

EYFS Curriculum

Intent:

At Newtown Linford Primary School, our EYFS curriculum is built upon the principles of Early Excellence, recognising that young children learn best through meaningful experiences, high quality interactions and purposeful play. Through our vision of Believe, Belong, Become, we provide a carefully sequenced, knowledge-rich curriculum that develops children's vocabulary, understanding and curiosity about the world. High quality texts, first-hand experiences and continuous provision enable children to revisit, practise and apply learning, ensuring they are well prepared for Year 1 and future success.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Me & My World	Celebrations & Light	Winter and Change	Growth & Change	People & Places	Journeys & Transition
Key knowledge 	I am unique I belong to a family and a class School routines help us learn People have similarities and differences We can talk about feelings	People celebrate different events Stories help us learn Celebrations can be religions and non-religious Families have different traditions	Winter brings change to the environment Animals and plants live in different habitats We can observe nature Weather changes over time	Things change as they grow We change from babies to children Plants and animals have lifestyles Things from the past are different	People help us in different ways We belong to a local community Jobs and occupations Communities are diverse	Journeys take us from one place to another Transport has changed over time We can reflect on our learning Transition help us prepare for new experiences
Key Texts 	The Colour Monster, Starting School, Ruby's Worrry, The family Book, Owl Babies	Leaf Man, Rama & Sits, The Jolly Christmas Postman, Stickman, We're Going on a Bear Hunt	Winter Sleep, One Snowy Night, The Tiny Seed	Jasper's Beanstalk The Very Hungry Caterpillar Titch Once there were Giants	People Who Help US Emergency! Handa's Surprise Coming to England	The Train Ride Rosie's Walk Mr Gumpy's Outing Oh, the Places You'll Go!
Core Vocabulary	belong, family, friend, community, classroom, routine,	Celebrate, festival, tradition, Diwali, Christmas, birthday,	Nature, season, winter, weather, frost, habitat, animal, plant, observe,	Change, grow, lifecycle, baby, child, adult, past,	Community, occupation, job, village, town, city,	Journey, travel, transport, destination, route,

EYFS Curriculum

	rules, feelings, kind, same, different, unique, respect, welcome	light, family, community, story, character setting	investigate, environment, living, non-living	present, old, new, timeline, seed, bulb	police, doctor, teacher, helper, neighbour	transition, change, adventure, explore, future
Experiences 	Family photos Class Charter School walk Describe emotions Role play	Harvest Festival Diwali Bonfire Night Christmas Retell familiar stories	Winter walk Bird Feeders Ice investigations	Planting seeds Baby photos Timelines Chick / caterpillar Old and new objects	Visitors to school Local area walk Simple maps Role-play jobs Compare communities	
Provision focus / enhancements 	Role play: home corner, school environment Small world: families, houses, school figures Construction: simple builds, enclosures, simple objects, Creative: self-portraits, family drawing, mirrors Mark making: names, labels, drawing Investigation: all about me baskets, senses investigation	Role play: story settings, post office, celebration, Small world: story characters, narrative scenes Construction: building settings from stories Creative: junk modelling Mark making: captions, story marks, Investigation: light and dark, seasonal change, materials	Role play: explorers, scientists Small world: animals, habitats, winter landscapes Construction: habitats, environments Creative: natural materials, collage Mark making: simple labels, record findings Investigation: ice, water, freezing, melting, weather	Role play: babies, families, life stages Small world: plants and animals Construction: sequencing structures, growth models Creative: observational drawings Mark making: simple sequences, captions Investigation: planting, lifecycles, old and new	Role play: real world roles Small world: community settings Construction: maps, towns, buildings Creative: cultural art, pattern Mark making: lists, signs Investigation: maps, local area, compare places	Role play: journeys Small world: transport, adventure scenes Construction: vehicle, routes, obstacle course Creative: large scale, performance, music Mark making: simple narratives Investigation: forces, movement, push, pull

EYFS Curriculum

Phonics 	s a t p i n m d g o c k c k e u r h b f l Tricky words: is I the	ff ll ss j v w x y z zz qu ch sh th ng nk Words with –s /s/ added at the end (hats sits) Words ending –s /z/ (his) and with –s /z/ added at the end (bags) Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters longer words Tricky words: was you they my by all are sure pure	Review Phase 3: Longer words, including those with double letters Words with –s /z/ in the middle Words with –es /z/ at the end Words with –s /s/ and /z/ at the end Tricky words: review	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Tricky words: said so have like some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCVCC Words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Longer words and compound words Tricky words: review
English 	Comprehension - Listen to and join in with familiar stories and rhymes - Talk about characters and key events in stories - Develop favourite books and key phrases Word Reading - Recognise and say some letter sounds	Comprehension - Retell familiar stories using repeated language - Talk about what happens in a story - Begin to answer simple questions about texts Word Reading - Read some letter sounds and diagraphs - Blend sounds to read simple words	Comprehension - Describe main events in a story - Sequence a familiar story - Use new vocabulary from texts when speaking Word Reading - Blend sounds to hear simple words - Read simple phrases using known sounds - Re-read texts to build fluency	Comprehension - Retell stories in the correct order - Talk about characters and settings - Make simple predictions about what might happen next Word Reading - Read simple sentences using phonics knowledge	Comprehension - Retell stories confidently using story language - Answer questions about what has been read - Make links between stories and real experiences Word Reading - Read simple sentences fluently - Apply phonics to decode unfamiliar words	Comprehension - Retell stories independently with detail - Explain what has happened in a story - Use vocabulary from stories in discussion Word Reading - Read simple books with increased fluency - Read words consistently with phonics knowledge - Show an understanding of what is read

EYFS Curriculum

	- Begin to orally blend simple sounds - Recognise own name in print Writing - Give meaning to marks made - Use drawings to represent ideas - Begin to write own name Letter formation - Pencil control Begins to make letter-type shapes to represent the initial sound of familiar words.	- Recognise some common exception words Writing - Write some recognisable letters - Write simple labels and captions - Begin to link sounds to letters in writing Letter formation - Pencil control - To begin to write some lower-case letters correctly.	Writing - Write simple words using phonics knowledge - Begin to write short captions - Use finger spaces in writing Letter formation - Focus on letter formation in line with handwriting policy	- Answer questions about what has been read - Make links between stories and real experiences Writing - Write short phrases and simple sentences - Use capital letters and full stops with support - Begin to re-read writing to check meaning Letter formation - Focus on letter formation in line with handwriting policy	- Re-read books to build confidence and understanding Writing - Write simple sentences independently - Use phonics to spell words - Write for different purposes: label, list, simple narratives Letter formation - I can write most lower case letters correctly - I can use a tripod grip.	Writing - Write simple sentences that can be read by others - Spell words using phonics knowledge - Use capital letters and full stops Letter formation - I can write some upper-case letters correctly. Descenders are sitting below the line.
Mathematics 	Build early number sense through subitising to 4, secure counting and simple comparison of sets.	Develop understanding of numbers to 5 using part-whole, counting, numeral matching and verbal counting beyond 20.	Strengthen fluency within 5 by exploring one more and composing 6 and 7 as "5 and a bit."	Secure ordering to 8, introduce less than, explore doubles and identify odd and even numbers.	Extend counting to larger sets, subitise to 6 and develop composition, including making 10.	Consolidate fluency by introducing the rekenrek, securing bonds to 5 and exploring number patterns.

EYFS Curriculum

Shape, Space and Measure - WRMH		Circles and triangles	Shapes with 4 sides	Mass and capacity	Explore 3-D shapes	Visualise, build and map
	Regular opportunities to practice mathematics skills will be carefully planned into the provision where children will consolidate and build on their skills. White Rose used to cover Measures & Patterns, circles & triangles, shapes with 4 sides, mass & capacity, length height & time, explore 3D shapes, visualise map & build					
Communication and Language 	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Understand how to listen carefully and why listening is important. Listen to stories, rhymes, poems and songs. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know	Begin reciting learnt Nursery Rhymes by heart. Join in with repeated refrains and familiar stories. Begin to orally retell stories using story props. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about nocturnal animals and what this means	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of conjunctions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Build up vocabulary that reflects knowledge and experience e.g., children can talk about cold places, what they know about them, how animals survive, describe the changes in seasons and states of matter. Use different tenses to discuss things that are happening now and things that happened in the past, and things that	Ask and answer questions about stories. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Describe a pretend object in play-based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Focus attention in a variety of situations; in small groups, 1:1 and whole class Use increasingly complex sentences to link thoughts e.g. using 'and',	Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they	Speaking in well-formed sentences. Back and forth conversations between them and their peers and adults. Respond to comments from peers using full sentences, e.g. I agree with ... because... Use new vocabulary in different contexts. Use talk to explain what is happening and anticipate what might happen next e.g. when reading about a story, children might explain what they think might happen to a character. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

EYFS Curriculum

	how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story. Begin to use time related vocabulary for the school day such as morning, lunchtime, afternoon.	Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more and to check they understand what has been said to them.	happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text child can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite season is... because...	'because'. E.g. this is happening because... Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?	cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	Retell events in order e.g. ordering events from the stories that they've shared in class. Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
	C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,					
Physical Development	Develop footwork, one leg balance and	Develop jumping, landing and seated	Develop dynamic balance and coordination.	Develop ball skills and partner balances.	Develop sending and receiving skills. Fasten	Apply a range of movement skills confidently. Hold a

EYFS Curriculum

	spatial awareness. Use tools safely and develop hand strength.	balance. Develop independence with dressing and undressing.	Establish an effective pencil grip and writing posture.	Improve pencil control and letter formation.	coats independently and develop handwriting fluency.	pencil effectively, use a range of small tools accurately and write with increasing control.
Daily provision will be in place for fine motor skills including, threading cutting, weaving and object manipulation. Gross motor skills will also be included in provision including opportunities for use of outdoor equipment, pushing, pulling, balance and strength building activities.						
Personal, Social and Emotional Development 	Self-regulation: My feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. Selecting & using resources in their new classroom setting Getting used to new routines & rules Building relationships with adults & peers in the setting	Building relationships: Special relationships Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences. Continuing to develop friendships & relationships Exploring feelings Increasingly following rules and boundaries	Managing self: Taking on challenges Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies. Showing independence in selecting & using resources Identify the range of feelings and how others may feel	Self-regulation: Listening and following instructions Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so Begin to regulate their behaviour Show independence in managing their needs Begin to show resilience in the face of challenge	Building relationships: My family and friends Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team Expressing & moderating feelings Finding solutions to conflicts Explain reasons for rules	Managing self: My wellbeing Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices. Working cooperatively & taking turns with others Show understanding of other's feelings & perspectives Give focused attention

EYFS Curriculum

Opportunities for promoting relationships and managing self will be made available in the provision, including in role play areas, circle times and child and adult interactions.

Understanding the World



Past & Present (History)

- I was a baby before I came to school
- People change as they grow older
- Events in my life happen in a sequence

KS1 links: changes within living memory

People, Culture & Communities (Geography)

- I live in a house and attend school
- I am part of a local community
- I travel between places (home and school)

KS1 links: local area study

Past & Present (History)

- Some events happened before I was born
- Stories can tell us about the past
- Celebrations can be the same or different

Links: events beyond living memory

People, Culture & Communities (Geography)

- People celebrate in different ways
- People have different beliefs and traditions
- People have different roles in society

People, Culture & Communities (RE)

- To talk about someone that is special to me.

Past & Present (History)

- Time passes in a sequence of events
- Some things change whilst others stay the same
- Seasons happen every year

People, Culture & Communities (Geography)

- Some places are different from where I live
- Some environments are hotter or colder
- Buildings and places can be different

People, Culture & Communities (RE)

- To know about different things in nature (animals, plants, sun, moon).
- To learn about the Creation story and that some people

Past & Present (History)

- Humans grow from babies to adults
- People change over time
- The past is different from the present

People, Culture & Communities (Geography)

- Communities include different people

People, Culture & Communities (RE)

- To know the story of Palm Sunday.
- To know about the Christian symbol of the cross (palm cross, hot cross buns, cross in church)
- To know that 'new life' is a symbol of Easter (eggs, chicks, flowers).

Past & Present (History)

- People had jobs in the past
- Some jobs have stayed the same
- Some jobs have changed

KS1 links: significant people

People, Culture & Communities (Geography)

- I live in a village town or city
- Maps show where places are
- Places can be similar and different

Links: UK and world geography

People, Culture & Communities (RE)

- To share places that are special to me.
- To learn about some special places

Past & Present (History)

- I have changed over time
- Events happen in order: past, present and future
- I can talk about changes across the year

People, Culture & Communities (Geography)

- People travel from place to place
- Journeys follow routes
- Transport is used to move people and goods

Links: transport, movement and place

People, Culture & Communities (RE)

- To share my favourite story and talk about why it is special to me.
- To know the story of Ruth and why it is important to Christians.

EYFS Curriculum

	People, Culture & Communities (RE) - To know that Christians believe children are special to God. - To know how babies are welcomed in Christianity. The Natural Word (Science) - The human body has different parts - Humans use senses to explore the world - Objects and materials can be the same and different KS1 links: animals including humans	- To know the important characters in the Christmas Story. - To know that Christians believe Christmas is Jesus's birthday. - To know why Christians, give gifts at Christmas. - To know some ways that Christians celebrate Christmas (nativity plays, gifts, carols, cards) The Natural Word (Science) - Light is needed to see - Darkness is the absence of light - Some objects produce light KS1 links: everyday materials and seasonal changes	believe God created the world. - To know how Christians show thanks to God for creating the world. To know how we can be respectful and take care of the world The Natural Word (Science) - Winter is colder than other seasons - Water can freeze and become ice - Ice melts into water - Animals live in habitats suited to their needs Links to KS1: seasonal changes & habitats	- To know how Jesus's followers were feeling during the Easter Story. To learn about how a Christian celebrates Easter (visitor) The Natural Word (Science) - Seeds grow into plants - Plants need water, light and warmth - Animals and plants have life cycles - Living things grow and change KS1 links: Plants, living things and habitats	in different religions (Christians- church, Muslims- mosque, Hindus- mandir) To learn about what Christians do in a church (pray, ceremonies, read the Bible, sing). - To visit a church and find out which parts are special. - Story Time- What can we learn from stories? (Christianity, Hinduism, Islam, Sikhism) The Natural Word (Science) - Plants and animals live in different environments - Living things need food water and shelter - Different environments support different living things	- To know the story of Muhammad and the cats and why it is important to Muslims. - To know the story of Rama and Sita and why it is important to Hindus - Special Places- What makes places special? (Christianity, Islam, Judaism) The Natural Word (Science) - Explore push and pull - Objects move when a force is applied: push and pull - Pushes and pulls move objects - Changing forces changes movements Links: forces and materials
	Children will have opportunity to develop their emerging moral and cultural awareness through regular carpet time.					

EYFS Curriculum

Expressive Arts and Design 	Music: exploring sound - To understand how to listen carefully and talk about what I hear. - To know that sounds can be copied by my voice, body percussion and instruments. - To understand that instruments can be played loudly or softly. Art: Marvellous marks - To know that different tools can be used to make different marks and lines. - To know that simple shapes can be used to represent objects and ideas.	Music: Celebration music - To know that there are special songs we can sing to celebrate events. - To understand that my voice or an instrument can match an action in a song. - To recognise that different sounds can be long or short. Art: Paint My World - To know that colours can be mixed to create new colours. - To explore how paint can be used to represent feelings, ideas and experiences. - To know that different tools and materials create different textures and effects.	Music: Music and movement - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' - To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. Art: Creation Station - To know that sculpture is three-dimensional art. - To know that clay can be shaped using hands and tools. - To know that modelling materials can be changed and shaped.	Music: musical stories: - To understand that a piece of music can tell a story with sounds. - To know that different instruments can sound like a particular character. - To understand what 'high' and 'low' notes are. Art: Creation Station - To know that natural materials can be arranged to create artwork. - To know that colour, shape and texture can be used in artwork. - To know that artists plan what they would like to make.	Music: transport - To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' Art: Let's Get Crafty - To know that materials can be cut, folded and joined. - To know that different materials behave in different ways. - To know that art can be created using a range of materials	Music: big band - To know that an orchestra is a big group of people playing a variety of instruments together. - To know that music often has more than one instrument being played at a time. - To understand that performing means playing a finished piece of music for an audience. Art: Let's Get Crafty - To know that threading and joining are ways of making artwork. - To know that designs can be created before making something. - To know that artists choose materials for a purpose.
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EYFS Curriculum

	To understand that artists use drawing to explore and express their ideas.					
	Regular opportunities available for painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics.					
Computing 	Using a computer: - To be able to understand what a computer keyboard is and recognise some letters and numbers. - To know that a mouse can be used to click, drag and create simple drawings. - To know that to use a computer you need to log in to it and then log out at the end of your session.	All about instructions: - To know that being able to follow and give simple instructions is important in computing. - To understand that it is important for instructions to be in the right order. - To understand why a set of instructions may have gone wrong.	Exploring hardware: - To know that different types of technology can be found at home and in school. - To know that you can take simple photographs with a camera or iPad. - To know that you must hold the camera still and ensure the subject is in the shot to take a photo.	Programming – Bee Bots - To know that you can program a Bee-Bot with some simple commands. - To understand that debugging means how to fix some simple programming errors. - To understand that an algorithm is a set of clear and precise instructions.		Data: - To know that sorting objects into various categories can help you locate information. - To know that using yes/no questions to find an answer is known as a branching database. - To know that a pictogram is a way of showing information.

EYFS Curriculum

Enrichment 	Sudbury Hall Toy Museum Harvest Festival	Nativity Bhangra dancing			Forest Schools	Relax Kids
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By the end of reception, children will...

By the end of Reception, children will have developed the knowledge, vocabulary and skills needed for a successful transition into Year 1. They will communicate confidently, read and write with increasing fluency, demonstrate a secure understanding of early number, and show curiosity about the world around them. They will be independent, resilient learners who can build positive relationships, manage their own needs and approach new challenges with confidence.