories to build familiarity and**	
Personal, Social and Emotional Development Self-regulation	**Can talk about feelings.** Welcome distractions when upset. **Increasingly follow rules.** **Know likes and dislikes.** Independently organise belongings in the morning. Manage personal hygiene. **Build constructive and respectful relationships.** SCARF: Respect/ Courtesy Thankfulness	**Beginning to express their feelings and consider the perspectives of others.** Begin to take turns and share resources. Independently choose where they would like to play. **Continue to build constructive and respectful relationships.** SCARF: Hope Patience/Courage Faithfulness/Faith	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. **Manage their own needs.** Can identify kindness. Seek others to share activities and experiences. SCARF: Living Simply Love/Charity Mercy/Forgiveness	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. SCARF: Perseverance/ Resilience	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities **Show resilience and perseverance.** SCARF: Kindness Trust/Honesty	**Able to identify and moderate own feelings.** **See themselves as a unique and valued individual.** Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. SCARF: Service/Leadership and Humility Journey in Love
Religious Education	F1: God's World Know that God made the world. Think about all the things God has made for us. Know that God has asked us to care for the world and think of ways in which we can help to do	F2: God's Family Know that the angel Gabriel asked Mary to be the mother of God's son Reflect on Mary's reply to the angel Know that in Advent we prepare to celebrate Christmas	F3: Getting to know Jesus Know about the loss and finding of Jesus in the Temple. Reflect on the meaning of this event for Mary and Joseph. Know that Jesus chose friends	F4: Sorrow and Joy Recognise feelings of joy and sorrow Understand that we should try to be kind and not hurt others Reflect on ways to be kind and	F5: New Life Begin to understand that we celebrate Easter because Jesus rose from the dead. Be aware that at Easter we celebrate Jesus is with us.	F6: The Church Know that we belong to our Church family Be aware that we can all belong to this family Know that the members of the

	this. Know that God loves and cares for each one of us and reflect on what this means for us. Know that God made each one of us different and special. Reflect on how we can thank God for everything.	Think of ways we can prepare Know the story of the birth of Jesus Reflect on how important this is for us Know that shepherds were the first to hear about the birth of Jesus Reflect on the good news they received	to help him. Be aware that Jesus wants us to help him. Know that Jesus has great love for each one of us. Think of ways to show our love for Jesus. Know that Jesus healed the man at the Pool of Bethesda and reflect on how Jesus can help us.	helpful to others Learn to say sorry when we hurt someone and ask Jesus to help us to do this. Reflect on ways to do this Know that Jesus forgave those who hurt him Be aware that we can forgive other people when they hurt us Know that Jesus died on Good Friday but that was not the end Be aware that Good Friday is a sad and happy day for us	Begin to understand that Jesus gives a special gift of joy and peace. Think of how we can give this peace and joy to others. Know the story of Jesus going back to his Father in heaven. Be aware that Jesus is still with us. Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary.	Church are called Christians Be aware we are all welcome in the church Know why Sunday is a special day for the Church family Can I reflect on ways we can pray when we go to church Know about the Sacrament of Baptism Be aware that we are all special friends of Jesus
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene PE - Multi-skills Throwing and catching Team games	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. PE – Gymnastics Body management	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. PE – Body management Dance	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. PE - Team games Multi-skills Movement and travelling	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. PE – Athletics Yoga	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PE - Multi-skills Kicking and using equipment Outdoor adventurous activity
	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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.					
Literacy	**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a	**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	**Comprehension:** Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

	familiar rhyme, story or poem being read aloud.					
Literacy	**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.	**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics Supersonic phonic friends	**Phase 1/2** Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	**Phase 2** Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).	**Phase 2** Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	**Phase 2/3** Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	**Phase 3** Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	**Phase 3/4** Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy	**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	**Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. **Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.	**Emergent writing:** Use appropriate letters for initial sounds. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it. **Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes. **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	**Emergent writing:** Build words using letter sounds in writing. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. **Composition:** Write a simple sentence with a full stop. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. **Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between	**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop **Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more

Drawing club	Children drawing independently. Adults scribing children's ideas to capture imagination. Children writing initial letters/cvc words.	Children drawing independently with increasing detail. Adults scribing children's ideas to capture imagination. Children writing cvc words of a key word.	Children drawing independently with increasing detail Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	Children drawing independently with increasing detail. More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	words. Children drawing independently with increasing detail . Child takes the pencil more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children drawing independently with increasing detail Child confident to write a simple short story. May still need a phonics mat to support.
Mathematics	**Count objects, actions, and sounds.** **Subitise** Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	**Explore the composition of numbers to 10** **Subitise** **Automatic recall number bonds 0-10** Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	**Explore the composition of numbers to 10** **Subitise** **Automatic recall number bonds 0-10** Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	**Explore the composition of numbers to 10** **Subitise** **Automatic recall number bonds 0-10** Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	**Explore the composition of numbers beyond 10.** **Subitise** **Automatic recall number bonds 0-10** Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge	**Explore the composition of numbers beyond 10.** **Subitise** **Automatic recall number bonds 0-10** Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships
Ongoing throughout the year	**Link the number symbol with its cardinal number value.** **Count beyond ten. Compare numbers** **Understand the 'one more/one less than' relationship between consecutive numbers.** **Compare length, weight, and capacity.**			**Select, rotate, and manipulate shapes to develop spatial reasoning skills.** **Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.** **Continue, copy, and create repeating patterns.**		
Understanding the World	Chronology: **Talk about members of their immediate family and the relationship to them.** **Name and describe people who are familiar to them.**	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. **Comment on images of familiar**	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: **Comment on images of familiar situations in the past.** Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

		situations in the past.				
	Begin to develop a sense of **continuity and change** by being able **to compare and contrast characters from stories throughout the year, including figures from the past.**					
	Respect: Themselves, special things in their own lives. **People and communities** - Talk about and describe features of their own family, talk about families in other countries across the world.	**Respect:** Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. **People and communities** - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)	**Respect:** Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	**Respect:** Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	**Respect:** Understand that some places are special to members of their community.	**Respect:** Animals and know how to care for an animal/pets
	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.	**Mapping:** Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	**Mapping:** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - **Recognise some environments that are different to the one in which they live e.g., Antarctica.** **Enquiry:** Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	**Mapping:** Complete a simple BeeBot program using a grid map or carpet squares. **Enquiry** - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	**Mapping:** **Draw information from a simple map** and identify landmarks of our local area walk. **Enquiry:** Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.	**Mapping:** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Enquiry:** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
	Communication: Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.** **Observation:** **Explore the natural world around them** by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design	Portraits Portrait skills – drawing themselves, observational work, **Charanga Songs:** Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man	Colour mixing Exploring primary and secondary colours and how to create them. Mixing lighter and darker colours **Charanga Songs:** I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock	Materials 2D/ 3D work. Exploring different textures and uses of materials based on their properties. **Charanga Songs:** Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed	Weaving Combining different textures and materials in a weaving pattern on a small and large scale. **Charanga Songs:** Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat	Collage Using natural and man made materials to create different artwork. Small and large scale collage **Charanga Songs:** Big Bear Funk	Patterns Explore different patterns both natural and manmade and recreate using a range of materials. **Charanga Songs Reflect, Rewind & Replay:** Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider

	Five Little Ducks Name Song Things for Fingers Develop storylines in their pretend play.	Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody.	Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them.	The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to, and talk about music, expressing their feelings and responses.	Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses.
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings **Explore and engage in music making and dance, performing solo or in groups.** Singing – well known nursery rhymes, familiar songs and chants.					